



MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
Federal State Budgetary Educational Institution of Higher Education
«KAZAN STATE POWER ENGINEERING UNIVERSITY»
(FSBEI HE «KSPEU»)

APPROVED

Director of the Institute of Digital
Technologies and Economics

_____ Zainullin R.R.

«24» _____ February _____ 2026

WORK PROGRAM FOR THE DISCIPLINE

B1.M.05 Business communication in Russian

Field of training

38.03.02 Management

Qualification

Bachelor's Degree

Kazan, 2026

Developed by:

Department	Position, academic degree, academic rank	Full name of the developer
Foreign languages	cand. sc. (politics), assoc. prof.	Filippova G.F.

Approval	Name of the department	Date	Protocol No.	Signature
Approved	Foreign languages	20.02.2026	Protocol №7	_____ head of department, d.sc. (philology), prof. G.F. Lutfullina
Coordinated	Management	10.02.2026	Protocol №5	_____ head of department, d.sc. (sociology), prof. A.V. Mahiyanova
Coordinated	Educational and methodological council of the IDTE	24.02.2026	Protocol №6	_____ director, cand. sc. (engineering), assoc. prof. R.R. Zainullin
Approved	Academic council of the IDTE	24.02.2026	Protocol №6	_____ director, cand. sc. (engineering), assoc. prof. R.R. Zainullin

1. Aim, objectives, and expected learning outcomes for the discipline

The aim of mastering the discipline "Business Communication in the Russian Language" is to study and practically master the fundamentals of business communication and the capabilities of the Russian language in its other functional varieties.

The objectives of the discipline are:

1. Mastering by students the basic concepts of the course, the patterns of development of the literary language and its functional varieties;
2. Development of students' linguistic intuition, skills and abilities to evaluate and correctly use linguistic means in business communication situations in accordance with the content and goals of the speaker and writer;
3. Formation of effective communication skills in a team and society;
4. Formation and development of skills for composing public speeches and delivering them;
5. Teaching how to conduct discussions (polemics) and argumentation techniques;
6. Teaching the use of the capabilities of the official-business style of the Russian literary language and the preparation of documents in the field of professional activity.

Learning Outcomes and Indicators:

Competency code and description	Indicator Code and Description
UC-4 Able to conduct business communication in oral and written forms in the official language of the Russian Federation and foreign language(s)	UC - 4.1 Demonstrates the ability to exchange business information orally and in writing in the official language

2. Place of the discipline in the structure of educational program

Subsequent disciplines (modules), internships, research work, etc. Execution and defense of the final qualification work.

To master the discipline, the student must:

Know: basic concepts of linguistics and rules of the Russian language to the extent corresponding to the requirements of the Unified State Exam (USE);

Be able to: carry out speech activity in the Russian language to the extent corresponding to the requirements of the Unified State Exam (USE);

Master: basic concepts and norms of the Russian language to the extent corresponding to the requirements of the Unified State Exam (USE)

3. Structure and content of the discipline

3.1. Structure of the discipline

For full-time study

Type of educational work	Total Credits	Total hours	Semester	
			1	
TOTAL COURSE LOAD	2	72	72	
CONTACT WORK	-	24	24	
CLASSROOM WORK	0,5	18	18	
Lectures	0,5	18	18	
Practical (Seminar) Classes	-	-	-	
Laboratory Work	-	-	-	
SELF-STUDY	1,5	54	54	
Study of Educational Material	1,5	54	54	
Course Project	-	-	-	
Course Paper	-	-	-	
Midterm assessment preparation	0	0	0	
Midterm assessment:			P/F	

For Part-time (Evening) Study

Type of Academic Work	Total Credits	Total hours	Semester		
			1		
TOTAL COURSE LOAD	2	72	72		
CONTACT WORK	-	16	16		
CLASSROOM WORK	0,17	6	6		
Lectures	0,17	6	6		
Practical (Seminar) Classes	-	-	-		
Laboratory Work	-	-	-		
SELF-STUDY	1,83	66	66		
Study of Educational Material	1,72	62	62		
Course Project	-	-	-		
Coursework	-	-	-		
Midterm assessment preparation	0	0	0		
Midterm assessment:			P/F		

3.2. Content of the discipline, structured by sections and types of classes

Sections of the discipline	Total hours	Distribution of workload by types of educational work				Forms and type of assessment	Indexes of indicators of formed competencies
		Lectures	Lab.work	Pr.classes	Self-study		
Section 1. Culture of speech: the normative aspect.	24	6	-	-	18	CA1	UC-4.1
Section 2. Communicative and ethical aspects of written business speech.	24	6	-	-	18	CA2	UC-4.1
Section 3. Communicative and ethical aspects of oral business speech	24	6	-	-	18	CA3	UC-4.1
Pass/Fail	0	-	-	-		AT1	UC-4.1

3.3. Course Content

The Thematic Plan of Lectures

Section 1. Speech Culture: Normative Aspect.

Topic 1.1. Accentological and Orthoepic Norms of the Standard Russian Literary Language (SRL).

Topic 1.2. Lexical Norms of the SRL.

Topic 1.3. Morphological and Syntactic Norms of the SRL.

Section 2. Communicative and Ethical Aspects of Written Business Speech.

Topic 2.1. Official-Business Style of the Russian Language.

Topic 2.2. Scientific Style of the Russian Language.

Topic 2.3. Publicistic Style of the Russian Language.

Section 3. Communicative and Ethical Aspects of Oral Business Speech.

Topic 3.1. Speech Etiquette and Speech Activity.

Topic 3.2. Oral Business Communication.

Topic 3.3. The Art of Negotiation. Communication Failures in Business Communication.

3.4. Thematic Plan of Practical Classes

This type of work is not provided for in the plan.

3.5. Thematic Plan of Laboratory Work

This type of work is not provided for in the plan

3.6. Course Project / Course Paper

This type of work is not provided for in the plan.

4. Assessment of learning outcomes

Assessment of learning outcomes in the discipline is carried out within the framework of ongoing monitoring and intermediate assessment, conducted according to a point-rating system (PRS).

