

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ  
ФЕДЕРАЦИИ  
Федеральное государственное автономное  
образовательное учреждение высшего образования  
«СЕВЕРО-КАВКАЗСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ»

**Методические указания**  
по выполнению практических работ  
по дисциплине  
«ИНОСТРАННЫЙ ЯЗЫК В СФЕРЕ ПРОФЕССИОНАЛЬНОЙ КОММУНИКАЦИИ  
(АНГЛИЙСКИЙ ЯЗЫК)»  
для студентов направления подготовки  
09.03.02 Информационные системы и технологии  
Направленность (профиль): Информационные системы и технологии в бизнесе  
  
(ЭЛЕКТРОННЫЙ ДОКУМЕНТ)

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## **Введение**

Методические указания по дисциплине «Иностранный язык в сфере профессиональной коммуникации» разработаны в соответствии с учебным планом, ФГОС ВО по направлению подготовки 09.03.02 Информационные системы и технологии.

В настоящее время концепция образования в нашей стране претерпевает существенные изменения. Под высокообразованным специалистом сегодня понимается, прежде всего, человек компетентный, отлично разбирающийся в профессиональных вопросах, демонстрирующий высокий уровень практического применения специальных навыков и умений. В этой связи компетентностный подход, с позиций которого обучение рассматривается сквозь призму требований современного рынка труда, приобретает для российского образования всех форм и уровней особую актуальность.

Формирование адекватного понимания своих способностей, осознания специфики и требований выбранной профессии индивидом является одним из приоритетных направлений компетентностного подхода в образовании. Педагогический процесс организовывается таким образом, чтобы обучающиеся не только получали новые знания, но и имели возможность постоянно применять их на практике.

Актуальность тематики данного пособия состоит в необходимости формирования у студентов-журналистов способности участвовать в непосредственном диалоге культур, применять свои знания на уровне деловой коммуникации, совершенствоваться в иностранном языке и использовать его для углубления своих знаний в различных областях общественной жизни, что может быть достигнуто посредством введения компетентностного подхода в практику преподавания английского языка.

Основная цель данного учебного пособия – подготовка студентов к закреплению у них компонентов коммуникативной компетенции, что позволит им на уровне изучения английского языка в полной мере воспринимать и воспроизводить речь, в соответствии с условиями речевой коммуникации.

К тому же, ФГОС ВО ориентирует нас на деятельностный характер образования, на овладение студентами обобщенными способами учебной, познавательной, коммуникативной, практической и творческой деятельности. Такой подход к образованию позволяет говорить о необходимости формирования учебно-познавательной компетенции как об одном из основных направлений модернизации содержания образования, что отражено в заявленном нами УМК.

Все это находит свое отражение на занятиях по дисциплине «Иностранный язык в сфере профессиональной коммуникации» в соответствии с ФГОС ВО и общими целями ОП ВО.

В результате освоения дисциплины по заявленному учебному пособию у студента формируются следующие компетенции:

- Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке (ах) (УК-4)

В результате освоения дисциплины студент должен:

**Знать:** литературную форму государственного языка, основы устной и письменной коммуникации на иностранном языке, функциональные стили родного и иностранного языков, требования к деловой коммуникации

**Уметь:** выражать свои мысли на государственном, родном и иностранном языке в ситуации деловой коммуникации

**Владеть:** навыками составления текстов на государственном и родном языках, перевода текстов с иностранного языка на родной, говорения на государственном и иностранном языках для академического и профессионального взаимодействия

Целью практических занятий является закрепление теоретических знаний и приобретение практических умений и навыков, необходимых для освоения основных стратегий деловой коммуникации на изучаемом языке.

Методические рекомендации по каждой практической работе имеют теоретическую часть, необходимую для выполнения практических заданий. Практические задания органично сочетаются с теоретическими знаниями.

## Практическое занятие 1

### Your Career

#### How to accelerate your career

#### Professional Communication Skills- Writing a CV

**Цель:** овладение студентами коммуникативной компетенцией, которая в дальнейшем позволит пользоваться иностранным языком в различных областях профессиональной деятельности, в научной и практической работе, в общении с зарубежными партнерами, для самообразования и других целей.

**Актуальность** обусловлена все возрастающей востребованностью специалистов, владеющих иностранным языком как средством делового общения в условиях интеграции в мировую промышленность, экономику и право. Основные трудности связаны, главным образом, с недостатком фоновых знаний в области экономики и бизнеса и незнанием английских эквивалентов общепринятых терминов и понятий.

#### **Формируемые компетенции: УК-4**

#### **Теоретическая часть**

#### **What is a career?**

Career is defined by the Oxford English Dictionary as «an occupation undertaken for a significant period of a person's life and with opportunities for progress: the time spent by a person in a career; the progress through history of an institution, organization, etc.; [as modifier] working permanently in or committed to a particular profession; [as modifier] (of a woman) interested in pursuing a profession rather than devoting all her time to childcare and housekeeping» (Oxford Dictionary online).

Career is the progress and actions taken by a person throughout a lifetime, especially those related to that person's occupations. A career is often composed of the jobs held, titles earned and work accomplished over a long period of time, rather than just referring to one position.

The term 'career' was traditionally associated with paid employment and referred to a single occupation. In today's world of work the term 'career' is seen as a continuous process of learning and development.

#### **Contributions to a career**

Contributions to a career can include:

##### *Work experience*

Work experience gives you time at a workplace to learn about an occupation or industry. You may observe others or complete tasks. It is an opportunity to develop skills and networks and to decide what you would like to do.

##### *Types of work experience*

Work experience may be paid or unpaid. It may be for a few days, a few weeks or a year. It may be observation, work shadowing, volunteer work, a structured work placement, a cadetship or an internship.

##### *Benefits of work experience*

Work experience can provide:

insights into what a job involves

structured, supervised, hands-on experience

useful work skills that are recognised in the workplace

confidence in your ability to learn and become competent at new tasks

work/life skills, such as communicating effectively, or working in teams

a chance to demonstrate how you can contribute in a work environment

an understanding of the world of work

an opportunity to demonstrate commitment and reliability

a new referee to add to your resume

an employment opportunity.

### *Community involvement*

Community involvement gives you opportunities to network and gain valuable skills, knowledge and experience.

Your community is made up of lots of different groups of people, for example:

school boards and committees

youth organisations

professional interest groups

not-for-profit enterprises

cultural and creative groups

volunteer groups.

Community involvement is about joining one or more of these groups to exchange ideas, build partnerships and make things happen. You may already be involved with a group, or thinking about joining one.

If you're looking for work, joining a community group can help you by:

showing that you can be committed to a task for a substantial period

demonstrating your skills to an employer

giving you new skills to bring to the paid workforce. For instance, as treasurer of your local neighbourhood watch committee you can develop book-keeping skills.

increasing your knowledge of an area you're interested in. You can apply this knowledge to volunteer work, or in a paid work setting.

showing what kind of a person you are—you can include it among your interests in your resume.

### *Employment*

There are lots of different ways to work, and they change all the time. Different types of workers include:

- a) *employees* work for a public or private employer and is paid. An employee could also be a person who operates his or her own business, whether or not they hire employees.
- b) *employers* operate his or her own business, or works in a profession or trade, and hires one or more employees.
- c) *self-employed workers* operate a business, or works in a profession or trade, and hires no employees.
- d) *contributing family workers* work without pay in an enterprise operated by a relative.
- e) *full-time workers* work 35 hours or more a week, in one or more jobs.
- f) *part-time workers* work less than 35 hours a week.
- g) *permanent or casual workers*. A permanent worker receives either paid holiday or paid sick leave—and can receive both. Casual workers have no entitlement to paid leave. Casual workers are often paid a 'casual loading' to compensate them for the lack of these entitlements.
- h) *temporary workers* are hired for a limited period to fill a short-term need. The length of employment is established at the outset.
- i) *on call or standby workers* agree to be available and contactable for work at any time during an agreed period—for example, over a weekend. Some of these arrangements include an allowance for being on call.
- j) *people who work flexible hours* employees work a certain number of hours but vary the times when they work extra hours in a certain period to allow them to take time off in another period.
- k) *shift workers*. Some businesses have to keep functioning 24 hours a day—for example, mines, some factories, bank processing centres and hospitals. Shift work is work organised to keep such workplaces operating. Sometimes workers take turns at the less popular shifts (generally night shift). Sometimes different types of work are done on different shifts, so a worker is permanently employed on a particular shift.

- l) *people who share job.* Job sharing involves dividing one full-time position into two or more part-time positions. For example, one employee might work three days a week and another work the other two.
- m) *contractors.* Under a contract arrangement, an organisation or individual provides a particular service, or undertakes a particular task, at an agreed price or rate, generally for a specified period.

### *Enterprise activities*

An enterprise is an activity or project that produces services or products. Different types of enterprises include:

- big corporations
- medium-sized industrial or commercial operations
- small businesses
- charities
- religious organisations
- government organisations
- clubs and associations.

Entrepreneurs are people who organise and manage an enterprise by creating new business or community possibilities.

In some workplaces and industries, being enterprising or having an entrepreneurial attitude or talent is highly valued.

### *Training*

As part of your work life, training activities:

- teach you how to do new things
- upgrade your skills and knowledge
- maintain your levels of competency.

Training can be formal, resulting in a qualification when you complete it. It can also be informal, adding to your general skill base without giving you a qualification.

### *Education*

Education is part of your lifelong learning process. Any person's career will probably involve a combination of formal and informal education.

Informal education refers to all other deliberate forms of learning and includes learning settings such as:

- workshops
- seminars
- professional development activities
- adult community education courses
- leisure courses
- guest speakers' talks
- conferences
- self-directed learning
- labour market programs.

Informal education can play a vital role in your career. It allows you to demonstrate commitment to and interest in a particular subject, and it keeps you up to date on the latest concepts and practices in your career field.

### *Interests*

What are your interests?

Stop for a minute and think about these questions:

Where do you most enjoy directing your energy, time and talents?

Is there some activity you take part in that makes you lose track of time?

What would your ideal job be?

What kind of games or activities do you most enjoy being involved in?

Think about things you've achieved in the past, for example:

you volunteered at a community event  
you wrote a poem or story that was published  
you designed a computer program.

Understanding the common features of your different interests can help you choose an occupation or a course of study.

As you gain more experience in the world of work and undertake a variety of life experiences, you are building your unique career path. All life experiences, including paid work, sporting interests and managing a household should be drawn upon as evidence to a potential employer that you are the person for the job.

### **Take-aways**

1. Career is the progress and actions taken by a person throughout a lifetime, especially those related to that person's occupations. A career is often composed of the jobs held, titles earned and work accomplished over a long period of time, rather than just referring to one position.
2. Contributions to a career can include: work experience, types of work experience, benefits of work experience, community involvement, employment, enterprise activities, training, education, interests.

