APPROVED
Vice Rector for Academic Affairs

A.A. Voronov

Work program of the course (training module)

course:	German for Scientific Purposes/Немецкий язык для научных целей
major:	Photonics and Optical Informatics
specialization:	Photonics, Quantum Technologies & 2D Materials/Фотоника, квантовые технологии и двумерные материалы
	Landau Phystech-School of Physics & Research
	Foreign Languages Department
term:	1
qualification:	Master

Semesters, forms of interim assessment:

1 (fall) - Pass/fail exam

2 (spring) - Grading test

Academic hours: 120 AH in total, including:
lectures: 0 AH.
seminars: 120 AH.
laboratory practical: 0 AH.

Independent work: 60 AH.

In total: 180 AH, credits in total: 4

Number of course papers, tasks: 4

Authors of the program:

I.I. Markova, senior methodologist
N.V. Tsytulina, заместитель руководителя департамента

The program was discussed at the Foreign Languages Department 14.04.2022

Annotation

The work program "German for Scientific Purposes" is designed for first-year master students who speak basic English at the level not lower than B2 in accordance with the Common European Framework of Reference and improve intercultural communication skills.

The program is aimed to create a holistic view of scientific topics that are most discussed in the modern German-speaking space and to form intercultural communicative competence for effective interaction in various situations of professional communication. The duration of mastering the course (training module) is 1 year, 2 AH per week.

The course involves the following types of end-of-term assessment:

1 semester – pass/fail exam;

2 semester – grading test.

1. Study objective

Purpose of the course

Formation and development of social, business, intercultural and professionally-oriented communicative competencies for solving communicative tasks in the socio-cultural, academic and professional-business spheres of activity, as well as for the development of professional and personal qualities of a graduate.

Tasks of the course

To form the learner's ability to solve communicative tasks by language means in various situations in the academic and professional sphere, to acquire knowledge in a wide range of fields of science, to make an in-depth analysis of information and to form his opinion both orally and in writing.

To achieve the goals and objectives of mastering the discipline, students must master a foreign language professional communicative competence, including:

Linguistic competence: the ability to correctly construct grammatical forms and syntactic constructions in accordance with the norms of the studied language.

Sociolinguistic competence: the ability to use and transform language forms in accordance with the situation of foreign-language communication.

Sociocultural competence: the ability to consider verbal and non-verbal behavior of the studied language country in communication.

Social competence: the ability to interact with communication partners, possession of appropriate strategies.

Discursive competence: the ability to understand and achieve coherence of individual statements in meaningful communicative models.

Strategic competence: the ability to use the most effective strategies in solving communicative tasks.

Object competence: knowledge of meaningful information when organizing one's own statement or understanding other people's statements.

Domain expertise: the ability to operate with knowledge in conditions of real communication with the studied culture representatives, manifestation of empathy as the ability to understand the norms, values and motives of behavior of another culture representatives.

Communicative competence: the ability to establish and forge contacts with representatives of various age, social and other groups of native and other linguistic cultures, the ability to be a mediator between the own and foreign-language cultures.

Pragmatic competence: the ability to choose the most effective and expedient way of expressing thoughts, depending on the conditions of the communicative act and the task set.

2. List of the planned results of the course (training module), correlated with the planned results of the mastering the educational program

Mastering the discipline is aimed at the formation of the following competencies:

Code and the name of the competence	Competency indicators
	UC-1.1 Systematically analyze the problem situation, identify its components and the relations between them
UC-1 Use a systematic approach to critically	UC-1.2 Search for solutions by using available sources