Scale for assessing learning outcomes in the discipline:

Competency code	Competency Indicator Code	Planned learning outcomes for the discipline	Level of formation of the competency indicator			
			High	Average	Below average	Low
			from 85 to 100	from 70 to 84	from 55 to 69	from 0 to 54
			Assessment Scale			
			Excellent	Good	Satisfactory	Unsatisfactory
			Pass			Fail
UC-4 Able to conduct business communication in oral and written forms in the official language of the Russian Federation and foreign language(s)	UC-4.1 Demonstrates the ability to exchange business information orally and in writing in the official language	<p>Must know:</p> <p>Essence, units, causes and conditions for the emergence of speech communication; about the factors influencing the effectiveness of verbal communication, about the role of speech etiquette formulas in communicating with people.</p> <p>On the technologies of compositional</p>	Essence, units, causes and conditions for the emergence of speech communication; about the factors influencing the effectiveness of verbal communication, about the role of speech	Basic provisions of the unit, causes and conditions for the emergence of speech communication; about the factors influencing the effectiveness of verbal communication, about the role of	Have an idea of the essence, units, causes and conditions for the emergence of speech communication; about the factors influencing the effectiveness of verbal communication,	Have little idea about the essence of the reasons and conditions for the emergence of speech communication; about the factors that influence the effectiveness of

		and linguistic expression of mental ideas, on the requirements for the linguistic features of documents and oral communication in the field of professional activity	etiquette formulas in communicating with people; about the technologies of compositional and linguistic expression of mental ideas, about the requirements for the linguistic features of documents and oral communication in the field of professional activity;	speech etiquette formulas in communicating with people it is enough to know about the technologies of compositional and linguistic expression of mental ideas, about the requirements for the linguistic features of documents and oral communication in the field of professional activity;	about the role of speech etiquette formulas in communicating with people have a poor understanding of the technologies of compositional and linguistic expression of mental ideas, the requirements for the linguistic features of documents and oral communication in the field of professional activity;	verbal communication, about the role of speech etiquette formulas in communicating with people have no idea about the technologies of compositional and linguistic expression of mental ideas, about the requirements for the linguistic features of documents and oral communication in the field of professional activity;
		Be able to :				
		Communicate effectively with	Communicate	Communicate	In general, consciously	Lack of skill to

		<p>colleagues; consciously utilize the capabilities of the Russian literary language in various socio-cultural and professional situations; construct oral and written speech logically, reasonably, and clearly</p>	<p>effectively with colleagues and consciously utilize the capabilities of the Russian literary language in various socio-cultural and professional settings;</p> <p>Construct oral and written speech logically, reasonably, and clearly.</p>	<p>effectively with colleagues with sufficient conscious awareness; consciously utilize the capabilities of the Russian literary language in various socio-cultural and professional contexts; articulate oral and written speech in a generally logical, well-reasoned, and clear manner.</p>	<p>communicate effectively with colleagues; consciously utilize the capabilities of the Russian literary language in various socio-cultural and professional situations with the tolerance of orthoepic (up to 4) and speech errors (up to 4)</p>	<p>effectively communicate with colleagues; consciously utilize the capabilities of the Russian literary language in various socio-cultural and professional situations; Lack of understanding of how to construct oral and written speech logically, reasonably, and clearly</p>
Master:						
		<p>Effective verbal communication techniques in groups and communities, adhering to the requirements of tolerance and speech etiquette; literate written and spoken language in literary Russian, structuring it in</p>	<p>Effective verbal communication techniques in groups and communities, adhering to the requirements of tolerance and</p>	<p>Effective verbal communication techniques in a group and in society, adhering to the requirements of tolerance and speech</p>	<p>Effective verbal communication techniques in a group and society, adhering to the requirements of tolerance and speech etiquette,</p>	<p>Effective verbal communication techniques in a group and society, adhering to the requirements of tolerance and speech</p>

		accordance with the canons of thought established by the culture of communication	speech etiquette; literate written and spoken language in literary Russian, structuring it in accordance with the canons of thought established by the culture of communication	etiquette with a small number of written errors (up to 2); generally competent written and oral speech in literary Russian, structured in accordance with the canons of thought established by the culture of communication	with a noticeable number of errors in oral; or written speech (up to 4); relatively competent written and oral speech in literary Russian, structuring it in accordance with the canons of thought established by the culture of communication, with a noticeable number of errors in oral or written speech (up to 4)	etiquette, with a high number of errors in oral or written speech (more than 4); not being proficient in written and oral speech in literary Russian, constructing it in accordance with the canons of thought established by the culture of communication, with a high number of errors in oral or written speech (more than 4); or written speech (more than 4)
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Assessment materials for conducting current control and intermediate certification are provided in the Appendix to the work program of the discipline.

A complete set of tasks and materials necessary for assessing learning outcomes in the discipline is stored at the developer's department.

5. Educational, methodological and information support of the discipline

5.1. Educational and methodological support

5.1.1. Core literature

1. Bobrova S.V. Russian language and culture of speech: textbook/Bobrova S.V., Misherina M.A. - Moscow: KnoRus, 2022. - 363 p. - URL: <https://book.ru/book/942827>. - Text: electronic.

2. Vvedenskaya L.A. Russian language. Culture of speech. Business communication: textbook/Vvedenskaya L.A., Pavlova L.G.? Kashaeva E.Y. - Moscow: KnoRus, 2023. - 424 p. - URL: <https://book.ru/book/944976>. - Text: electronic.

3. Trofimova G.K. Russian language and culture of speech. The course of lectures: textbook/G.K. Trofimova. - 5 ed. - Moscow.: Science, 2007. - 160 p. - Text: direct.

5.1.2. Additional literature

1. Voiteleva T.M. Russian Language: spelling, punctuation, culture of speech: textbook and practical course/Voiteleva T.M., Tihonova V.V. - Moscow: KnoRus, 2023. - 219 p. - URL: <https://book.ru/book/947376>. - Text: electronic.

2. Glazunova O.I. Russian language and culture of speech: textbook/Glazunova O.I. - Moscow: KnoRus, 2022. -244 p. - URL: <https://book.ru/book/941777>. - Text: electronic.