### **Writing Reports**

1. Career and its planning.
2. The secrets of a successful career.
3. How to choose a successful career.

### **Вопросы и задания**

**Exercise 1.** Discuss the questions:

1. Do you consider yourself as an ambitious person? Why? Why not?
2. Do you have a career plan? What do you think can help you to improve your career?
3. Would you prefer to work for one company, for several companies or for yourself during your career?

**Exercise 2.** Read the text

#### **HOW TO ACCELERATE YOUR CAREER**

There are several factors you should look at when making a career choice, including your personality, values, interests and skills. The goal of this process, called self-assessment, is to find a career that is a good match for you. Career skills are crucial to your ability to climb positions and successfully change jobs within an industry. Career change is also a scenario where your career training for specific abilities and skills will play a crucial role.

If you find yourself at your desk with some free time, here are few things you can do to help improve your career.

**Find A Mentor:** If you do nothing else on this list today, do this. Find someone (or several people) that you respect and ask them to mentor you. Most people will be more than happy to pass along advice that they have learned over the years which can be invaluable in helping your career. They will also be great people to use as a sounding board with ideas you have and help you figure out the best way to obtain the goals you are seeking to accomplish. A mentor can have amazing effects on your career and will make your advancements much easier.

**Identify How You Procrastinate:** We all do it, but if you can identify how you are doing it and put in a system to discourage yourself from doing so, you will dramatically increase your productivity. In most cases their big vice is watching TV far too much or spending too much time on social networking sites. Once you have identified places that you are spending too much time, take steps to reduce the amount of time you spend on them and instead use that time to further your career.

**Pinpoint Work Essentials:** The big myth in business is that the ones who work the hardest are the ones that get ahead the most. Working hard is important, but working smart is just as

important. Working smart means finding the areas within your job that are essential to your group and to the company and focusing most of your resources in those area. This is one of the best pieces of advice what we can ever receive when working for a large company. Take some time to look at your job and what portions of it are most essential to others both inside and outside your group. If you pinpoint those areas that are most essential, you become the person that people come to when things need to get done.

**Begin Making Lists:** We used to think that making list is useless until we start making them yourself in a way that was useful for you. We actually should have two lists - one is a list of all the things we want to do and one is for our daily must do list. On the daily list, we can only place the three most important things we have to do that day and work on those three things until they are done. Once finished, then we can go to our general list and choose projects from there. This ensures that we get those things that we may not like to do as much that would be constantly delegated to the end of the longer list. How you develop your list to work for you may be very different, but creating a list system will help you be more productive. Once you complete something, do not throw the list away. Instead, date and file them in a work completed folder. This will allow you to have a documented list of all the tasks you accomplished which you can take out at your next performance review or when asking for a raise.

**Learn Many Languages:** As someone who was the worst student ever when it came to languages in school, we can have many proofs that absolutely anyone can learn any language. We think all of our language teachers would roll over in their graves if they knew we are proficient in other languages. Being proficient in more languages can open up a lot of career opportunities and is well worth pursuing if you have an interest in one. There are plenty of resources online.

**Take Some Classes:** Too many people feel that education ends when you receive that college diploma. In fact, it is a never ending pursuit even if you aren't taking formal classes. There are almost certainly classes you can take or skills that you can obtain that will make it easier for you to advance in your career. Take a few moments to talk with your boss or a mentor to find out what skills will make your advancement easier. Talk with your personnel department and ask if they will help pay for you to obtain these skills. Many will. It is easier than ever to take classes while working full time with online education.

**Update Your Resume:** Take some time to look over your resume to update it and improve it. It is always a good idea to have an up-to-date resume handy on the off chance that another opportunity arises. Make new copies and place them in your briefcase so that they are always ready to hand out.

**Lunch Together:** One of the most effective tools we can use when we work for a large company will be the lunch break. First, because we really did not like eating alone, but later because of all the advantages that come from it. Lunchtime gives you an opportunity to talk with people about ideas you have in a more informal setting than the office.

**Love Your Job:** Learn to love what you are doing or begin looking for something else. There are times when you may have to take a job that you do not particularly like, but there is no reason that you have to be stuck there. If you do not thoroughly enjoy what you are doing, start implementing steps to get a job that you do love. And if for some reason you don't know what you love, start experimenting. That is the only way to find out.

**Exercise 3.** Match the verbs (1-6) with the nouns (a-f) to form expressions from the text.

- |                |                   |
|----------------|-------------------|
| 1. to increase | a) a career       |
| 2. to give     | b) a resume       |
| 3. to further  | c) productivity   |
| 4. to obtain   | d) an opportunity |
| 5. to update   | e) skills         |
| 6. to take     | f) classes        |

**Exercise 4.** Choose the most useful points in building a successful career and compare them with the list of the points you have made in ex. 1.

### Active Business Vocabulary

Exercise 5. Match the expressions (1-4) with their definitions (a-d)

1. a full-time job
  2. a permanent job
  3. a temporary work
  4. a part-time job
- a. a kind of work that finishes after a fixed period
  - b. a kind of work is for the whole of the normal working week
  - c. a kind of job that does not finish after a fixed period
  - d. a kind of job that you do for fewer hours.

**Exercise 6.** Fulfill the gaps with the appropriate prepositions.

under on for at off at for

1. I'm usually ..... work till 7.
2. James works ..... a big oil company.
3. Luckily I don't get ill much, so I'm not often .... work.
4. He has to work .... the presentation about a new project.
5. A team of 12 people work .... me.
6. I usually leave ... for work at 7.30 in the morning.
7. He arrives .... work at nearly 7.50.

**Exercise 7.** Choose any profession for yourself. Tell about your work considering the following questions:

1. Do you have a part-time or a full-time job, a permanent or temporary work?
2. What are you in charge of?
3. What time do you leave for work?
4. Do you take a lot of time off work?

## Professional Communication Skills

### WRITING A CV

#### What is a CV?

**Curriculum Vitae:** an outline of a person's educational and professional history, usually prepared for job applications (L, lit.: the course of one's life). Another name for a CV is a résumé.

A CV is the most flexible and convenient way to make applications. It conveys your personal details in the way that presents you in the best possible light. A CV is a marketing document in which you are marketing something: yourself! You need to "sell" your skills, abilities, qualifications and experience to employers. It can be used to make multiple applications to employers in a specific career area. For this reason, many large graduate recruiters will not accept CVs and instead use their own application form.

There is no "one best way" to construct a CV; it is your document and can be structured as you wish within the basic framework below. It can be on paper or on-line or even on a T-shirt (a gimmicky approach that might work for "creative" jobs but not generally advised!).

#### How Long Should a CV be?

There are no absolute rules but, in general, a new graduate's CV should cover no more than two sides of A4 paper. If you can summarize your career history comfortably on a single side, this is fine and has advantages when you are making speculative applications and need to put yourself across concisely. However, you should not leave out important items, or crowd your text too

closely together in order to fit it onto that single side. Academic and technical CVs may be much longer: up to 4 or 5 sides.

## **What Information Should a CV Include?**

### *Personal Details*

Normally these would be your name, address, date of birth (although with age discrimination laws now in force this is not essential), telephone number and email.

### *Education and Qualifications*

Your degree subject and university, plus A levels and GCSEs or equivalents.

### *Work Experience*

Use action words such as developed, planned and organised.

Even work in a shop, bar or restaurant will involve working in a team, providing a quality service to customers, and dealing tactfully with complaints. Do not mention the routine, non-people tasks (cleaning the tables) unless you are applying for a casual summer job in a restaurant or similar.

Try to relate the skills to the job. A finance job will involve numeracy, analytical and problem solving skills so focus on these whereas for a marketing role you would place a bit more emphasis on persuading and negotiating skills.

All of my work experiences have involved working within a team-based culture. This involved planning, organization, coordination and commitment e.g., in retail, this ensured daily sales targets were met, a fair distribution of tasks and effective communication amongst all staff members.

### *Interests and Achievements*

Keep this section short and to the point. As you grow older, your employment record will take precedence and interests will typically diminish greatly in length and importance.

Bullets can be used to separate interests into different types: sporting, creative etc.

Don't use the old boring cliches here: "socialising with friends".

Don't put many passive, solitary hobbies (reading, watching TV, stamp collecting) or you may be perceived as lacking people skills. If you do put these, then say what you read or watch: "I particularly enjoy Dickens, for the vivid insights you get into life in Victorian times".

Show a range of interests to avoid coming across as narrow : if everything centres around sport they may wonder if you could hold a conversation with a client who wasn't interested in sport.

Hobbies that are a little out of the ordinary can help you to stand out from the crowd: skydiving or mountaineering can show a sense of wanting to stretch yourself and an ability to rely on yourself in demanding situations

Any interests relevant to the job are worth mentioning: current affairs if you wish to be a journalist; a fantasy share portfolio such as Bullbearings if you want to work in finance.

Any evidence of leadership is important to mention: captain or coach of a sports team, course representative, chair of a student society, scout leader: "As captain of the school cricket team, I had to set a positive example, motivate and coach players and think on my feet when making bowling and field position changes, often in tense situations"

Anything showing evidence of employability skills such as team working, organising, planning, persuading, negotiating etc.

### *Skills*

The usual ones to mention are languages (good conversational French, basic Spanish), computing (e.g. "good working knowledge of MS Access and Excel, plus basic web page design skills" and driving ("full current clean driving licence").

If you are a mature candidate or have lots of relevant skills to offer, a skills-based CV may work for you.

### *References*

Many employers do not check references at the application stage so unless the vacancy specifically requests referees it is fine to omit this section completely if you are running short of space or to say "References are available on request."

Normally two referees are sufficient: one academic (perhaps your tutor or a project supervisor) and one from an employer (perhaps your last part-time or summer job). The order and the emphasis will depend on what you are applying for and what you have to offer. For example, the example media CV lists the candidate's relevant work experience first.

If you are applying for more than one type of work, you should have a different CV tailored to each career area, highlighting different aspects of your skills and experience.

A personal profile at the start of the CV can work for jobs in competitive industries such as the media or advertising, to help you to stand out from the crowd. If used, it needs to be original and well written. Don't just use the usual hackneyed expressions: "I am an excellent communicator who works well in a team....."

**Exercise 8.** Go to the website <http://www.kent.ac.uk/careers/cv/goodbadCV.htm> and study examples of good and bad CVs. Write down your own CV.

### Culture Clip STEEP AND FLAT HIERARCHIES

Some cultures prefer steep hierarchies with many levels of management, clear roles and very powerful senior managers. Other prefer flat hierarchies with more equality and flexibility. What is common in your country? Which would you prefer to work in? Why?

#### Список литературы

*Основная литература:*

1. Основы перевода, аннотирования и реферирования научно-технического текста  
Электронный ресурс / Чигирин Е. А., Чигирин Т. Ю., Ковалевская Я. А., Козыренко Е. В. - Воронеж : ВГУИТ, 2019. - 154 с. - Утверждено редакционно-издательским советом университета в качестве учебного пособия. - ISBN 978-5-00032-437-0, экземпляров неограничено
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## **Практическое занятие 2**

### **The difference between organization and company**

#### **Organization of the company**

#### **Professional Communication Skills -Presentations**

**Цель:** овладение студентами коммуникативной компетенцией, которая в дальнейшем позволит пользоваться иностранным языком в различных областях профессиональной деятельности, в научной и практической работе, в общении с зарубежными партнерами, для самообразования и других целей.