analyze a problem and develop an action plan	UC-1.3 Develop a step-by-step strategy for achieving a goal, foresee the result of each step, evaluate the overall impact on the planned activity and its participants
UC-2 Manage all stages of a research project	UC-2.1 Set an objective within a defined scientific problem; formulate the agenda, relevance, significance (scientific, practical, methodological, or other depending on the project type), forecast the expected results and possible areas of their application
	UC-2.2 Forecast the project outcomes, plan necessary steps to achieve the outcomes, chart the project schedule and monitoring plan
	UC-2.3 Organize and coordinate the work of project stakeholders, provide the team with necessary resources
	UC-2.4 Publicly present the project results (or results of its stages) via reports, articles, presentations at scientific conferences, seminars, and similar events
UC-3 Organize and manage a team and develop the team strategy to achieve the objectives	UC-3.1 Organize and coordinate the work of the project stakeholders and help resolve disputes and conflicts
	UC-3.2 Consider the interests, specific behavior, and diversity of opinions of team members/colleagues/counterparties
	UC-3.3 Foresee the results (consequences) of both individual and collective actions
	UC-3.4 Plan teamwork, distribute tasks to team members, hold discussions of different ideas and opinions
UC-4 Use modern communication tools in the academic and professional fields, including those in a foreign language	UC-4.1 Exchange business information in oral and written forms in Russian and at least one foreign language
	UC-4.2 Use the acquired skills to write, translate, and edit various academic texts (abstracts, essays, reviews, articles, etc.)
	UC-4.3 Present the results of academic and professional activities in various academic events, including international conferences
	UC-4.4 Use modern ICT tools for academic and professional collaboration
UC-5 Analyze and consider cultural diversity in intercultural interactions	UC-5.1 Identify specific philosophical and scientific traditions in major world cultures
	UC-5.2 Define the theoretical and practical significance of cultural and linguistic factors within various interrelated philosophical and scientific traditions
UC-6 Determine priorities and ways to improve performance through self-assessment	UC-6.1 Achieve personal growth and professional development, determine priorities and ways to improve performance
	UC-6.2 Evaluate performance results in correlation with the set objectives and applied methods

3. List of the planned results of the course (training module)

As a result of studying the course the student should:

know:

- features of speech activities in German;
- the main phonetic, lexical and grammatical phenomena and structures used in oral and written speech when communicating in German, their difference from the native language for the reasoned and logical construction of statements that allow the application of the studied language in everyday, academic, scientific, business and professional communication;
- features of foreign-language academic communication, techniques for extracting and delivering foreign-language information for academic purposes;
- fundamentals of organizing written communication, types of written communicative tasks and functions of written communication tools;
- specifics of using verbal and non-verbal means in situations of foreign-language communication;
- types and features of written texts and oral presentations, general content of complex texts on abstract and specific topics, features of foreign-language texts, universal patterns of structural organization of the text, including highly specialized texts;
- rules of using various technical means for the purpose of searching and extracting foreign-language information, basic rules of determining the relevance and reliability of foreign-language sources, analysis and synthesis of information;
- world achievements, discoveries, events from the field of history, culture, politics, social life;
- general forms of teamwork organization; special aspects of behavior and interests of other participants; fundamentals of strategic planning of the team to achieve the goal;
- standard types of communicative tasks, goals and objectives of business negotiations, socio-cultural features of business negotiations, their communicative-pragmatic and genre features;
- vocabulary and terminology for academic, scientific and professional communication.
be able to:

- understand and use language tools in all types of speech activities in German;
- conduct discussions in German in various spheres of communication: everyday life, socio-cultural, socio-political, professional;
- verbally implement a communicative intention in order to influence a communication partner to start, conduct/maintain and finish a dialogue-asking about what he saw, read, dialogue-exchanging opinions and observing the norms of speech etiquette, if necessary using strategies to restore a failure in the communication process (re-questioning, paraphrasing, etc.);
- extract general and detailed information when reading authentic scientific and scientific-journalistic German-language texts;
- provide information based on the read text in the form of a prepared monologue (presentation on the proposed topic);
- understand monologue and dialogue statements in direct communication and in audio/video recordings;
- understand communicative intentions of the received written and oral messages;
- expand the proposed argument in the form of illustrations, details, explanations;
- use modern information technologies for professional activity, business communication and self-development;
- convey in Russian the content of German-language scientific and scientific-journalistic texts in the field of professional activity;
- select literature on the topic, compile a bilingual glossary, translate and review special literature, prepare scientific reports and presentations based on the read special literature, explain the own point of view and tell about plans;
- carry out oral and written foreign language communication in accordance with the student's field of professional activity;
- use the techniques and principles of building public speech for the report;
- recognize and differentiate linguistic and speech phenomena, distinguish basic and secondary information when reading texts and listening to speech, use standard means of oral and written communication in interpersonal communication; apply adequate communicative means in standard interaction situations on professionally oriented topics;
- use graphic editors, create easily perceived visual materials;
- describe graphical information (circular histogram, table, column and line graphs); write a short article on a given topic;
- write a summary, a review, a short article-advice on the proposed topic;
- abstract and annotate foreign-language professional texts;
- present research results in a written and oral form;
- apply information and communication technologies in communication and speech activity in a foreign language;
- identify and formulate problems that arise in the process of learning a foreign language; evaluate the student's capabilities, the realism and adequacy of the planned ways and ways to achieve the planned goals.