3. Golub I.B. Russian language and culture of speech: textbook/Golub I.B. - Moscow: Logos, 2008. - 432 p. - Text: direct.

4. Russian language and culture of speech. Orphographic norms: textbook/E.V. Dunaenko. - Kazan: KSPEU, 2008. - 61 p. - 3254. -Text: direct.

5. Dunaenko E.V., Demidova L.T. Russian language and culture of speech. Practice.Textbook/Dunaenko E.V., Demidova L.T. - Kazan: KSPEU, 2012. - 128 p.

6. Russian language for students: textbook/M.Y. Fedosyuk, T.A. Ladyzhenskaya, O.A. Mihaylova, N.A. Nikolina. - 9 ed. - Moscow: Flinta, 2004. - 256 p. - Text: direct.

7. Schurova I.V. Russian language and culture of speech: textbook/Schurova I.V.- Moscow: KnoRus, 2022. - 415 p. - URL: <https://book.ru/book/944098>. - Text: electronic.

5.2. Information Support

5.2.1. Electronic and Internet Resources

1. Reference and Information Portal [GRAMOTA.RU](http://gramota.ru/), <http://gramota.ru/>

5.2.2. Professional Databases / Information and Reference Systems

1. Scientific Electronic Library [eLIBRARY.RU](http://elibrary.ru),
<http://elibrary.ru>

2. "Consultant Plus", <http://www.consultant.ru/>

5.2.3. Licensed and Freely Distributed Software of the Discipline

№ π/π	Software Name	Distribution Method	Details of Supporting Documents
1	Chrome Browser	An internet search engine (including the Russian-language internet).	https://www.google.com/intl/ru/chrome/
2	Adobe Acrobat	Software Package	https://get.adobe.com/ru/reader/
3	LMS Moodle	Software for effective online interaction between teacher and student	Free license. . Does not exclude the right. Indefinitely

6. Material and Technical Support of the Discipline

Name of the type of academic work	Name of the classroom, specialized laboratory	List of necessary equipment and technical training aids
Lectures	Classroom for lecture-type classes B-303	Specialized educational furniture, technical teaching aids used to present educational information to a large audience (multimedia projector, computer (laptop), screen), demonstration equipment, educational visual aids
Self-study	Computer class with Internet access B-600a	Specialized educational furniture, technical teaching aids (multimedia projector, computer (laptop), screen), licensed software
	The library's reading room	Specialized furniture, computer equipment with Internet access and access to the electronic information system (EIOS), a screen, a multimedia projector, and software
	Classroom for completing the course project (coursework) _____ (indicated if there is a CR/CP and such a classroom)	Specialized furniture, computer equipment with Internet access and access to the electronic information system, software

7. Features of organizing educational activities for persons with limited health capabilities and individuals with disabilities

Persons with limited health capabilities (LHC) and individuals with disabilities have the opportunity to move freely from one educational and laboratory building to another, access all floors of educational and laboratory buildings, and study in educational and other premises taking into account the characteristics of their psychophysical development and state of health.

For teaching persons with LHC and individuals with disabilities who have musculoskeletal disorders, conditions for unhindered access to all educational premises are ensured. Information about the special conditions created for students with LHC and individuals with disabilities is posted on the university's website www.kgeu.ru. There is the possibility of providing technical assistance by an assistant, as well as the services of sign language interpreters and typhlosurd interpreters.

For adaptation to the perception by persons with LHC and individuals with disabilities with hearing impairments of reference and educational material on the discipline, the following conditions are ensured:

- For better orientation in the classroom, warning signals about the beginning and end of the class are used (the word "bell" is written on the board);
- The attention of a hard-of-hearing student is attracted by the teacher with a gesture (a hand is placed on the shoulder, gentle patting is carried out);
- When speaking with the student, the teacher looks at them, speaks clearly, in short sentences, providing the opportunity for lip reading.

Compensation for difficulties in speech and intellectual development of hard-of-hearing students is carried out by:

- Using diagrams, charts, drawings, computer presentations with hyperlinks commenting on individual components of the image;
- Regular use of exercises for graphical highlighting of essential features of objects and phenomena;
- Providing the opportunity for the student to receive targeted consultation by email as needed.

For adaptation to the perception by persons with LHC and individuals with disabilities with visual impairments of reference, educational, and informational material provided for by the educational program in the chosen field of study, the following conditions are ensured:

- The official website on the Internet is adapted taking into account the special needs of visually impaired individuals, and large-print reference information about the schedule of training sessions is provided;
- The teacher and their interlocutor (if necessary), present at the class, introduce themselves to the students, and each time the person the teacher is addressing is named;
- Actions, gestures, and movements of the teacher are commented on briefly and clearly;
- Printed information is provided in large font (from 18 points) and is fully voiced;
- The necessary level of illumination of the premises is ensured;
- The opportunity to use computers during classes and the right to record explanations on a dictaphone (at the request of students) is provided.

The form of ongoing assessment and intermediate certification for students with LHC and individuals with disabilities is determined by the teacher in accordance with the curriculum. If necessary, a student with LHC or an individual with a disability, taking into account their individual psychophysical characteristics,

is given the opportunity to undergo intermediate certification orally, in writing on paper, in writing on a computer, in the form of testing, etc., or additional time is provided to prepare an answer.

8. Methodological recommendations for teachers on organizing educational work with students

Methodological support for the process of student education is one of the determining factors of high quality education. A university teacher, demonstrating high professionalism, erudition, a clear civic position, self-discipline, and a creative approach to solving professional tasks, contributes to the formation of a harmonious personality during the educational process.

When implementing the discipline, the teacher may use the following methods of educational work:

- Methods of forming personality consciousness (conversation, discussion, suggestion, instruction, control, explanation, example, self-control, story, advice, persuasion, etc.);

- Methods of organizing activities and forming behavioral experience (assignment, public opinion, pedagogical requirement, commission, habituation, creating educational situations, training, exercise, etc.);

- Methods of motivating activities and behavior (approval, encouragement of social activity, reprimand, creating situations of success, creating situations for emotional and moral experiences, competition, etc.).