**Актуальность** обусловлена все возрастающей востребованностью специалистов, владеющих иностранным языком как средством делового общения в условиях интеграции в мировую промышленность, экономику и право. Основные трудности связаны, главным образом, с недостатком фоновых знаний в области экономики и бизнеса и незнанием английских эквивалентов общепринятых терминов и понятий.

#### **Формируемые компетенции:УК-4**

#### **Теоретическая часть**

#### **What is an Organization?**

Organization is defined as a structure of roles and responsibilities functioning to accomplish predetermined objectives. Organizations have grown tremendously in size in the twentieth century and are found in all parts of the private and public sectors (Dictionary of Business Terms 2000, 489).

#### **What is a Company?**

According to the Dictionary of business terms, company is group of people organized to perform an activity, business, or industrial enterprise [Dictionary of Business Terms 2000: 121]. Merriam Webster's dictionary defines company as a «business organization that makes, buys, or sells goods or provides services in exchange for money» [<http://www.merriam-webster.com/dictionary/company>].

#### **Organizational Structure of the Company**

Organizational structure is a typically hierarchical arrangement of lines of authority, communications, rights and duties of an organization. Organizational structure determines how the roles, power and responsibilities are assigned, controlled, and coordinated, and how information flows between the different levels of management (Business Dictionary online).

A structure depends on the organization's objectives and strategy. In a centralized structure, the top layer of management has most of the decision making power and has tight control over departments and divisions. In a decentralized structure, the decision making power is distributed and the departments and divisions may have different degrees of independence. A company such as Proctor & Gamble that sells multiple products may organize their structure so that groups are divided according to each product and depending on geographical area as well.

Organizational structure is important for knowing to whom each employee reports.

Small companies usually use one of two types of organizational structure: functional and product. Functional areas such as marketing and engineering report to the president or CEO in a functional organizational structure. Product structures are used when a company sells numerous products or brands. It is important for companies to find the organizational structure that best fits their needs.

#### *Function*

Organizational structure is particularly important for decision making. Most companies either have a tall or flat organizational structure. Small companies usually use a flat organizational structure. For example, a manager can report directly to the president instead of a director, and her assistants are only two levels below the president. Flat structures enable small companies to make quicker decisions, as they are often growing rapidly with new products and need this flexibility. The Business Plan, an online reference website, says small companies should not even worry about organizational structure, unless they have at least 15 employees. The reason is that employees in extremely small organizations have numerous responsibilities, some of which

can include multiple functions. For example, a product manager also might be responsible for marketing research and advertising.

Large organizations often have many tiers or echelons of management. As a smaller organization grows, it can decide to add more management levels. Roles become more defined. Therefore, it is important to know which people oversee certain functions.

#### *Communication*

The importance of organizational structure is particularly crucial for communication. Organizational structure enables the distribution of authority. When a person starts a job, he knows from day one to whom he will report. Most companies funnel their communication through department leaders. For example, marketing employees will discuss various issues with their director. The director, in turn, will discuss these issues with the vice president or upper management.

#### *Evaluating Employee Performance*

Organizational structure is important for evaluating employee performance. The linear structure of functional and product organizational structures allow supervisors to better evaluate the work of their subordinates. Supervisors can evaluate the skills employees demonstrate, how they get along with other workers, and the timeliness in which they complete their work. Consequently, supervisors can more readily complete semiannual or annual performance appraisals, which are usually mandatory in most companies.

#### *Achieving Goals*

Organizational structure is particularly important in achieving goals and results. Organizational structure allows for the chain of command. Department leaders are in charge of delegating tasks and projects to subordinates so the department can meet project deadlines. In essence, organizational structure fosters teamwork, where everyone in the department works toward a common goal.

#### *Prevention/Solution*

Organizational structure enables companies to better manage change in the marketplace, including consumer needs, government regulation and new technology. Department heads and managers can meet, outline various problem areas, and come up with a solution as a group. Change can be expected in any industry. Company leaders always should strive to find the best organizational structure to meet those changes.

### **Take-aways**

1. Organization is a structure of roles and responsibilities functioning to accomplish predetermined objectives. Organizations have grown tremendously in size in the twentieth century and are found in all parts of the private and public sectors.
2. A structure depends on the organization's objectives and strategy. Small companies usually use one of two types of organizational structure: functional and product.

Organizational structure is particularly important for functioning, evaluating employee performance, communication, achieving goals and making decisions.

### **Writing Reports**

1. Characteristics of the organizational structure of the company.
2. Types of the organizational structures of the company.
3. Communication in companies with different types of organizational structure.

### **Вопросы и задания**

**Exercise 1.** Which of these companies would you prefer to work for? Why?

1. A family owned company
2. A multinational company

3. Your own company (be self-employed).

**Exercise 2.** Read the text

### **RICHARD REED, INNOCENT DRINKS**

Turnover: over £100million

Number of employees: 250

HQ location: London, UK

Year founded: 1998

Ownership: privately-held

Richard Reed founded Innocent in 1998 with two friends from Cambridge University, Adam Balon and Jon Wright. When they left university they all got jobs with blue-chip companies - one went into advertising and two went into management consultancy. But that didn't stop them constantly talking about setting up a business - a conversation they'd been having since their student days.

Four years later they quit their jobs and decided to go into business after getting back from snowboarding holiday where they'd done nothing but talk about their desire to become entrepreneurs.

They decided to set up a business which would appeal to people like them – so they fixed on the theme of doing good to themselves. The result was Innocent, a drinks company producing pure fruit smoothies. The company now produces more than 30 different recipes and sells more than two million smoothies each week through 10,000 retailers in the UK and overseas.

Since Innocent was launched the company has been growing by 20% year on year and currently has a 75% share of the smoothie market. In April 2009 Coca-Cola bought an 18% stake in the company for £30 million. A year later it paid £65 million for a 58% stake.

Part of its marketing strategy is to use delivery vans which are decorated to look like cows or grassy fields. The company also prides itself on being 'a happy place to work' and 'people-oriented', with a relaxed working environment which includes having a grass floor in the office.

Key advice

"If you're 70% sure about an idea then go for it. Because if you wait till you're 100% confident in business... you'll never make a decision, you'll never get anywhere."

(BBC News Business)

**Exercise 3.** Which of these statements are true? Correct the false ones.

1. The head office of the company is situated in New York.
2. Richard Reed and his friend set up their company while they were students.
3. Innocent drinks was found to be one of the companies with the happy employees.
4. The company has been growing by 20% year on year since 2005.

**Exercise 4.** Discuss the questions.

1. Would you like to work for such a company like Innocent drinks?
2. What makes people happy at work? What factors are important for you at work?

**Exercise 5.** Prepare a report about a famous company and the story of its success.

### **Active Business Vocabulary**

**competitive** - when a company offers good products or services at a good rate

**to expand into new markets** - to start operating in new regions or countries

**a good reputation** - when a company is respected and valued by people

**to merge** - to combine to become one (e.g. two companies)

**a multinational company** - a company that operates in more than one country

**open-plan** - when an office has no interior walls, so that all members of staff are working in the same room rather than in individual offices

**profitable** - when a business makes a profit and is not lossmaking

**to be recognized internationally** - to be known about and well thought-of around the world

**to take over** - to buy another company

**a security pass** - a card allowing entry to premises or building, possibly with a photo of the holder

**the service industry** - companies that offer a service (e.g. training, leisure, marketing)

**a solid client base** - a number of reliable and regular clients/customers

**a tower block** - a building with very many floors

**a well-established company** - a company that has been in business long enough to have a solid client base and good reputation

**the working environment** - the place and atmosphere within which people work

**Exercise 6.** Choose the correct options

1. Although the training organization TrainULike only set up business last year, it is doing well. It is *expanding / increasing* into new markets.

2. The renowned electronics firm DigiKom has a good reputation. It is *recognized / seen* internationally.

3. The Chairman of the upcoming new company wanted to establish a solid client *base / basis* before moving into new areas.

4. When choosing a new job, a clean *environment / economy* is important to many people.

5. When the contractor came into the office, he worked at the *hot / limited* desk.

6. Despite reports in the press of a hostile takeover, the two companies had in fact decided to work together and had *merged / partnered*.

**Exercise 7.** Complete the missing words.

1. Last year, GlobalTrain, a large training company, t \_\_\_\_\_ o \_\_\_\_\_ LearnLocal, a small company based in south-west England.

2. Have you heard that PG Trips and FunHols are m \_\_\_\_\_? They hope to have a stronger presence on the holiday market by working together.

3. Because of our successful marketing strategy and the innovative results from research and development, we are now int \_\_\_\_\_

rec \_\_\_\_\_ .

4. To remain co \_\_\_\_\_ , we need to reduce our prices and deliver more quickly.

5. After the scandal surrounding the members of the Board, the company's rep \_\_\_\_\_ went downhill.

6. To gain access to the company premises, you need to show your se \_\_\_\_\_ pass at the gate.

## Professional Communication Skills Presentations

Study the structure of a successful presentation:

1. Opening:
  - a) greeting;
  - b) introducing yourself;
  - c) introduction to the topic.
2. The main body:
  - a) description of your model/experiment;
  - b) your results;

- c) sketches and intuition of your results.
- 3. Summary
  - a) least important part of your talk (but still important). There should not be any surprises in your conclusion.
- 4. The conclusion:
  - a) reiteration of your results;
  - b) future work.
- 5. Dealing with questions.

**Exercise 8.** Match these less formal phrases with more formal ones.

*What I want to do today is ...*

*I know you are all very busy...*

*As you know I'm...*

*OK, shall we get started?*

*It's good to see you all here.*

*Hi, everyone.*

*Today I'm going to talk about...*

*In my talk I'll tell you about*

More formal	Less formal
<i>Good afternoon, ladies and gentlemen</i>	
<i>Today I would like to...</i>	
<i>Let me just start by the introducing myself. My name is...</i>	
<i>It's a pleasure to welcome you today</i>	
<i>In my presentation I would like to report on...</i>	
<i>The topic of today's presentation is ...</i>	
<i>I suggest that we begin now.</i>	
<i>I'm aware that you all have very tight schedules...</i>	

**Exercise 9.** Practise the opening of a presentation. Use phrases from the box.

Welcome  
audience

Introduce  
yourself

Say what the  
topic is

Explain why the audience  
will be interested

<i>Welcoming the audience</i>	<i>Saying what your topic is</i>
Good morning/afternoon, ladies and gentlemen	As you can see on the screen, our topic today is ...
Hello/Hi, everyone. First of all, let me thank you all for coming here today.	Today's topic is ...
I'm happy/delighted that so many of you could make it today.	The subject of my presentation is....
<i>Introducing yourself</i>	<i>Explaining why your topic is relevant for the audience</i>
Let me introduce myself, I'm Joan Shin from ...	My talk is particularly relevant to those of you/us who...
For those of you who don't know me, my name is ...	Today's topic is of particular interest to those of you/us who...