master:
- intercultural professionally oriented communicative competence in different types of speech activity;
- various communication strategies: educational strategies for organizing educational activities; strategies of reflection and self-assessment in order to improve personal qualities and achievements; strategies for perception, analysis, creation of oral and written texts of various types; Internet technologies for choosing the optimal mode of obtaining information; different methods of memorizing and structuring the acquired material;
- presentation technologies for information communication;
- method of searching and analyzing information from various sources in the professional field;
- skills of annotating and abstracting original scientific and scientific-journalistic articles;
- methods of assessing and self-assessing the results of foreign language learning activities;
- methods of identifying and realizing individual language capabilities, personal and professionally significant qualities in order to improve them;
- the ability to understand the speech of native speakers at a fast rate and respond adequately considering cultural norms of international communication;
- the ability to create clear, logical monologue and dialogue statements in various situations of everyday and professional communication, using the necessary set of communication tools;
- techniques of public speech and business and professional discourse in German.

4. Content of the course (training module), structured by topics (sections), indicating the number of allocated academic hours and types of training sessions

4.1. The sections of the course (training module) and the complexity of the types of training sessions

№	Topic (section) of the course	Types of training sessions, including independent work			
		Lectures	Seminars	Laboratory practical	Independent work
1	Topic 1. Flexible skills		20		10
2	Topic 2. Communication in the modern world		20		10
3	Topic 3. Ecology, nature, society		20		10
4	Topic 4. Social and ethical issues in science, industry, and consumption		20		10
5	Topic 5. The New Digital World		20		10
6	Topic 6. Industry 4.0: on the way to "digital" production		20		10
AH in total			120		60
Exam preparation	0 AH.				
Total complexity	180 AH., credits in total 4				

4.2. Content of the course (training module), structured by topics (sections)

Semester: 1 (Fall)

1. Topic 1. Flexible skills

Social and emotional intelligence. Personal and social skills. A relationship with the self. Skills and abilities to recognize emotions, understand the intentions, motivation and desires of other people and their own, managing emotions in order to solve practical problems. Inner harmony. Self-understanding. Self-regulation. Motivation. Empathy. Creativity. Sociability. Corporationism. Criticism. Key characteristics of a successful person. Success of the individual. Overcoming difficulties.

Communicative tasks: to carry out communication in oral and written forms: to build logical statements about personal and social skills, to describe various situations using illustrations; to use aphorisms in communication and be able to interpret them; to discourse upon ways of achieving success, possibilities of developing internal potential, life prospects, life meaningfulness, formation of responsibility assumed voluntarily; to talk about ways of self-improvement.

2. Topic 2. Communication in the modern world

Communication in society. Culture of communication based on common values: honesty, respect, mutual trust. Types and forms of communication. Means of communication. Social network.

Communicative tasks: to carry out communication in oral and written forms: to search, receive, transmit and exchange information, to apply in practice various types of information messages: statements, texts, images, sound messages, signals, signs, forum messages, conducting discussions, expressing one's own opinion, reviewing texts, description of illustrations; reasoned essay.

3. Topic 3. Ecology, nature, society

Modern environmental problems. Interaction of nature and society. Environmental protection. Biosphere and humans. Ecological consciousness.

Communicative tasks: to carry out communication in oral and written forms: to exchange opinions on the role of ecology and modern humans' attitude to nature; to discourse upon the dependence of public health on environmental factors; to discuss the impact of environmental factors on the generation of the future; to make descriptive essays on the subject; to draw conclusions, formulate an opinion on the role of society in the preservation of natural habitats on the planet.

Semester: 2 (Spring)

4. Topic 4. Social and ethical issues in science, industry, and consumption

Globalization of consumption and social consequences. Science for sustainable development. Production and consumption. Conscious consumption. Principles and strategies of minimalism. Consumer culture. Consumption as a new form of control in society.