When implementing the discipline, the teacher should consider the following areas of educational activity:

Civic and Patriotic Education:

- Formation in students of a holistic worldview, Russian identity, respect for their family, society, state, spiritual, moral and socio-cultural values accepted in the family and society, for national, cultural and historical heritage, formation of the desire for its preservation and development;

- Formation in students of an active civic position based on traditional cultural, spiritual and moral values of Russian society, to increase the ability to responsibly exercise their constitutional rights and obligations;

- Development of legal and political culture of students, expansion of constructive participation in decision-making affecting their rights and interests, including in various forms of self-organization, self-government, socially significant activities;

- Formation of motives, moral and semantic attitudes of the individual that allow countering extremism, xenophobia, discrimination based on social, religious,

racial, national characteristics, interethnic and interfaith intolerance, and other negative social phenomena.

Spiritual and Moral Education:

- Cultivation of a sense of dignity, honor and honesty, conscientiousness, respect for parents, teachers, and the older generation;
- Formation of principles of collectivism and solidarity, spirit of mercy and compassion, habits of caring for people in difficult life situations;
- Formation of solidarity and a sense of social responsibility towards people with limited health capabilities, overcoming psychological barriers towards people with disabilities;
- Formation of an emotionally rich and spiritually elevated attitude towards the world, the ability and skill to convey one's aesthetic experience to others.

Cultural and Educational Development:

- Formation of an aesthetic picture of the world;
- Formation of respect for the cultural values of one's native city, region, country;
- Increasing the cognitive activity of students.

Scientific and Educational Development:

- Formation of a scientific worldview among students;
- Formation of the ability to acquire knowledge;
- Formation of skills in analyzing and synthesizing information, including in the professional field.

Amendments and approvals for the new academic year

№	Section number for amendments	Date of amendments	Content of amendments	«Coordinated» Head of the department implementing the discipline	«Coordinated» Chairperson of the EMC of the institute (faculty) which includes the graduating department
1	2	3	4	5	6
1					
2					
3					

*Appendix to the
course syllabus*



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**ASSESSMENT MATERIALS
for the discipline**

B1.M.05 Business communication in Russian

(Name of the discipline in accordance with the curriculum)

Kazan, 2026

2. Assessment materials for current assessment and midterm assessment

Scale for assessing learning outcomes in the discipline:

Competency code	Competency Indicator Code	Planned learning outcomes for the discipline	Level of formation of the competency indicator			
			High	Average	Below average	Low
			from 85 to 100	from 70 to 84	from 55 to 69	from 0 to 54
			Assessment Scale			
			Excellent	Good	Satisfactory	Unsatisfactory
			Pass			Fail
UC-4 Able to conduct businesses communication in oral and written forms in the official language of the Russian Federation and foreign language(s)	UC-4.1 Demonstrates the ability to exchange business information orally and in writing in the official language	Must know:				
		<p>Essence, units, causes and conditions for the emergence of speech communication; about the factors influencing the effectiveness of verbal communication, about the role of speech etiquette formulas in communicating with people.</p> <p>On the technologies of compositional and linguistic expression of mental ideas, on the requirements for the linguistic features of documents and oral communication in the field of professional activity</p>	<p>Essence, units, causes and conditions for the emergence of speech communication; about the factors influencing the effectiveness of verbal communication, about the role of speech etiquette formulas in communicating with people; about the technologies of compositional and linguistic expression of mental</p>	<p>Basic provisions of the unit, causes and conditions for the emergence of speech communication; about the factors influencing the effectiveness of verbal communication, about the role of speech etiquette formulas in communicating with people it is enough to know about the technologies of compositional and</p>	<p>Have an idea of the essence, units, causes and conditions for the emergence of speech communication; about the factors influencing the effectiveness of verbal communication, about the role of speech etiquette formulas in communicating with people have a poor understanding of the technologies of compositional</p>	<p>Have little idea about the essence of the reasons and conditions for the emergence of speech communication; about the factors that influence the effectiveness of verbal communication, about the role of speech etiquette formulas in communicating with people have no idea about the</p>

			ideas, about the requirements for the linguistic features of documents and oral communication in the field of professional activity;	linguistic expression of mental ideas, about the requirements for the linguistic features of documents and oral communication in the field of professional activity;	linguistic expression of mental ideas, the requirements for the linguistic features of documents and oral communication in the field of professional activity;	technologies of compositional and linguistic expression of mental ideas, about the requirements for the linguistic features of documents and oral communication in the field of professional activity;
Be able to :						
		Communicate effectively with colleagues; consciously utilize the capabilities of the Russian literary language in various socio-cultural and professional situations; construct oral and written speech logically, reasonably, and clearly	Communicate effectively with colleagues and consciously utilize the capabilities of the Russian literary language in various socio-cultural and professional	Communicate effectively with colleagues with sufficient conscious awareness; consciously utilize the capabilities of the Russian literary language in various socio-	In general, consciously communicate effectively with colleagues ; consciously utilize the capabilities of the Russian literary language in various socio-cultural	Lack of skill to effectively communicate with colleagues; consciously utilize the capabilities of the Russian literary language in various socio-cultural

			al settings; Construct oral and written speech logically, reasonably, and clearly.	cultural and professional contexts; articulate oral and written speech in a generally logical, well-reasoned, and clear manner.	and professional situations with the tolerance of orthoepic (up to 4) and speech errors (up to 4)	and professional situations; Lack of understanding of how to construct oral and written speech logically, reasonably, and clearly
Master:						
		Effective verbal communication techniques in groups and communities, adhering to the requirements of tolerance and speech etiquette; literate written and spoken language in literary Russian, structuring it in accordance with the canons of thought established by the culture of communication	Effective verbal communication techniques in a group and in society, adhering to the requirements of tolerance and speech etiquette; with a small number of written errors (up to 2); generally competent written and oral speech in literary Russian, structured in accordance with the	Effective verbal communication techniques in a group and in society, adhering to the requirements of tolerance and speech etiquette, with a noticeable number of errors in oral; or written speech (up to 4); relatively competent written and oral speech in literary Russian, structuring it in	Effective verbal communication techniques in a group and society, adhering to the requirements of tolerance and speech etiquette, with a high number of errors in oral or written speech (more than 4); not being proficient in written and oral speech in literary Russian, constructi	

			communication	canons of thought established by the culture of communication	accordance with the canons of thought established by the culture of communication, with a noticeable number of errors in oral or written speech (up to 4)	ng it in accordance with the canons of thought established by the culture of communication, with a high number of errors in oral or written speech (more than 4); or written speech (more than 4)
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A **"pass"** grade is awarded for students' full (or partial) mastery of the course's key concepts, the development patterns of literary language and its functional varieties; demonstration of the correct use of linguistic resources in business situations, effective communication skills in a team and society; and the ability to utilize the capabilities of the official business style of the Russian literary language and draft documents in the professional sphere.