As you probably know, I'm a new HR manager	My topic is very important for you because... By the end of this talk you will be familiar with ...
--------------------------------------------	--------------------------------------------------------------------------------------------------------

! Remember to use words *we, us, our* to highlight common interest.

**Exercise 10.** Study the following expressions

*Expressions with AS:*

- As you all know,...
- As I've already explained,...
- As I mentioned earlier/before,...
- As I pointed out in the first section,...
- As you can see,...

*Talking about difficult issues:*

- I think we first need to **identify** the problem.
- Of course we'll have to **clarify** a few points before we start.
- We will have to **deal with** the problem of increasing prices.
- How shall we **cope with** unfair business practices?
- The question is: why don't we **tackle** the distribution problems?
- If we don't **solve** this problem now, we'll get into serious trouble soon.

*Referring to other points*

- I'd like to mention some critical points **in connection with/concerning** payment.
- There are a few problems **regarding** the quality.
- With respect/regard to** prices, we need more details.
- According to** the survey, our customers are unhappy with this product.

*Adding ideas*

- In addition to this**, I'd like to say that our IT business is going very well.
- Moreover/Furthermore**, there are other interesting facts we should take a look at.
- As well as that**, we can offer excellent conditions.
- Apart from** being too expensive, this model is also too big.
- To increase sales we need a new strategy **plus** more people.

**Exercise 11.** Prepare the main part of a presentation using before mentioned phrases.

Checklist for the main part of a presentation

1. Briefly state your topic again
2. Explain your objective(s).
3. Signal the beginning of each part.
4. Talk about your topic.
5. Signal the end of each part.
6. Highlight the main points.
7. Outline the main ideas in bullet-point form.
8. Tell listeners you've reached the end of the main part.

**Exercise 12.** Match the two parts to make sentences used to refer to media.

1. On the next page



- b) In my opinion, we should...
- c) We just have time for a few questions.
- d) To sum up then, we...
- e) Ok, I think that's everything I wanted to say...
- f) Are there any questions?
- g) I'd like to run through my main points again...
- h) As a final point, I'd like to...
- i) I'm now nearing the end of my talk..
- j) Just to summarize the main points of my talk....
- k) What I'd like to suggest is....

**Exercise 14.** Using the phrases from above prepare a presentation on an actual for you problem.

### Culture Clip BEING DIRECT

In direct cultures instructions are very short. This can be seen as impolite and aggressive by people from indirect cultures, where instructions are usually polite requests. Can you think of examples of each country? How might this difference cause misunderstanding in multicultural teams?

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### **Практическое занятие 3**

#### **The Practices of Successful Managers**

##### **Managing people**

##### **Professional Communication Skills - Meetings and Conferences**

**Цель:** овладение студентами коммуникативной компетенцией, которая в дальнейшем позволит пользоваться иностранным языком в различных областях профессиональной деятельности, в научной и практической работе, в общении с зарубежными партнерами, для самообразования и других целей.

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##### **Формируемые компетенции: УК-4.**

##### **Теоретическая часть**

##### **What is management?**

In the Dictionary of Business Terms there are following definitions of the term management: 1. combined fields of policy and administration and the people who provide the decisions and supervision necessary to implement the owners' business objectives and achieve stability and growth. The formulation of policy requires analysis of all factors having an effect on short- and long-term profits.

2. key people in an organization. Those who make the most important decisions are called top management (Dictionary of Business Terms 2000, p. 403).

##### **The Practices of Successful Managers**

As a manager, you have the opportunity to lead, supervise, mentor and motivate others – and your ability to do so effectively makes a huge difference to your company's overall success. But, statistics show that 50% or more of middle managers fail to achieve the expectations of those who promote them. Find out why and what you can do about it.

First, the good news: As a manager, you have the opportunity to lead, supervise, mentor and motivate others - and your ability to do so effectively makes a huge difference to your company's overall success. In fact, the success of your company has as much if not more to do with your performance as it does with the performance of the CEO and his or her senior team.

Now, the bad news: 50-80% of all middle managers fail to achieve the expectations of those who promote them. With over 5 million managers in this group in the U.S. and Canada, that's a lot of missed expectations. Why is this so, and what can you do about it?

Managing is about bringing out the best in people, not overwhelming subordinates with technical information. Learning to be a more effective manager is complex, not simple, and one technique definitely does not fit all managers.

Managers find themselves between the proverbial rock and a hard place. You are expected to increase or maintain success, however your company defines it, by getting the best performance possible out of your people – yet you have to operate within often difficult and demoralizing policies, procedures and guidelines established by senior management.

Research shows that you are more likely to be successful as a manager not by fixing your weaknesses, but by understanding and working around them. Here is the list of the management habits of thousands of successful middle managers:

#### *Be Yourself*

A common mistake of newly appointed managers is to assume that they are expected to act differently now that they manage others. While there is some truth to this notion in terms of behavior, successful middle managers find it is important to continue to be the same person they were before the promotion. Develop a management style that fits with who you are as a person; don't try and behave like someone else. If your natural approach is fun-loving and less serious, find ways to manage that way. If you are more serious and impersonal in the ways you interact with others, don't assume you have to change personalities to be successful.

#### *Listen*

Listen to what your employees are telling you. Listen to your customers. Listen to what your superiors are telling you. And listen for what is not being talked about. Check the accuracy of your listening when you're not sure what you are hearing by feeding it back to the people who are talking to you.

#### *Be a Role Model*

Assume you are always being watched, even when you would prefer not to be, by the people who report to you. Humans learn first by imitation; your reports will pick up on and follow your behavior. If you want people to admit to mistakes, show them how to do that by admitting to your own. If the honesty and integrity of your employees is important to you, work to make sure your actions line up with your words. Conversely, don't assume that everything you do will be copied. Being a role model alone isn't enough, but successful managers remain aware of the example they set for their employees.

#### *Rely on Your Ability to Support, Not on Your Ability to Do*

Successful managers need to make a shift from being "Doers" to being "Supporters". Many managers are promoted because of their excellent grasp of a function or job, but as managers, they are expected to help others develop their skills, not to do the job for them. For many, this is the most difficult management practice to develop. Teaching others how to perform a job better or differently requires a totally different skill set than simply doing the job yourself. Learning to follow through on delegated tasks is a form of support that employees need in order to ensure success. Delegating, including following up with every delegated task, is a critical management practice.

#### *Give Up the Illusion of Changing Anyone Except Yourself*

Humans change of their own accord, not because someone else wants them to. This is an unassailable truth about human nature and the sooner a newly appointed manager accepts it, the better. Managing or leading people doesn't mean changing them to suit the needs of the leader; it requires leaders to change themselves to suit the needs of the people they manage. Leaders influence change in people by building on their strengths and candidly discussing what they perceive as their weaknesses, but no one changes anyone else, ever. If you want someone to behave or act differently, change the way you approach them or work with them.

#### *Focus on Your Team's Strengths*

Research into what makes groups of people successful shows conclusively that managers and leaders get further by accentuating the positive attributes of team members than by working on their weaknesses. If you understand that people only change when they decide to change, this concept should make sense. Successful managers don't work too hard at changing the bad habits or behaviors of their employees; they find ways to build on their employees' innate skills. Focusing on strengths does not mean you need to turn your back on all of the unproductive or negative behaviors of your employees, but you do need to distinguish between those traits that can be changed from those that cannot be changed. Invoke the Serenity Prayer from Alcoholics Anonymous: "God give me the serenity to accept the things I cannot change, courage to change the things I can, and wisdom to know the difference." Limit your focus on "fixing" to those

things that are completely unacceptable, and have the courage to put your energy into finding and bringing forth employees' strengths.

#### *Take Charge of Your Own Growth*

It is not your employer's responsibility to make you a better manager, it's yours. If you wait for someone else to show you how to improve, you might be waiting a long time. And, as we've said, the only person who can change or improve you is you. If you want your manager to manage you better, show them how to do so. If you want more feedback on your performance, go ask for it. If you need more guidance or mentoring, go find a mentor. Employers can send you to training or hire a coach for you, but how much you grow or improve is totally up to you.

#### *Be Patient*

Change takes time. When people work towards changing their own performance, it is not uncommon for Herculean internal effort to show-up as incremental visible improvement. Telling people they aren't changing fast enough in hopes of accelerating their development usually has the opposite effect. Be patient, particularly with yourself. Experience is a great teacher, but it often takes a lot of it before people understand how to apply it. There are ways to accelerate this process, but pushing people is rarely the answer.

#### *Tell the Truth*

Overwhelmingly, research shows that the single most important attribute a leader can demonstrate to those they lead is the ability and willingness to tell the truth. Whether the truth is good or bad, pleasant or hard-to-hear, hearing it usually helps people find their way through chaos and uncertainty. Furthermore, the most important kind of truth to tell is the truth about oneself.

#### *Don't Manage, Lead*

The old familiar notion of "management" as oversight of work processes is outdated. Increasingly, people are both able and required to manage themselves. The pace of the typical work-a-day world and the volume of work to be done make traditional management impossible. However, it is possible for managers to give their employees what they most want and need -- leadership. Under leadership, we include creating and communicating a plan for achieving group goals; unwavering commitment towards those goals; dedication to the work and the people performing the work; and the ability to prioritize tasks and follow through on assignments of each team member.

Learning to lead can be pleasant and painful, frightening and invigorating, rewarding and frustrating - all at the same time. The only certainty is that how you lead will be remembered. For better or worse, your leadership becomes part of the legacy you leave behind in your job, your community and your life. Every action you take contributes to that legacy, every day. Have fun, give it your best and enjoy the space between a rock and a hard place. It's where diamonds are made!

#### **Take-aways**

1. Management is combined fields of policy and administration and the people who provide the decisions and supervision necessary to implement the owners' business objectives and achieve stability and growth.
2. Some of the valuable tips of being a successful manager are:
  - a) Be yourself
  - b) Listen
  - c) Tell the truth
  - d) Be patient
  - e) Focus on your team's strengths
  - f) Be a role model
  - g) Rely on your ability to support, not on your ability to do
  - h) Give up the illusion of changing anyone except yourself
  - i) Take charge of your own growth

j) Don't manage, lead

### Writing reports

1. Keys to successful management.
2. Leadership vs. Management.
3. Business etiquette of a manager.
4. Peculiarities of business management in Western Europe.
5. Peculiarities of business management in Asian countries.

### Вопросы и задания

**Exercise 1.** Discuss the following quotation

*“Good management is the art of making problems so interesting and their solutions so constructive that everyone wants to get to work and deal with them.”*

— Paul Hawken, an environmentalist, entrepreneur, and author.

**Exercise 2.** Read the following text. Discuss the main issues and ideas.

#### **The Bolt that Holds the Ikea Empire Together**

Ingvar Kamprad is no ordinary multi-billionaire. The founder of the Ikea furniture empire travels economy class, drives a 10-year old Volvo and buys his fruit and vegetables in the afternoon, when prices are often cheaper. Ask him about luxury in his life and he answers: “From time to time, I like to buy a nice shirt and cravat and eat Swedish caviar.