Communicative tasks: to carry out communication in oral and written forms: to discuss the problems of consumption globalization to meet the needs of the individual, society, the state; to express a reasoned opinion about the role of science and the impact of economic development on consumer attitudes to the world; to discuss socio-ethical issues and social consequences of consumerism.

5. Topic 5. The New Digital World

Global technological processes related to digitalization. Digital technologies – the Internet of Things. The digital world of science and business. Immersion in the digital world. Safe gadgets. Young hackers. The influence of the digital world on the perception of modern life.

Communicative tasks: to carry out communication in oral and written forms: to be able to search for the necessary information on the topic; to prepare reports on the topic; to express their own judgments about the advantages, limitations and prospects of using digital technologies, and their capabilities; to participate in a group discussion; to exchange opinions on technological innovations for solving various problems using technical means of the digital world; to compose essay-reasoning on the proposed topic.

6. Topic 6. Industry 4.0: on the way to "digital" production

Integration and cooperation with the use of digital technologies and increased flexibility in the organization of work. Transformation of economic sectors and types of activities and its impact on employment. Creating new markets and new forms of work through digital platforms. Problems related to big information data. Relation between the use of human and machine labor (devaluation of experience, individual support). Possibility of flexible working conditions in terms of time and location. Profound changes in the structures of organizations.

Communicative tasks: to carry out communication in oral and written forms: to discuss flexibility in the organization of work in the context of the Work 4.0 concept; to talk about transformation of economic sectors and its impact on employment and activities in the world of labor; to recognize needs and interests of the interlocutor and base on them in the process of dialogue; to make messages about the creation of new markets and new forms of work through digital platforms; to express the own point of view, to speak constructively about the relationship between the use of human and machine labor; to make messages about the choice of a strategy for flexible working conditions; to be able to justify the chosen strategy; to prepare a report on the proposed topic.

5. Description of the material and technical facilities that are necessary for the implementation of the educational process of the course (training module)

A classroom for conducting training sessions provided for by the course (training module) program, equipped with training facilities and technical means of training: an interactive smartboard (screen), a multimedia projector, sound reproducing equipment, a computer for the teacher with the possibility to connect to the Internet and provide access to the MIPT electronic information and educational environment.

6. List of the main and additional literature, that is necessary for the course (training module) mastering

Main literature

1. Spektrum Deutsch B1+, Integriertes Kurs- und Arbeitsbuch fur Deutsch als Fremdsprache. Sprachniveau B1+ /A. Buscha, S. Szita ; mit Zeichnungen von Jean-Marc Deltorn. Leipzig, SCHUBERT-Verlag, 2018

Additional literature

Дополнительная литература для самостоятельной работы

1. Schmohl, S., Schenk, B., Glaser, J. (2021) Akademie Deutsch B2+ Interaktiver Lehrbuch mit CD und Online-Übungen, Hueber Verlag.
2. Buscha, A., Szita, S., (2021) Spektrum Deutsch B2, Schubert Verlag
3. Fröhlich, B., Koithan, U., Lösche, R., (2020) Aspekte neu B2 Lehrbuch mit DVD, Klett Verlag.
4. Buscha A. Übungsgrammatik Deutsch als Fremdsprache: Sprachniveau B1/B2 / A. Buscha, S. Szita. – M.: Schubert-Verlag, 2018. – 266 S.
5. Butler E., Kotas O., Stum M., Sum B., Wolf N.E., Wurz H. 100 Stunden Deutschland. Orientierungskurs. Politik. Geschichte. Kultur. – M.: Ernst Klett Sprachen GmbH, 2018. – 144 S.