A **"fail"** grade is awarded for a lack of full (or partial) knowledge of the course's key concepts, the development patterns of literary language and its functional varieties; failure to demonstrate the correct use of linguistic resources in business situations, effective communication skills in a team and society; and inability to utilize the capabilities of the official business style of the Russian literary language and draft documents in the professional sphere.

3.List of assessment tools

Brief description of the assessment tools used for ongoing monitoring of student progress and midterm assessment of the subject:

Name of the assessment tool	Brief description of the assessment tool	Description of the assessment tool
Test (Test)	A system of standardized assignments that allows for the	Set of test tasks

	automation of the procedure for measuring the level of knowledge and skills of a student	
Practical assignment (PA)	A tool for assessing the ability to apply acquired theoretical knowledge in a practical situation. The task is aimed at assessing discipline-specific competencies and contains clear instructions for completion or an action plan.	Set of test tasks
Paper	A product of a student's independent work, which is a brief written summary of the results of a theoretical analysis of a specific scientific (academic research) topic	Topics of papers
Test (Control)	A means of testing the ability to apply acquired knowledge to solve problems of a certain type on a topic or section	A set of control tasks for options

* The test is intended for correspondence students..

3. A list of test assignments or other materials necessary for assessing knowledge, skills, and abilities that characterize the stages of developing competencies in the process of mastering the discipline

Examples of a task

For current control CA1:

Competency being assessed: UC-4, UC-4.1

Test

Question	Variants
1. Функции языка	
	<i>Эвристическая</i>
	<i>Социальная</i>
2. То, на что указывает знак языка называется	<i>Конвенциональная</i>
	<i>означаемое</i>
	<i>означающее</i>
3. Понятие "нормы языка" включает	<i>не имеет значения</i>
	<i>Книжную и разговорную разновидность языка</i>
	<i>Сформированные культурой формы речевого общения</i>
	<i>Исторически сложившиеся правила использования РЛЯ</i>
	<i>Образцовое употребление всех форм языка</i>

For each correctly completed task, a certain percentage and, accordingly, points are assigned. The student can receive up to 100% in total according to the assessment scale.

Maximum number of points for the test – 7.

The full set of tasks and materials necessary for assessing learning outcomes in the discipline is stored at the developing department and contains *50 test

questions for each competency, of which 20% are closed-type, 80% are open-type.*

Practical Assignment:

A tool for assessing the ability to apply acquired theoretical knowledge in a practical situation. The task is aimed at assessing competencies in the discipline and contains clear instructions for execution or an algorithm of actions. It represents a linguistic exercise on a specific topic of the training section.

Maximum number of points for the practical assignment (control of independent work) – 8.

Sample Assignments:

Exercise 1. Form the nominative plural forms. Mark the words that are homonyms and explain how their endings differ.

Model: *инженер – инженеры.*

Архитектор, дизайнер, соболь, аэропорт, шеф-повар, секретарь, зять, дно, купол, директор, бухгалтер, выговор, вызов, доктор, инженер, мастер, ярус, вахтер, веер, вексель, ветер, воз, выбор, выговор, вызов, год, директор, диспетчер, доктор, допуск, инспектор, инструктор, кабель, катер, кондуктор, конструктор, корпус, лагерь, кузов, лацкан, лектор, месяц, образ, округ, ордер.

Exercise 2. Form the genitive plural forms.

Model: *курсанты – курсантов, цыгане – цыган.*

Джинсы, туфли, рельсы, румыны, гольфы, мандарины, плащ-палатка, торнадо, башни, барышня, застолье, вафли, лампы, лимоны, розги, серьги, солдаты, туркмены, чулки, миллиграмм, помидор, шорты, брызги, взгорье, вишня, ананас, туркмен, кухня, консервы, баклажан, таджик, сумерки, цапли, церковь, ясли-сад, блюдо, плечи, раздумья, полотенце.

Exercise 3. Form simple and complex forms of degrees of comparison from adjectives (if possible).

Model: *красивый – красивее, более красивый, красивейший, самый красивый.*

Хороший, интересный, любезный, холодный, противный, мерзкий.

Exercise 4. Form imperative forms of verbs using the following example: *лечь (что сделать?) – ляг, лежать (что делать?) – лежи.*

Класть, клеветать, махать, положить, оформить, расчистить.

Exercise 5. Decline numerals (put cardinal numbers into the genitive, dative, instrumental and prepositional cases).

Триста девяносто пять, четыреста двадцать шесть, восемьсот тридцать семь, одна тысяча семьсот пятьдесят три, пять тысяч триста сорок восемь.

Exercise 6. Find the mistakes caused by violations of word-formation norms. Write the correct version.

1. Нужно каждый год прививаться от гриппа. 2. Вечером я планирую постираться. 3. Мама каждый день приготавливает для нас обед. 4. Товар отгруживают заказчику каждый день. 5. Кондуктор обилетил всех пассажиров. 6. Я пошила себе новогоднее платье. 7. Наша бабушка завсегда радуется, когда мы приезжаем в гости. 8. Романы Марининой так популярны, что заполучить их можно в любом магазине. 9. Особенно удачно на последних соревнованиях выступили китайки. 10. Моя сестра работает собаководкой. 11. Мой отец коренной сибирянин. 12. Обожди, пожалуйста, несколько минут. 13. Сначала выучи уроки, а потом играйся. 14. За одним столом сидели американки, корейки и индейки. 15. Это платье я совсем задешево купила. 16. Завесьте килограмм яблок. 17. Это был дебют молодой адвокатки. 18. Раньше учащиеся оканчивали десять классов. 19. Настоящий друг завсегда готов прийти на помощь.