Mr. Kamprad is one of the greatest post-war entrepreneurs. What began as a mail-order business in 1943 has grown into an international retailing phenomenon across 31 countries, with 70 000 employees.

Sales have risen every single year. The Ikea catalogue is the world’s biggest annual print run – an incredible 110 m copies a year. And Mr. Kamprad has grown extraordinarily rich. He is worth £8,7bn and is the 17<sup>th</sup> richest person in the world according to the Forbes, US magazine.

The concept behind Ikea’s amazing success is unbelievably simple: make affordable, well-designed furniture available to the masses. And then there is Mr. Kamprad himself – charismatic, humble, private. It is his ideas and values that are at the core of Ikea’s philosophy.

Best known for his extremely modest lifestyle, he washes plastic cups to recycle them. He has just left his long-standing Swedish barber, because he found one in Switzerland, where he lives, who charges only £6 for a cut. “That’s a reasonable amount”, he chuckles.

All Ikea executives are aware of the value of cost-consciousness. They are strongly discouraged from travelling first or business class. “There is no better form of leadership than setting a good example. I could never accept that I should travel first class while my colleagues sit in tourist class”, Mr. Kamprad says.

As he walks around the group’s stores he expresses the feeling of “togetherness” physically, clasping and hugging his employees. This is very uncharacteristic of Sweden. “Call me Ingvar”, he says to staff. The informality and lack of hierarchy are emphasized by his dress style, with an open-necked shirt preferred to a tie.

Mr. Kamprad has had both personal and business battles. He has fought against dyslexia and illness.

One of Mr. Kamprad’s characteristics is that his obsessive attention to details. When he visits his stores, he talks not only to the managers but also to floor staff and customers. A recent visit to six of the group’s Swedish stores has produced ‘100 details to discuss’, he says.

By his own reckoning, his greatest strength is choosing the right people to run his businesses.

He is determined that the group will not go public, because short-term share-holder demands conflict with long-term planning. “I hate short-termist decisions. If you want to take long-lasting decisions, it’s very difficult to be on the stock exchange. When entering the Russian market, we had to decide to lose money for 10 years”.

Mr. Kamprad has been slowly withdrawing from the business since 1986 when he stepped down as group president. He maintains that he is still “too much involved and in too many details”, although he admits to a distinct reluctance to withdraw altogether.

The questions is: Can there be an eternal Ikea without Mr. Kamprad? Does the group depend too much on its founder? Will the empire continue as control of Ikea gradually moves to Mr. Kamprad’s three sons?

**Exercise 3.** Discuss the following questions.

1. What, in your opinion, are the strengths and weaknesses of Ingvar Kamrad?
2. Would you like to work on him?
3. When is the correct time for a leader or founder to leave his or her company?

### Active Business Vocabulary

Here are some definitions and examples of vocabulary relating to people and places.

**an assistant** - someone who supports someone above them, such as a Technical Assistant who assists the Technical Director

**a colleague** - someone you work with; a co-worker

**an employee** - someone who works for someone else (who is their employer)

**an employer** - a person, company or organization who employs someone

**Head of Sales** - the person in charge of sales

**a manager** - a person who is responsible for a department, team or project

**to report to** - to have a manager or someone above you in the hierarchy to whom you are responsible

**a subordinate** - a worker who reports to someone above them in the hieracrchy

**a team leader** - a person who is in charge of a team; a manager of a team

**Exercise 4.** Read the text and study the words and expressions in bold.

All the directors together are **the board**. They meet in **the boardroom**.

**Non-executive directors** are not managers of the company; they are outsiders, often directors of other companies who have particular knowledge of the industry or of particular areas.

**The marketing director** is the head of **marketing**, **the IT director** is the head of **IT**, etc. These people **head** or **head up their departments**. Informally, the head of an activity, a department or an organization is its **boss**.

**An executive** or, informally, **an exec**, is usually a manager at quite a high level (for example, a senior executive).

**Exercise 5.** Answer the following questions using the active vocabulary of the unit.

1. Who are the most famous bosses in your country?
2. Which companies do they head?
3. Why are they successful?

### Professional Communication Skills

#### Meetings and Conferences

Here are some definitions and examples of vocabulary relating to meetings and conferences

**an appointment** - an arranged meeting with someone, e.g. bank manager, customer

**to arrange a meeting** - to organize a meeting, such as inviting participants and booking the venue

**to attend a meeting** - to take part in a meeting

**an attendee** - a person who attends a meeting

**to book a room** - to reserve a room (e.g. to use for a meeting)

**to cancel a venue** - to withdraw a booking when the room or location of a meeting or conference is no longer needed

**to collect in forms** - to take back forms, such as feedback forms or questionnaires, from participants of a conference

**to disagree** - to not have the same opinion as someone else

**a graph** - a diagram which may have lines or bars representing figures, such as sales over time

**to hold a meeting** - to have a meeting

**to make a suggestion** - to make a proposal; to put an idea forward

**to miss a meeting** - to fail to attend a meeting, even though you intended to, perhaps because you are held up in traffic or an earlier meeting runs on longer than you expected

**the minutes** - the report or summary from a meeting, often showing action points and when they are to be done and by whom

**to negotiate** - to try and reach agreement with a partner who may have different objectives to your own, often involving the need to compromise

**to organize a conference** - to arrange a conference

**to pass round handouts** — to give papers (possibly photocopies) to participants of a meeting or conference

**a participant** - a person who attends or takes part in a meeting or conference

**to participate in** - to take part in; to attend; to be present at

**to postpone** - to push the date of a meeting or conference back to a later date

**a projector** - a piece of equipment that shows the computer screen on the wall or bigger screen so that a large number of people can see it

**to reach an agreement** - to finally have the same opinion; to agree in the end after a discussion or negotiation

**a videoconference** - a conference with audio and visual input held at a distance via the Internet

**a visual** - something like a graph, chart, diagram or photograph, used perhaps to support a point being made in a presentation

**to voice an opinion** - to say what you think

**Exercise 6.** Match these words (1-4) with their synonyms (a-d).

- |                                |                        |
|--------------------------------|------------------------|
| 1. to participate in a meeting | a) a graph             |
| 2. to organize                 | b) to arrange          |
| 3. an attendee                 | c) to attend a meeting |
| 4. a visual                    | d) a participant       |

**Exercise 7.** Match these words (1-6) with their antonyms (opposites) (a - f) .

- |                           |                                    |
|---------------------------|------------------------------------|
| 1. to hold a meeting      | a) to disagree                     |
| 2. to pass round handouts | b) to cancel the venue             |
| 3. to reach an agreement  | c) to cancel a meeting             |
| 4. to book the room       | d) a failure                       |
| 5. a successful event     | e) to collect in (completed) forms |
| 6. to attend a conference | f) to miss an event                |

**Exercise 8.** Study the following useful phrases arrange a suitable time to meet with your partner.

*Asking for a meeting*

Could we schedule a time to meet next week?

I'd like to schedule a meeting as soon as possible.

Can we meet and go over this together?

Perhaps we could meet and go over the details in person?

*Suggesting a meeting time*

How about Monday at nine?

Could we meet next week?

Would half past five suit you?

*Saying that you aren't able to attend*

Sorry, I can't make it then.  
I'm afraid I have another appointment then.  
I'm a bit tied up then. How about another time?  
Saying that you can attend  
Sounds good.  
Yes, that works for me.  
*Confirming the day and time*  
See you on Monday at seven.  
So, I look forward to seeing you on Tuesday at four.

**Exercise 9.** Work in groups of four to practise the beginning of a meeting using the useful phrases

*Welcoming participants*  
It's nice to see everyone.  
Thanks for being here today.  
*Stating objectives*  
We'll be discussing..  
Joaquin will be examining.. .  
*Asking participants to introduce themselves*  
Why don't you introduce yourself to everyone.  
Tell us a bit about yourself.

**Exercise 10.** Work in groups of four to practise giving opinions, making interruptions and asking for clarification. Use the following phrases

*Giving your opinion*  
I think ...  
We should ...  
I'm convinced that we should. ...  
I tend to think that it's ...  
It seems to me that ...  
*Interrupting*  
Sorry but ...  
Sorry to interrupt but I feel that ...  
Could I come in here?  
I'd like to make a point here if I could.  
Can I just say something about that?  
*Asking for clarification*  
I'm not sure I understand what you're saying.  
Do you mean that ...?  
Are you saying that ...?  
If I understand you correctly, you think that ...  
*Dealing with interruptions*  
Hold on, please.  
We'll come back to you in a moment.  
Just a second, please. I promise we'll come right back to you.

**Exercise 11.** Study the following expressions and role-play a meeting.

*Ending a meeting*  
Let's finish here.  
I think that's everything.  
I think that brings us to an end.  
*Confirming decisions and actions*

So, to sum up what we've decided.. .  
We've decided to ...  
*Thanking someone for a meeting*  
Thank you all for coming in today.  
Thank you very much for your time.  
Thank you for your hard work. I think we've come up with a lot of good ideas.  
*Saying goodbye*  
I look forward to seeing you again soon.  
I hope you have a safe journey.  
Have a safe trip home.

### **Culture Clip** **ATTITUDES TO TIMING**

Some cultures place a lot of importance on events starting and finishing on time. Others believe things should take as long as they need and are flexible with itineraries and schedules. What effect could this have on meetings, presentations and appointments? What is normal in your country?

#### **Planning**

##### **Types of Planning in Business**

##### **Professional Communication Skills – Making predictions**

**Цель:** овладение студентами коммуникативной компетенцией, которая в дальнейшем позволит пользоваться иностранным языком в различных областях профессиональной деятельности, в научной и практической работе, в общении с зарубежными партнерами, для самообразования и других целей.

**Актуальность** обусловлена все возрастающей востребованностью специалистов, владеющих иностранным языком как средством делового общения в условиях интеграции в мировую промышленность, экономику и право. Основные трудности связаны, главным образом, с недостатком фоновых знаний в области экономики и бизнеса и незнанием английских эквивалентов общепринятых терминов и понятий.

##### **Формируемые компетенции:**

ОК-6, ОПК-18.

##### **Теоретическая часть**

##### **What is Business Planning?**

Business planning is a process that involves the creation of a mission or goal for a company, as well as defining the strategies that will be used to meet those goals or mission. The process of business planning can be very broad, encompassing each aspect of the operation, or be focused on particular functions within the overall corporate structure. Often, business planning involves the utilization of resources within the company as well as engaging the services of consultants to assist in designing and implementing the plan.

There are several points in the life of a business when the process of business planning is an essential task. Starting up a new company involves performing at least rudimentary business planning in order to address such factors as defining the goals of the company, obtaining operating licenses, incorporating the business if appropriate, and defining the basic structure for the new business. Along with these factors, business planning will also address the issue of what goods and services to offer and how to go about producing those core products.