7. List of web resources that are necessary for the course (training module) mastering

1. https://www.hueber.de/akademie-deutsch - дополнительные материалы, доступные для скачивания (сайт издательства)
2. https://schubert-verlag.de/spektrum.b2.dazu.php - дополнительные материалы, доступные для скачивания, онлайн-упражнения (сайт издательства)
3. https://www.klett-sprachen.de/aspekte-neu/r-1/15#reiter=mediathek&dl_niveau_str=B2&dl_kategorie=undefined - дополнительные материалы, доступные для скачивания, онлайн-упражнения (сайт издательства)
4. https://www.zdf.de/wissen/leschs-kosmos/leschs-kosmos-ganze-sendungen-100.html
5. https://www.zdf.de/suche?q=Terra+X+-+Die+Doku+&synth=true&sender=Gesamtes+Angebot&from=&to=&attrs=&abName=ab-2022-06-06&abGroup=gruppe-c
6. https://www.youtube.com/c/MrWissen2go - документальные видео в качестве домашнего задания для дальнейшего пересказа и дискуссии.
7. Reverso - веб-сайт, специализирующийся на автоматизированном переводе и помощи в изучении языка. Сайт предлагает онлайн-словари, перевод в контексте, проверку орфографии, поиск синонимов и средства грамматического спряжения (https://context.reverso.net)
8. Linguee — онлайн-словарь и система контекстуального поиска переводов, позволяющая найти, как слова и фразы переводились людьми в существующих билингвистических текстах (https://www.linguee.ru/)
9. Quizlet - сервис для быстрого создания тестов, которые помогут запомнить любой материал разными способами (на слух, написание и т.д.) (https://quizlet.com/ru)

8. List of information technologies used for implementation of the educational process, including a list of software and information reference systems (if necessary)

Practical classes are held with the use of multimedia technologies: multimedia presentations, work on an interactive smartboard, Internet information resources.

Independent work of students is conducted using a virtual learning environment system based on LMS "Moodle" (http://moodle.phystech.edu), which helps students get access to various sources of multimedia information, makes it possible to organize communication of all participants in the educational process, provides for interactive control and self-control of tasks, and testing. To form language skills, the platform of the virtual learning environment "Moodle" contains a set of interactive exercises created on the basis of the test module built into the LMS "Moodle", as well as with the help of the program "HotPotatoes".

9. Guidelines for students to master the course

A student studying the course (training module) "German for scientific purposes" must master the communicative competence, which includes: linguistic competence (the ability to correctly construct grammatical forms and syntactic constructions in accordance with the norms of the studied language), sociolinguistic competence (the ability to use and transform language forms in accordance with the situation of foreign language communication), socio-cultural competence (the ability to consider verbal and non-verbal behavior of the studied language country in communication), social competence (the ability to interact with communication partners, possession of appropriate strategies), discursive competence (the ability to understand and achieve coherence of individual statements in meaningful communicative models) strategic competence (the ability to use the most effective strategies in solving communicative tasks), object competence (knowledge of meaningful information when organizing one's own statement or understanding other people's statements), pragmatic competence (the ability to communicate and to implement any statement, taking into account the conditions under which the act of speaking (listening, writing) is carried out, the status of the addressee, the object of discussion, etc.) for the development of personal and professional qualities, awareness of the social significance of their professional activities, respect and compliance with the principles of ethics, morality, and tolerance).

Mastering of the subject takes place in practical classroom lessons and in the process of the student's independent work.

In practical classes the main attention is paid to the formation of skills in oral speech activities (speaking, listening). The formation of skills in written types of speech activities (reading, writing) is implemented both in the classroom and on the platform of the virtual learning environment "Moodle" in conditions of self-control, mutual control and mutual testing by students, as well as remote control by the teacher.

Practical classes are conducted on the basis of a communicative approach using active/interactive forms of work:

– work in small groups;

– discussion;

– educational games (role-playing, problem role-playing, business);

– heuristic conversation;

– watching and discussing videos;

– presentations based on modern multimedia.

Successful mastering of the course (training module) syllabus as a whole and the effectiveness of each practical class directly depends on the regular independent work of the postgraduate. Tasks for independent work are to be completed by the student in full and exactly within the specified time frame. Independent work includes:

– revision and consolidation of the material covered;

– performing lexical and grammatical exercises aimed at the formation of language skills;

– reading and checking the understanding of texts;

– listening to audio recordings and watching videos, performing tasks for them;

– performing creative written tasks aimed at the formation of speech skills;

– preparation of monological and dialogical statements on the topic under study.

Instruction and in-progress assessment of independent work is carried out remotely on the platform of the virtual learning environment "Moodle". If there are questions or difficulties, the postgraduate can contact the teacher using the information and communication resources of the remote platform.

In-progress assessment of the course is conducted at each practical class in oral and written forms. The object of in-progress assessment is the level of language and speaking skills formation.