For current assessment CA2:

Competency being assessed: UC-4, UC-4.1

Assessed Competency: Ability to conduct business communication in oral and written forms in the state language of the Russian Federation and foreign language(s)

Тест

Question	Variants
1. Назначение официально-делового стиля	<i>Зафиксировать наиболее важные характеристики ситуации</i>
	<i>Выстроить устойчивые отношения людей в ситуации</i>
	<i>Учесть все желания участников ситуации</i>
2. Подстили ОДС	<i>Канцелярско-административный</i>
	<i>Учредительный</i>
	<i>Регламентирующий</i>
3. Интернациональные черты ОДС	<i>Схематизированные структуры документов</i>
	<i>Языковые средства, предполагающие однозначное понимание</i>
	<i>Языковые средства, предполагающие толкование</i>
	<i>Соблюдение речевого этикета</i>

For each correctly completed task, a certain percentage and, accordingly, points are assigned. The student can receive up to 100% in total according to the assessment scale.

Maximum number of points for the test – 7.

Practical Assignment:

A tool for assessing the ability to apply acquired theoretical knowledge in a practical situation. The task is aimed at assessing competencies in the discipline and contains clear instructions for execution or an algorithm of actions. It represents a linguistic exercise on a specific topic of the training section.

Maximum number of points for the practical assignment (control of

independent work) – 8.

Sample Assignments:

1. Explain the meaning of words that refer to different types of official documents. Remember the spelling of these words.

Абонемент, аккредитив, анкета, аттестат, бюллетень, ваучер, ведомость, декрет, директива, извещение, коммюнике, лицензия, меморандум, облигация, патент, прейскурант, реестр, резолюция, рекламация, сертификат, ультиматум, ходатайство.

2. Match these nouns with the verbs they pair with in business speech. Insert the appropriate verbs in the table next to each noun.

приказ	Предъявить
выговор	Осуществить
служебное письмо	Направить
счет	Составить
оклад	Устанавливать
порицание	Возложить
контроль	Объявить
акт	Вынести
благодарность	Издать
апелляция	Подать

3. Find the "stringing" of cases in these sentences. Consider the reasons for this linguistic phenomenon. Transform them for oral expression, and write down the resulting sentences.

1) Для выполнения требования устранения отставания производства деталей намечены конкретные мероприятия. 2) Направляем акт проверки причины протекания полов душевых помещений бытовок заготовительного цеха завода для принятия конкретных мер по ликвидации дефектов и сдачи корпусов в эксплуатацию. 3) Мы должны поставить вопрос о воспитании населения в деле улучшения отношения к проведению мероприятий по озеленению города.

4. Edit the sentences.

1) Прошу оплатить стоимость двух диодов (820 руб.) для их замены согласно счета. 2) Изучая проблемы городского транспорта, учёными были получены интересные результаты. 3) Это показывает о том, что мы терпимо относимся к недостаткам. 4) В наше предприятие приглашены на работу молодые специалисты. 5) Согласно Вашей просьбы направляем Вам документы, необходимые для подписания договора. 6) Выводы комиссии обоснованные и справедливые. 7) Гражданка Сидорова Н. Ф. обратилась с заявлением о разводе брака. 8) Пишите Ваши инициалы полностью. 9) Выступивший на собрании заместитель директора доцент Иванова объяснила суть дела.

5. Read the power of attorney written by K.I. Chukovsky in a humorous tone. What is the basis for the humorous effect? Rewrite the same power of attorney in a formal, businesslike style.

Доверенность

Пусть Воронину Сергею отдадут мою зарплату. Он, как будто, человек честный и, надеюсь, денег моих не растратит.

7. Edit the ad text. Write the ad using the sample (in parentheses).

(Дом зимний жилой в Окуловском р-не, ст. Торбино, 97 кв.м, участок 20 соток, сад, скважина, баня. 2300000 руб. Торг уместен. Тел. 8 876532-36-40.)

Продаётся

В Новгородской области, ст. Уторгош, недалеко от ж/д вокзала. Дом большой, обнесённый кирпичом, имеет 3 комнаты, большую кухню и веранду, в доме есть все удобства, газовый котел, имеется также колодец и огород 11 соток. Участок огороженный. Звонить: _____

For current assessment CA3:

Competency being assessed: UC-4, UC-4.1

Assessed Competency: Ability to conduct business communication in oral and written forms in the state language of the Russian Federation and foreign language(s)

Test

Question	Variants
1. Аргументами в споре могут быть	<i>Иллюстрация</i>
	<i>Возражение</i>
	<i>Нахождение противоречий</i>
2. Шаблонные обороты речи, имеющие канцелярскую окраску и затрудняющие передачу информации, называются	<i>Речевые клише</i>
	<i>Речевые штампы</i>
	<i>Образные слова и выражения</i>
3. Оратор должен	<i>Быть убедительным и эмоциональным</i>
	<i>Манипулировать чужим мнением</i>
	<i>Обладать эрудицией в той области, о которой говорит</i>
	<i>Уметь отвечать на вопросы слушателей</i>

For each correctly completed task, a certain percentage and, accordingly, points are assigned. The student can receive up to 100% in total according to the assessment scale.

Maximum number of points for the test – 7.

Practical Assignment:

A tool for assessing the ability to apply acquired theoretical knowledge in a practical situation. The task is aimed at assessing competencies in the discipline and contains clear instructions for execution or an algorithm of actions. It represents a linguistic

exercise on a specific topic of the training section.

Maximum number of points for the practical assignment (control of independent work) – 10.

Sample Assignments:

Task 1. Correct the errors in the sentences related to the incorrect choice of prepositional-case construction.

1. Жильцы требовали ликвидации неполадок и ремонта подъезда. 2. Новая формулировка закона была сходна прежней. 3. Позже оказалось, что претензии комиссии к работе творческой группе ни на чем не обоснованы. 4. Все говорит за то, что новый ледовый городок в этом году будет пользоваться большим успехом. 5. Участники семинара подтверждали свои предложения на примерах. 6. Из-за находчивости строителей с потопом удалось справиться. 7. Все поступки героя свидетельствуют за его преданность делу.