A second stage when business planning comes into play is when an existing company wishes to expand operations. The business planning will determine what is needed in order to manage the expansion process, especially in regards to financing new facilities, expanding sales and marketing efforts, or designing a new communications infrastructure to meet the needs of the

expansion. It is not unusual for consultants to be called during this type of business planning, as the process often involves a drastic overhaul of the company's operations.

Business planning may also be advantageous in the event of acquisitions. For example, Company A decides to buy Company B and integrate their operations into the overall company structure. This will often mean developing a business plan that addresses issues such as negotiating new service contracts with vendors to include the acquired company, combining some functions or physical locations in order to maximize efficiency, and rearranging departmental functions and the personnel who will staff those departments.

In general, any type of business plan requires investigation, careful evaluation of all known factors, and projecting potential results of different options that are open to the company. This open-ended process can take on a number of forms, some of them relatively simplistic, while others are extremely detailed and complicated. However, the basic task of business planning is necessary for the entrepreneur starting a new business, as well as the established company that wishes to expand through the launch of new products or by acquisition of competitors.

### **Types of Planning in Business**

Suchi Moorthy, a business consultant defined the main types of business plans:

#### *Start-Up Plans*

This plan is the defining step for any new business. It has an executive summary in the beginning and the projections for the first year. It also lists the company's aspirations and strategies in terms of product or service to be produced, the market in which it is going to operate, implementation milestones and the team that is going to implement them.

#### *Feasibility Plans*

This plan ascertains whether a business must be set up. This is an extension of a start-up plan. It has an executive summary, mission statement, goals, analysis of the market, costs, pricing and likely expenditure.

#### *Internal Plans*

These plans, as the name suggests, are internal to the organization. The organization's planned working style is briefly listed here. Each functional department has an internal plan for its functioning and operations. These usually include implementation milestones, time frames and the responsibilities of the people who would execute the work.

#### *Strategic Plans*

This planning is for the overall picture. With a strategic plan the organization chalks out all the alternatives available and the trade-offs in choosing any one over the others. Also, the priorities are underlined and the ends and means toward achieving targets are spelled out clearly.

#### *Growth Plans*

This plan chalks out the organization's path toward expansion. This almost always includes views on investments, operations, finances, time and personnel resources. Also, if the company is planning to introduce a new product, this planning comes in handy (by Suchi Moorthy, eHow Contributor).

### **Five Essential Elements of a Good Business Plan**

When developing your business plan ensure that you have kept the following in mind. Stop and ask yourself the following? If the answer to your question is "yes", continue, but if it is "no", stop and revise what you have written until you are satisfied that you can answer "yes" to each question.

#### *Is my business plan simple?*

Make sure your business plan is easy to understand and to implement. Is it a practical document and will anyone who picks it up get a clear picture of what you're wanting to achieve?

#### *Is my business plan specific?*

You need to ensure that your goals are specific and measurable. Does your action plan include deadlines, budgets and who's going to get the job done.

*Is my business plan realistic?*

Don't set yourself up for failure. Ensure that when you set your goals that you've actually looked at what it'll take to implement. Make sure that your sales goals are achievable.

*Is my business plan complete?*

Make sure that you have included all the relevant aspects of your business. While the purpose of some business plans differ there are specific business plan basics in every document. Make sure you're thorough and rather include too much detail rather than too little.

*Are My Goals SMART?*

Make sure that you have adopted the principle of SMART goals:

specific	realistic
measurable	timely
achievable	

A well written business plan will allow you to take a very broad, holistic and quite objective look at your business idea. Through a business plan you are able to truly assess if the type of online store you want to open, the niche you want to operate in or even the technology you want to use is feasible and can actually make you profit.

### **Take-aways**

1. A business plan is a formal statement of a set of business goals, the reasons they are believed attainable, and the plan for reaching those goals. It may also contain background information about the organization or team attempting to reach those goals.
2. Types of Planning in Business: Start-Up Plans, Feasibility Plans, Internal Plans, Strategic Plans, Growth Plans.
3. It is also important to understand that when developing your business plan there are specific business plan basics that need to be included in your plan. There are five essential elements of a business plan that are critical if its to be of any value at all.

### **Writing Reports**

1. Tactical planning in business
2. Open business plans
3. Succession planning: how to do it right

### **Вопросы и задания**

**Exercise 1:** Is car industry highly developed in your country? What car you are dreaming on?

**Exercise 2:** Read the text.

#### **16 NEW LAND ROVERS REVEALED**

Land Rover's line-up is set to expand to 16 models by 2020 - and we've got the details of them all, including a 4m baby three-door, and BMW X5 rival and a five-car Defender family

Land Rover has embarked on a massive new model blitz that could more than double its annual sales by 2020. It is almost certainly the biggest investment that the UK car industry has ever seen. Land Rover's future model line-up will fully cover the three main areas of the booming global SUV market – luxury, leisure and utility.

According to Land Rover's design director Gerry McGovern, the brand is set to expand all three of its model families. The plans include additional models for the Range Rover line-up, a new Defender family and a radical expansion of the Freelander range that will create four new 'leisure' SUVs during the next seven years.

Land Rover sources refuse to estimate the potential size of the car-maker once the seven-year plan has been introduced. However, market data suggests the global SUV market will reach 22

million units by 2020. If, by radically expanding its line-up, Land Rover captured around three per cent of that market, it would be close to producing 600,000 vehicles annually.

*Hilton Holloway: What is Land Rover chasing?*

According to what McGovern describes as a “holistic approach” to its future range, Land Rover plans to extend the Range Rover line-up to six models, including an ‘Evoque XL’, which slots into the hole that currently exists between the Evoque and the new Range Rover Sport and a convertible Evoque. A baby three-door Range Rover just 4m long is also being considered.

The new Land-Rover-badged ‘leisure’ line-up will have at least five new models, kicking off with an entry-level Freelander similar in size to today’s Evoque. The Freelander itself will be reinvented in five-seat and seven-seat forms. The range will be topped by a new Discovery, which could switch to an aluminium platform, and be offered as a flagship to rival the successful BMW X5.

In the ‘dual purpose’ or ‘utility’ segment, Land Rover’s plan indicates that a production version of the Evoque-based DC100 is heading for the showroom, as well as the long-discussed replacement for the Defender.

McGovern’s plan shows outline drawings for five-seat and seven-seat new Defenders as well as a crew-cab pick-up.

This dramatic expansion will put a huge strain on the investment and engineering capabilities of Jaguar Land Rover. JLR boss Ralf Speth has already spoken about 40 new JLR product launches in the next five years. He has pledged £2bn a year to underpin this, with the £10bn investment funding at least one new platform, plus increased capacity in the UK.

However, not all of this investment is expected to be focused on the UK. JLR is wisely spreading its production footprint around the world to take advantage of booming global markets.

Reports from China in early October said that the JLR joint venture with Chinese car maker Chery gained approval in record time from the Chinese National Development and Reform Commission.

About £1.8 billion will be invested in a new Chinese plant that will, in the first stages, have the capacity to build 130,000 vehicles per year, about 60 per cent of which will be Land Rover models.

Reports say that Land Rover sales in China hit 47,975 units in the first eight months of the year, 85 per cent up on the same period in 2011. Its 96 Chinese dealer outlets will also soon be expanded by a further 47 showrooms.

China is now JLR’s second biggest market, just behind the UK, and Chinese tastes are increasingly turning away from conventional luxury saloon cars towards SUVs.

Buyers of premium vehicles in China and Russia are also pushing for the opportunity to buy more limited-edition vehicles and customised styling packs, an opportunity JLR’s design teams are eager to capitalise on.

Back in the UK, JLR has put the finishing touches to its new aluminium press shop at Solihull and has just completed a new quality inspection building for the new Range Rover and its future sister vehicles.

Work is also underway on the new JLR engine factory to be built in the West Midlands/Staffordshire area, while much of the research work into a new generation of super-frugal four-cylinder ‘Hotfire’ engines is being carried out by UK universities, including Warwick and Loughborough (by Hilton Holloway).

**Exercise 3:** Put a suitable word in the gaps according to the text.

1. The brand is set to \_\_\_\_\_ all three of its model families.
2. Market data suggests the global SUV market will \_\_\_\_\_ 22 million units by 2020.
3. What is Land Rover \_\_\_\_\_?

4. Land Rover plans to \_\_\_\_\_ the Range Rover line-up to six models
5. This dramatic expansion will put a huge strain on the \_\_\_\_\_ and engineering capabilities of Jaguar Land Rover.
6. However, not all of this investment is \_\_\_\_\_ to be focused on the UK.
7. Reports from China in early October said that the JLR \_\_\_\_\_ with Chinese car maker Chery gained approval in record time from the Chinese National Development and Reform Commission.
8. Its 96 Chinese \_\_\_\_\_ will also soon be expanded by a further 47 showrooms.
9. Tastes are increasingly \_\_\_\_\_ from conventional luxury saloon cars towards SUVs.

### **Active Business Vocabulary**

Here are some definitions and examples of vocabulary relating to planning.

- achievable** - something that is realistic and possible, such as a goal
- to analyze** - to look into something in detail, such as why sales have not risen as much as hoped
- to base a decision on** - to make a decision depending on information available at the time
- to be cautious** - to be careful; to not want to take big risks
- a concern** - a worry, something you're not very confident or happy about
- to conduct an assessment** - to analyze; to carry out research, perhaps to feed into the decision-making process
- the current situation** - what things are like now, at the present time
- to diversify** - to move into new or different areas of work
- to downsize** - to become smaller
- to draw up a plan** - to put a plan together
- to enable** - to make something possible; to make something happen
- to evaluate** - to assess a situation; to look at pros and cons
- to expand** - to get bigger; to move into more markets
- a failure** - something that didn't go well, wasn't a success
- to focus on** - to concentrate on; to have as the main thing to work on
- a forecast** - a prediction; how you think things might turn out in the future
- a goal** - an objective; what is to be aimed at (and hopefully achieved) in the future
- to look into** - to get more information about; to consider
- to make the most of** - to get as many benefits out of a situation as possible
- an outlook** - a probable or expected outcome
- to pan out** - to work out; to turn out
- the planning process** - the stages to go through when planning
- to predict** - to say how things might turn out in the future
- a priority** - an action that needs to be done before another
- a proposal** — a suggestion; an idea; a possible way forward
- to raise a concern** - to express a worry
- a risk** - something you cannot control, but which could have a negative effect
- to set targets** - to agree what is achievable and what should be done
- to share a vision** - to have the same idea about what should be done and achieved in the future
- a strategy** - an agreed way forward; a plan for success
- a success** - something that goes well, as planned
- unforeseen** - something that was not expected
- unrealistic** - something that is not particularly achievable

**Exercise 4:** Complete the crossword

		1					2				3 3
					4				5		
6		7									
8											
				9							
10											

**Down**

1. when you think about the future and decide what to do.
2. When companies move into new or different areas of business, they\_\_\_\_\_.
3. to forecast the future, to say what you think will happen.
4. something that may have a negative impact on your future success.
5. When you think you can do something, you feel\_\_\_\_\_ to do it.
6. specific goals you set for the future.