Task 2. Form one sentence with a participial phrase from two sentences.

Model: *Я открыл книгу. Рассказ заинтересовал меня. – Открыв книгу, я увидел рассказ, сразу заинтересовавший меня.*

1. Я могу читать книги Довлатова. Я открываю книгу на любой странице. 2. Я получил высокую оценку за сочинение о культуре Древней Греции. Я очень горжусь высокой оценкой. 3. Новая звезда вспыхивает на небосклоне духовной жизни общества. Звезда становится эпицентром целого созвездия. 4. Шуберт сочинял новую песню. Первой песню слышала юная Тереза Граб, подруга младшей сестры Шуберта. 5. Она ясно видела, как он поскакал к распорядителю и что-то толковал ему. Затем он прогарцевал мимо нее раза три на невидимой лошади. Он указывал на неё, Лизочку.

Task 3. Edit the sentences, paying attention to the word order in the sentence.

1. Была организована выставка работ воспитателей, родителей, детей из природного материала. 2. Группа студентов пришла слушать факультативный курс лекций по сварке компонентов доцента Юрьева. 3. Усилена борьба со всякого рода нарушениями трудовой дисциплины со стороны администрации завода. 4. А затем со двора я вошел в узкую дверь и по еще узкой винтовой лестнице поднялся на второй этаж. 5. Газета назвала этот указ горькой пилюлей для сторонников "шоковой терапии", которая должна быть проглочена.

Essay Topics (examples):

1. Speech Etiquette and Speech Activity;
2. Communication Failures in Business Communication
3. The Art of Public Polemics;
4. The Art of Negotiation and Reaching Compromise.

A product of the student's independent work, representing a concise written summary of the results of a theoretical analysis of a specific scientific (educational-research) topic.

Maximum number of points for the essay – 8.

For Intermediate Assessment: Final Test (example questions)

Task 1. Choose one answer:

Правильностью речи называется...

- построение речи по законам соответствующего жанра
- истинность излагаемой информации
- соответствие языковой норме
- Отсутствие дефектов речи

Task 2. Choose several answer options.

Язык, в отличие от речи, характеризуется...

- 1) линейностью
- 2) иерархичностью
- 3) индивидуальностью
- 4) инвариантностью
- 5) императивностью

Task 3. Select several answer options:

К аспектам культуры речи относятся...

- 1) нормативный
- 2) коммуникативный
- 3) нормотворческий
- 4) этический
- 5) мимический

Task 4. Choose one answer.

Демонстрация позитивного отношения к партнеру по коммуникации и к миру предписывается максимой... 1) скромности 2) согласия 3) симпатии 4) одобрения 5) скромности

Task 5. Choose one answer:

Чтобы узнать значение слов *релятивный*, *пролонгировать*, надо воспользоваться...

- орфографическим словарём
- толковым словарём русского языка
- этимологическим словарём
- орфоэпическим словарём

Task 6. Choose several answer options.

Ударение падает на последний слог во всех словах ряда:

- жалюзи, каталог, позвонит
- бензопровод, газопровод, мусоропровод
- нефтепровод, трубопровод, электропровод
- аналог, монолог, эпилог

Task 7. Choose several answer options.

Нарушена орфоэпическая норма в примерах: 1) грена[д'о]р, 2) а[ф'э]ра 3) инц [ын]дент 4) Никити[чн]а

Task 8. Select several answer options:

Правильно образована и употреблена форма числительного:

- около полутора тысяч тонн
- в две тысячи одиннадцатом году
- с пятьюстами рублями
- в обеих руках
- с троими профессорами

Task 9. Choose several answer options.

Нарушена грамматическая норма в примерах:

- Расстояние от Москвы до Санкт - Петербурга равняется примерно шестистам пятидесяти километрам.
- По окончанию сессии все ведомости необходимо сдать в деканат.
- Рецензия о статье уже напечатана.
- Он купил пять килограмм помидор.
- Полгорода участвовали в демонстрации.

Task 10. Choose several answer options.

Нарушена лексическая норма в примерах:

Всем командировочным необходимо зайти к секретарю.

Юбилляр был награждён почётной грамотой.

На предприятии есть свободные вакансии.

Ему оказана необходимая помощь.

Чтение играет важнейшее значение в развитии интеллектуальных способностей.

Task 11. Choose one answer.

В научном стиле различают следующие подстили...

- 1) собственно научный, научно-технический, научно-учебный и научно-популярный
- 2) собственно научный, научно-технический, судебно-процессуальный и канцелярский
- 3) собственно научный, научно-фантастический и юрисдикционный
- 4) собственно научный, дипломатический и политико - агитационный

Task 12. Choose one answer.

Обобщённость, отвлечённость в сочетании с подчёркнутой логичностью и точностью речи являются основными стилевыми чертами...

- 1) стиля художественной литературы
- 2) научного стиля
- 3) газетно - публицистического стиля
- 4) разговорного стиля

Task 13. Choose one answer.

Точность, не допускающая инотолкования, – характерная черта ...

- 1) разговорного стиля
- 2) художественного стиля
- 3) официально - делового стиля
- 4) художественно - публицистического стиля

Task 14. Choose several answer options.

Основными коммуникативными задачами, реализуемыми в официально - деловом стиле, являются...

- 1) информирование
- 2) убеждение
- 3) предписание
- 4) доказательство
- 5) выражение эмоций
- 6) отстаивание собственной позиции

Task 15. Choose several answer options.

К основным признакам официально - делового стиля не относятся:

- 1) точность формулировок
- 2) предписывающе - должностующий характер
- 3) спонтанность
- 4) эмоциональность
- 5) преимущественно письменная форма

Task 16. Choose several answer options.

К языковым формулам, выражающим цель создания документа, относятся...

- 1) Во избежание конфликтных ситуаций...
- 2) В целях увеличения товарооборота...
- 3) В ответ на Ваш запрос отвечаем...
- 4) В соответствии с письмом заказчика...
- 5) Во исполнение постановления Учёного совета университета...