**Across**

1. targets or goals that are realistic and can be achieved.
2. a plan or target
3. the way you see things to be in the future, the whole picture.
4. a plan for success, the way forward

**Exercise 5:** Complete the sentences with these words: *forecast, the planning process, to conduct an assessment, evaluate, set targets.*

1. If Healthy Foods has a cost of capital in nominal terms of 10% and the expected inflation rate is 2%, \_\_\_\_\_ whether Healthy Foods' existing investments are value creating or destroying.
2. The bottom line is that we reiterate our year-end \_\_\_\_\_ for RUR/USD at 29.5 with the ruble hovering within a RUR 28.7-30 range in 2013.
3. That initiative, in combination with the introduction of workforce analysis tools, helps managers to plan, \_\_\_\_\_ and monitor progress.

4. As a basis for planning, it is necessary \_\_\_\_\_ an objective \_\_\_\_\_ of radioecological conditions for residence and to draft the appropriate standard-setting legislation.

5. \_\_\_\_\_ can provide an objective and open framework for evaluating the trade-offs between various goals.

### Grammar Skills

We use different verb forms to talk about our plans for the future – depending on what kind of plan it is.

#### will

We use **will** to talk about plans decided at the moment of speaking.

*I forgot to phone my mum. I'll do it after dinner. He decides to phone his mum when she is speaking – she didn't have a plan.*

#### going to

We use **going to** to talk about plans decided before the moment of speaking.

*I'm going to phone my mum after dinner. I told her I'd call at 8 o'clock. He decided to phone his mum before he speaks – he already had a plan.*

#### present continuous

We can also use **the present continuous** to talk about future plans. We usually use it when the plan is an 'arrangement' – more than one person is involved and we know the time and place.

*I'm meeting Jane at 8 o'clock on Saturday.*

**Exercise 6:** Choose the correct options.

1. We *'re going to* / *'re going* make a profit this year.
2. Why *he won't* / *won't he* come for lunch?
3. *Who's going* / *Who going* to lead the meeting today?
4. Wait for me. *I* / *I'll* just fetch my coat.
5. *Are you going* / *You going* to work late today?
6. *Shall* / *Will* I give you a hand?
7. I expect *I'll be* / *I be* in Barcelona tomorrow.
8. What *are we going to do* / *we do* about all this?

### Professional Communication Skills

#### MAKING PREDICTIONS

People in business often have to make predictions about the future: for example, to say if they think a product or idea will be successful or not. The following phrases are useful for predicting the future. Mark each phrase certain (✓), probably (✓?) or impossible (-?).

It's impossible that...

I don't think it will...

I expect it will...

I'm sure it will...

I think it's unlikely...

It will probably...

This will probably....

This will definitely....

It may/It might/It could

**Exercise 7:** Write a short memo to colleagues in your company saying that you want to invest in venture in a technological field and explain why you think it will be a success

## **Culture Clip** **PAST OR FUTURE?**

Is the future more important than the past? If someone asks you what is best about your company or your country, do you talk mainly about past success, or more about future developments? Some cultures believe that past history is important because it makes us what we are today. Other cultures believe that it is better to forget the past and look forward to the future.

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МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ  
ФЕДЕРАЦИИ

Федеральное государственное автономное  
образовательное учреждение высшего образования  
«СЕВЕРО-КАВКАЗСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ»  
Невинномысский технологический институт (филиал) СКФУ

Методические указания для обучающихся по организации и проведению самостоятельной  
работы по дисциплине

«ИНОСТРАННЫЙ ЯЗЫК В СФЕРЕ ПРОФЕССИОНАЛЬНОЙ КОММУНИКАЦИИ  
(АНГЛИЙСКИЙ ЯЗЫК)»

для студентов направления подготовки

09.03.02

Информационные системы и технологии

Направленность (профиль): Информационные системы и технологии в бизнесе

Невинномысск, 2021

## Содержание

1. Введение
2. Общая характеристика самостоятельной работы студента
3. План-график выполнения СРС
4. Методические указания
5. Список рекомендуемой литературы.

## 1. Введение

Методические рекомендации к самостоятельной работе студентов по дисциплине «Иностранный язык в сфере профессиональной коммуникации» разработаны в соответствии с рабочей программой дисциплины по направлению 09.03.02 Информационные системы и технологии Направленность (профиль): Информационные системы и технологии в бизнесе.

Основной формой работы студента является не только работа на лекции, изучение конспекта лекций, их дополнение рекомендованной литературой, но и большая самостоятельная учебная работа, которая позволит глубоко проникнуть в суть рассматриваемой проблемы и подготовить почву для успешной профессиональной деятельности. Для успешной учебной деятельности, ее интенсификации необходимо учитывать следующие субъективные факторы:

1. Знание программного материала, наличие прочной системы знаний, необходимой для усвоения основных дисциплин, предусмотренных программой, общая совокупность которых обуславливает уровень овладения грамматическим компонентом иноязычной речи.

2. Наличие выработанных умений, навыков умственного труда:

а) умение делать глубокий, обстоятельный анализ при работе с книгой, Интернет–источниками;

б) владение логическими операциями: сравнение, анализ, обобщение, определение понятий, правила систематизации и классификации.

3. Специфика познавательных психических процессов: внимание, память, речь, наблюдательность, интеллект и мышление.

4. Хорошая работоспособность, которая обеспечивается нормальным физическим состоянием.

5. Соответствие избранной деятельности, профессии индивидуальным способностям. Необходимо выработать умение саморегулировать свое эмоциональное состояние и устранять обстоятельства, нарушающие деловой настрой, мешающие намеченной работе.

6. Овладение оптимальным стилем работы, обеспечивающим успех в деятельности.

7. Уровень требований к себе, определяемый сложившейся самооценкой.

Адекватная оценка знаний, достоинств, недостатков – важная составляющая самоорганизации человека, без нее невозможна успешная работа по управлению своим поведением, деятельностью.

По наблюдениям исследователей педагогов, одна из основных особенностей обучения заключается в том, что постоянный внешний контроль заменяется самоконтролем, активная роль в обучении принадлежит уже не столько преподавателю, сколько студенту.

## 2. Общая характеристика самостоятельной работы студента при изучении дисциплины

Самостоятельная работа студента в рамках дисциплины «Иностранный язык в сфере профессиональной коммуникации» понимается как планируемая учебная работа, выполняемая во внеаудиторное время по заданию и при методическом руководстве преподавателя, но без его непосредственного участия.

Самостоятельная работа направлена на формирование следующих компетенций:

Индекс	Формулировка:
УК-4	Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах) межличностного и межкультурного взаимодействия

Цель самостоятельной работы студентов в процессе изучения дисциплины «Иностранный язык в сфере профессиональной коммуникации» – научить студента осмысленно и самостоятельно работать: 1) с учебным материалом по дисциплине, 2) с научной информацией, актуальными исследованиями в области деловой коммуникации, 3) с эмпирическими данными, получаемыми в ходе экспериментальных исследований, 4) с методологическими подходами современных исследований; 5) с конкретными лингвистическими методами и методиками.

Задачи самостоятельной работы:

- систематизировать и закрепить полученные теоретические знания и практические умения студентов;
- развить познавательные способности и активность студентов: творческую инициативу, самостоятельность, ответственность и организованность;
- сформировать и развить навыки ведения самостоятельной работы и овладения методикой исследования при решении разрабатываемых в учебной деятельности проблем и вопросов;
- повысить уровень подготовленности к самостоятельной работе в соответствии с

выбранным научным направлением в условиях современного состояния науки и культуры.

Таким образом, самостоятельная работа приобщает научному и исследовательскому творчеству, поиску и анализу актуальных проблем современной психолингвистической науки.

### 3. План-график выполнения самостоятельной работы

Коды реализованных компетенций	Вид деятельности студентов	Итоговый продукт самостоятельной работы	Средства и технологии оценки	Объем часов, в том числе (астр.)		
				СРС	Контактная работа с преподавателем	Всего
<b>2 семестр</b>						
УК-4	Подготовка к участию в круглом столе	Устное сообщение	Собеседование	15	1,5	16,5
УК-4	Подготовка к творческому заданию	Творческое задание	Собеседование	15	1,5	16,5
УК-4	Подготовка индивидуальных творческих проектов	Презентация	Собеседование	15	1,5	16,5
<b>Итого за 2 семестр</b>				45	4,5	<b>49,5</b>
<b>Итого</b>				45	4,5	<b>49,5</b>

Для выполнения самостоятельной работы необходимо пользоваться литературой, которая предложена в списке рекомендуемой литературы, Интернет-ресурсами или другими источниками по усмотрению студента.

Самостоятельная работа рассчитана на разные уровни мыслительной деятельности. Выполненная работа позволит приобрести не только знания, но и умения, навыки, а также выработать свою методику подготовки, что очень важно в дальнейшем процессе научной деятельности.

При изучении дисциплины предусматриваются следующие формы самостоятельной работы студента:

- самостоятельное изучение литературы, online видео-материалов;
- подготовка к обсуждению поставленной проблемы;
- самостоятельное решение коммуникативно-речевых задач;
- подготовка сообщения;
- выполнение фонетических, лексико-грамматических упражнений, письменных заданий;
- подготовка к дискуссии;
- подготовка презентации.

#### 4. Методические указания

Чтение основной и дополнительной литературы по курсу с конспектированием по разделам.

Самостоятельная работа при чтении учебной литературы начинается с изучения конспекта материала, полученного при слушании лекций преподавателя. Полученную информацию необходимо осмыслить. При необходимости, в конспект лекций могут быть внесены схемы, другая дополнительная информация. При изучении нового материала составляется конспект. Сжато излагается самое существенное в данном материале.

Работа с электронными ресурсами в сети Интернет.

Для повышения эффективности самостоятельной работы студент должен уметь работать в поисковой системе сети Интернет и использовать найденную информацию при подготовке к занятиям. Поиск информации можно вести по автору, заглавию, виду издания, году издания или издательству. Также в сети Интернет доступна услуга по скачиванию методических указаний и учебных пособий, подбору необходимой научной литературы.

Конспектирование и реферирование первоисточника и научно-исследовательской литературы.

Конспект представляет собой дословные выписки из текста источника. При этом

необходимо понимать, что конспект – это не полное переписывание чужого текста. Необходимо знать, что при написании конспекта сначала прочитывается текст – источник, в нём выделяются основные положения, подбираются примеры, идёт перекомпоновка материала, а уже затем оформляется текст конспекта. Конспект может быть полным, когда работа идёт со всем текстом источника или неполным, когда интерес представляет какой-либо один или несколько вопросов, затронутых в источнике.

Реферирование – это сложный творческий процесс, в основе которого лежит умение выделить главную информацию из текста первоисточника. Реферирование – процесс аналитически-синтетического обработки информации, которая заключается в анализе первичного документа, нахождении значимых в смысловом отношении данных (основных положений, фактов, доведите день, результатов, выводов). Реферирование имеет целью сократить физический объем первичного документа при сохранении его основного смыслового содержания, используется в научной, издательской, информационной и библиографической деятельности.

#### Подготовка к круглому столу

Подготовка к семинару-круглому столу начинается с распределение форм участия и функции студентов в семинаре-круглом столе. Студентами осуществляется определение круга проблем и вопросов, подлежащих обсуждению; подбор основной и дополнительной литературы к теме семинара - круглого стола, а также дальнейшее изучение литературы.

#### Подготовка мультимедийной презентации

Для подготовки презентации рекомендуется использовать LibreOffice Impress (для подготовки собственно мультимедийных презентаций) и LibreOffice Writer (для составления текстового сопровождения презентации), являющихся компонентами открытого и свободного офисного пакета LibreOffice. Также допускается использование проприетарного продукта Microsoft Office (Powerpoint и Word, соответственно), однако в этом случае должны использоваться наиболее совместимые форматы .ppt, .doc (но не .pptx, .docx).

Для подготовки презентации необходимо собрать и обработать начальную информацию.

Последовательность подготовки презентации:

1. Четко сформулировать цель презентации: вы хотите свою аудиторию мотивировать, убедить, заразить какой-то идеей или просто формально отчитаться.

2. Определить каков будет формат презентации: живое выступление (тогда, сколько будет его продолжительность) или электронная рассылка (каков будет контекст презентации).
3. Отобрать всю содержательную часть для презентации и выстроить логическую цепочку представления.
4. Определить ключевые моменты в содержании текста и выделить их.
5. Определить виды визуализации (картинки) для отображения их на слайдах в соответствии с логикой, целью и спецификой материала.
6. Подобрать дизайн и форматировать слайды (количество картинок и текста, их расположение, цвет и размер).
7. Проверить визуальное восприятие презентации.

К видам визуализации относятся иллюстрации, образы, диаграммы, таблицы.

Иллюстрация – представление реально существующего зрительного ряда.

Образы – в отличие от иллюстраций – метафора. Их назначение – вызвать эмоцию и создать отношение к ней, воздействовать на аудиторию. С помощью хорошо продуманных и представляемых образов, информация может надолго остаться в памяти человека.

Диаграмма – визуализация количественных и качественных связей. Их используют для убедительной демонстрации данных, для пространственного мышления в дополнение к логическому.

Таблица – конкретный, наглядный и точный показ данных. Ее основное назначение – структурировать информацию, что порой облегчает восприятие данных аудиторией.

Практические советы по подготовке презентации.

- готовьте отдельно: печатный текст + слайды + раздаточный материал;
- слайды – визуальная подача информации, которая должна содержать
- минимум текста, максимум изображений, несущих смысловую нагрузку, выглядеть наглядно и просто;
- текстовое содержание презентации – устная речь или чтение, которая
- должна включать аргументы, факты, доказательства и эмоции;
- рекомендуемое число слайдов 10-12;
- обязательная информация для презентации: тема, фамилия и инициалы
- выступающего; план сообщения; краткие выводы из всего сказанного; список использованных источников;
- раздаточный материал – должен обеспечивать ту же глубину и охват, что и живое выступление: люди больше доверяют тому, что они могут унести с собой, чем

исчезающим изображениям, слова и слайды забываются, а раздаточный материал остается постоянным осязаемым напоминанием; раздаточный материал важно раздавать в конце презентации; раздаточный материалы должны отличаться от слайдов, должны быть более информативными.

Работа студента над докладом-презентацией включает отработку умения самостоятельно обобщать материал и делать выводы в заключении, умения ориентироваться в материале и отвечать на дополнительные вопросы слушателей, отработку навыков ораторства, умения проводить диспут.

Докладчики должны знать и уметь: сообщать новую информацию; использовать технические средства; хорошо ориентироваться в теме всего семинарского занятия; дискутировать и быстро отвечать на заданные вопросы; четко выполнять установленный регламент (не более 10 минут); иметь представление о композиционной структуре доклада и др.

#### Структура выступления

Вступление помогает обеспечить успех выступления по любой тематике. Вступление должно содержать: название, сообщение основной идеи, современную оценку предмета изложения, краткое перечисление рассматриваемых вопросов, живую интересную форму изложения, акцентирование внимания на важных моментах, оригинальность подхода.

Основная часть, в которой выступающий должен глубоко раскрыть суть затронутой темы, обычно строится по принципу отчета. Задача основной части – представить достаточно данных для того, чтобы слушатели заинтересовались темой и захотели ознакомиться с материалами. При этом логическая структура теоретического блока не должны даваться без наглядных пособий, аудиовизуальных и визуальных материалов.

Заключение – ясное, четкое обобщение и краткие выводы, которых всегда ждут слушатели

#### Написание доклада

Доклад – публичное сообщение, представляющее собой развёрнутое изложение определённой темы.

Этапы подготовки доклада:

1. Определение цели доклада.
2. Подбор необходимого материала, определяющего содержание доклада.
3. Составление плана доклада, распределение собранного материала в необходимой

логической последовательности.

4. Общее знакомство с литературой и выделение среди источников главного.
5. Уточнение плана, отбор материала к каждому пункту плана.
6. Композиционное оформление доклада.
7. Заучивание, запоминание текста доклада, подготовки тезисов выступления.
8. Выступление с докладом.
9. Обсуждение доклада.
10. Оценивание доклада

Композиционное оформление доклада – это его реальная речевая внешняя структура, в ней отражается соотношение частей выступления по их цели, стилистическим особенностям, по объёму, сочетанию рациональных и эмоциональных моментов, как правило, элементами композиции доклада являются: вступление, определение предмета выступления, изложение (опровержение), заключение.

Вступление помогает обеспечить успех выступления по любой тематике.

Вступление должно содержать:

1. название доклада;
2. сообщение основной идеи;
3. современную оценку предмета изложения;
4. краткое перечисление рассматриваемых вопросов;
5. интересную для слушателей форму изложения;
6. акцентирование оригинальности подхода.

Выступление состоит из следующих частей:

Основная часть, в которой выступающий должен раскрыть суть темы, обычно строится по принципу отчёта. Задача основной части: представить достаточно данных для того, чтобы слушатели заинтересовались темой и захотели ознакомиться с материалами.

Заключение - это чёткое обобщение и краткие выводы по излагаемой теме.

При подготовке к устному ответу студенту разрешается пользоваться толковыми словарями.

При проверке письменного задания оцениваются:

- глубина содержания созданного письменного текста и его соответствие заданной тематике;
- умение композиционно грамотно строить высказывание, используя адекватные способы выражения семантической, коммуникативной и структурной преемственности внутри текста;

- лексико-грамматическая, синтаксическая, стилистическая и орфографическая грамотность изложения.

При проверке устных заданий оцениваются:

- степень понимания статьи (текста), умение фонетически, лексически и грамматически грамотно излагать содержание текста и комментировать его, выбирая языковые средства, способствующие выделению релевантной информации (Задания 2, 3);
- корректность, глубина и полнота лингвистического анализа (Задание 2);
- содержательность, полнота, беглость и языковая грамотность монологического высказывания (Задание 3);
- адекватное использование пройденного в течение семестра тематического и лексико-грамматического материала (Задание 4).

## 5. Список рекомендуемой литературы

Основная литература:

1. Основы перевода, аннотирования и реферирования научно-технического текста  
Электронный ресурс / Чигирин Е. А., Чигирин Т. Ю., Ковалевская Я. А., Козыренко Е. В.  
- Воронеж : ВГУИТ, 2019. - 154 с. - Утверждено редакционно-издательским советом университета в качестве учебного пособия. - ISBN 978-5-00032-437-0, экземпляров неограничено

2. Попов, Е.Б. Профессиональный иностранный язык: английский язык : учебное пособие / Е.Б. Попов. - 2-е изд., стер. - Москва ; Берлин : Директ-Медиа, 2018. - 151 с. : ил. - Библиогр. в кн. - ISBN 978-5-4475-2797-6 ; То же [Электронный ресурс]. – ЭБС URL: <http://biblioclub.ru/index.php?page=book&id=494797>

Дополнительная литература :

1. Сомко А.С. Профессиональный иностранный язык для специалистов в области компьютерной безопасности [Электронный ресурс] / А.С. Сомко, Е.А. Федорова. — Электрон. текстовые данные. — СПб. : Университет ИТМО, 2016. — 34 с. — 2227-8397. — Режим доступа: <http://www.iprbookshop.ru/68059>

2. Баландина, Ю. В. Деловой иностранный язык. Business Letters [Электронный ресурс] / Ю. В. Баландина, Ю. А. Сазанович, Н. А. Тишукова. — Электрон. текстовые данные. — СПб. : Университет ИТМО, 2016. — 45 с. — 2227-8397. — Режим доступа: <http://www.iprbookshop.ru/66438.html> Издательство «Прометей», 2013. - 405 с. - ISBN 978-5-7042-2486-0 ; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=240471>

Методическая литература:

1.Иванова О.Я. Методические указания по выполнению практических работ по дисциплине «Иностранный язык в сфере профессиональной коммуникации (английский язык)»- СКФУ, 2021. (электронная версия).

2. Иванова О.Я. Методические указания для обучающихся по организации и проведению самостоятельной работы по дисциплине «Иностранный язык в сфере профессиональной коммуникации (английский язык)»- СКФУ, 2021. (электронная версия).

Интернет-ресурсы:

1.<http://www.bbc.co.uk/home/today/index.shtml> - ресурсы и материалы BBC

2.[http://www.native\\_english.ru](http://www.native_english.ru) – Материалы для изучающих английский язык: статьи, тесты, игры, идиомы, пословицы, программы, аудиокниги, фильмы.

2.<http://www.english.language.ru/index.html> – Тестирование онлайн. Бесплатные интерактивные уроки английского языка.

4.<http://www.englishonline.co.uk> - English Online – ресурсы для изучения английского языка

<http://www.multilex.ru/online.htm> – «Мультилекс» – англо-русский и русско-английский электронный словарь.

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1.<http://www.bbc.co.uk/home/today/index.shtml> - ресурсы и материалы BBC

2.[http://www.native\\_english.ru](http://www.native_english.ru) – Материалы для изучающих английский язык: статьи, тесты, игры, идиомы, пословицы, программы, аудиокниги, фильмы.

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Интернет-ресурсы:

1.<http://www.bbc.co.uk/home/today/index.shtml> - ресурсы и материалы BBC

2.[http://www.native\\_english.ru](http://www.native_english.ru) – Материалы для изучающих английский язык: статьи, тесты, игры, идиомы, пословицы, программы, аудиокниги, фильмы.

2.<http://www.english.language.ru/index.html> – Тестирование онлайн. Бесплатные интерактивные уроки английского языка.

4.<http://www.englishonline.co.uk> - English Online – ресурсы для изучения английского языка

<http://www.multilex.ru/online.htm> – «Мультилекс» – англо-русский и русско-английский электронный словарь.