Task 17. Choose several answer options.

Укажите неверные варианты записи (в скобках даны фамилии в именительном падеже):

Заявление адресовано...

- 1) Сергею Мишаку (Мишак)
- 2) Марии Мишак (Мишак)
- 3) Анне Шевченко (Шевченко)
- 4) Иосифу Гарт (Гарт)
- 5) Николаю Антоненко (Антоненко)
- 6) Алле Карасю (Карась)

Task 18. Choose one answer.

Производные предлоги активно используются ... 1) в дружеской беседе 2) в текстах официально - делового стиля 3) в поэтических текстах 4) в очерках и эссе

Task 19. Choose several answer options.

С дательным падежом употребляются предлоги:

- 1) благодаря
- 2) во избежание
- 3) согласно
- 4) по причине
- 5) при посредстве

Task 20. Choose one answer.

Научному стилю речи принадлежат такие жанры, как....

А монография

Б рецензия на диссертацию

В автобиография

Г автореферат диссертации

Д дружеская беседа

Е эссе

1) А, Е

2) А, Г, Д

3) Г, Д, Е

4) А, Б, В

5) А, Б, Г

Task 21. Choose one answer.

Докладная записка – это ...

один из речевых жанров разговорно - бытового стиля

один из речевых жанров административного подстиля официально - делового стиля

один из речевых жанров законодательного подстиля в судебно - процессуальной сфере

один из речевых жанров публицистического стиля

Task 22. Choose one answer.

Клишированные синтаксические конструкции Сообщаю Вам, что...; Довожу до Вашего сведения, что... – одна из примет...

научно-технического стиля

административного подстиля официально - делового стиля

научно-популярного стиля

ораторской речи

Task 23. Choose one answer.

Определите стиль и тип речи

Кто-то из русских писателей сказал: «Произошло два события одинаковой важности: люди научились летать и люди разучились удивляться этому». Не знаю, от чего больше зависит горестная утрата способности удивляться – от роста культуры, от глубины знаний, от цивилизованности или от какого-то всеобщего оупения чувств, от обжорства этим самым техническим прогрессом.

разговорный стиль, описание

публицистический стиль, повествование

научный стиль, рассуждение

публицистический стиль, повествование

публицистический стиль, рассуждение

художественный стиль, рассуждение

Task 24. Choose one answer.

В следующем высказывании на месте пропуска в соответствии с законами семантического и стилистического согласования надо вставить слово/выражение...

Способность иметь гражданские права и исполнять обязанности (гражданская правоспособность) признается <> за всеми гражданами.

1) в равной мере 2) поровну 3) абсолютно 4) всегда 5) всенепременно

Task 25. Choose several answer options.

Для текстов официально - делового стиля не характерно использование: 1) тропов 2) оценочных высказываний 3) стилистических фигур 4) языковых клише 5) отыменных предлогов

Task 26. Choose several answer options.

Выделенное слово используется в переносном (метафорическом) значении

1) глухое недовольство 2) глухой согласный 3) глухая оборона

4) железная логика 5) железная руда 6) железная воля

Task 27. Choose one answer.

В риторике выделяют несколько видов красноречия. Определите лишние:

А – академическое Б – театральное В – духовно-богословское

Г – судебное Д – доклад Е – церковно-богословское

1) А, Е 2) Б, Д 3) Г, В 4) В, Е 5) А, Е

Task 28. Choose several answer options.

К убеждающему виду ораторской речи относятся следующие жанры:

1) тост 2) приветствие 4) обвинительная речь 5) речь в прениях 6) похвальное слово

Task 29. Choose one answer.

Часть ораторской речи, в которой сформулирован основной тезис, называется...

- 1) изложение 2) положение 3) заключение 4) разделение

Task 30. Choose one answer.

Фигура речи, основанная на повторе звуков, слов, сочетаний слов в конце предложений, построенных по принципу синтаксического параллелизма, называется

- 1) анафорой 2) эпифорой 3) антитезой 4) оксюморонам 5) аллитерацией

Task 31. Choose one answer.

Определите, какой троп лежит в основе следующего афоризма

Талант – искра Божия, которой человек обыкновенно сжигает себя, освещая этим собственным пожаром путь другим (В. Ключевский). 1) оксюморон 2) развернутая метафора 3) аллегория 4) сравнение 5) антитеза

Task 32. Choose several answer options.

Во всех словах ряда на месте пропуска НН:

стрел...ый воробей; ране...ый в руку
девушка ю...а и образова...а
балова...ый малыш; явиться нежда...о-негада...о
некоше...ый луг, подстреля...ый зверь
линова...ая бумага, подли...ые це...ости

Task 33. Choose several answer options.

В обоих словах ряда пропущена одна и та же буква:

- 1) пр...амбула, пр...даваться отчаянию
2) пред...стория, раз...скать
3) обессил..в врага, обезжир...нное молоко
4) нав...ждение, нав...днение
5) интелл...гент, интелл...ктуал

Task 34. Choose several answer options.

Не разделяю:

- 1) Ему (н...) (за) (чем) обижаться.
2) Ему (н...) (к) (кому) обратиться.
3) Это был (н...) (кто) иной, как капитан Копейкин.
4) Он (н...) (за) (что) не отступит.

Task 35. Select multiple answer options.

Words in italics are separated by commas:

С озера поднялась *испуганная нашим появлением* стая диких уток.

Писатель увидел привычный мир глазами путешественника *попавшего в неведомые страны*.

Мы встретились *как старые приятели*.

Глаза у девочки *как яркие синие звёзды*.

Как град посыпалась картечь

Медленно и *ни на кого не глядя* он начал говорить.

Весь в орденах и медалях в зал вошёл ветеран войны.

For each correctly completed task, a certain percentage and, accordingly, points are assigned. The student can receive up to 100% in total according to the assessment scale.

Maximum number of points for the test – 45.

The full set of tasks and materials necessary for assessing learning outcomes in the discipline is stored at the developing department and contains 50 test questions for each competency, of which 20% are closed-type, 80% are open-type.