Assessment funds for course (training module)

major:	Photonics and Optical Informatics
specialization:	Photonics, Quantum Technologies & 2D Materials/Фотоника, квантовые технологии и двумерные материалы
	Landau Phystech-School of Physics & Research
	Foreign Languages Department
term:	1
qualification:	Master

Semesters, forms of interim assessment:

        1 (fall) - Pass/fail exam

        2 (spring) - Grading test

Authors:

I.I. Markova, senior methodologist

N.V. Tsytulina, заместитель руководителя департамента

1. Competencies formed during the process of studying the course

Code and the name of the competence	Competency indicators
UC-1 Use a systematic approach to critically analyze a problem and develop an action plan	UC-1.1 Systematically analyze the problem situation, identify its components and the relations between them
	UC-1.2 Search for solutions by using available sources
	UC-1.3 Develop a step-by-step strategy for achieving a goal, foresee the result of each step, evaluate the overall impact on the planned activity and its participants
UC-2 Manage all stages of a research project	UC-2.1 Set an objective within a defined scientific problem; formulate the agenda, relevance, significance (scientific, practical, methodological, or other depending on the project type), forecast the expected results and possible areas of their application
	UC-2.2 Forecast the project outcomes, plan necessary steps to achieve the outcomes, chart the project schedule and monitoring plan
	UC-2.3 Organize and coordinate the work of project stakeholders, provide the team with necessary resources
	UC-2.4 Publicly present the project results (or results of its stages) via reports, articles, presentations at scientific conferences, seminars, and similar events
UC-3 Organize and manage a team and develop the team strategy to achieve the objectives	UC-3.1 Organize and coordinate the work of the project stakeholders and help resolve disputes and conflicts
	UC-3.2 Consider the interests, specific behavior, and diversity of opinions of team members/colleagues/counterparties
	UC-3.3 Foresee the results (consequences) of both individual and collective actions
	UC-3.4 Plan teamwork, distribute tasks to team members, hold discussions of different ideas and opinions
UC-4 Use modern communication tools in the academic and professional fields, including those in a foreign language	UC-4.1 Exchange business information in oral and written forms in Russian and at least one foreign language
	UC-4.2 Use the acquired skills to write, translate, and edit various academic texts (abstracts, essays, reviews, articles, etc.)
	UC-4.3 Present the results of academic and professional activities in various academic events, including international conferences
	UC-4.4 Use modern ICT tools for academic and professional collaboration
UC-5 Analyze and consider cultural diversity in intercultural interactions	UC-5.1 Identify specific philosophical and scientific traditions in major world cultures
	UC-5.2 Define the theoretical and practical significance of cultural and linguistic factors within various interrelated philosophical and scientific traditions
UC-6 Determine priorities and ways to improve performance through self-assessment	UC-6.1 Achieve personal growth and professional development, determine priorities and ways to improve performance
	UC-6.2 Evaluate performance results in correlation with the set objectives and applied methods

2. Competency assessment indicators

As a result of studying the course the student should:

know:

- features of speech activities in German;
- the main phonetic, lexical and grammatical phenomena and structures used in oral and written speech when communicating in German, their difference from the native language for the reasoned and logical construction of statements that allow the application of the studied language in everyday, academic, scientific, business and professional communication;
- features of foreign-language academic communication, techniques for extracting and delivering foreign-language information for academic purposes;
- fundamentals of organizing written communication, types of written communicative tasks and functions of written communication tools;
- specifics of using verbal and non-verbal means in situations of foreign-language communication;
- types and features of written texts and oral presentations, general content of complex texts on abstract and specific topics, features of foreign-language texts, universal patterns of structural organization of the text, including highly specialized texts;
- rules of using various technical means for the purpose of searching and extracting foreign-language information, basic rules of determining the relevance and reliability of foreign-language sources, analysis and synthesis of information;
- world achievements, discoveries, events from the field of history, culture, politics, social life;
- general forms of teamwork organization; special aspects of behavior and interests of other participants; fundamentals of strategic planning of the team to achieve the goal;
- standard types of communicative tasks, goals and objectives of business negotiations, socio-cultural features of business negotiations, their communicative-pragmatic and genre features;
- vocabulary and terminology for academic, scientific and professional communication.

be able to:

- understand and use language tools in all types of speech activities in German;
- conduct discussions in German in various spheres of communication: everyday life, socio-cultural, socio-political, professional;
- verbally implement a communicative intention in order to influence a communication partner to start, conduct/maintain and finish a dialogue-asking about what he saw, read, dialogue-exchanging opinions and observing the norms of speech etiquette, if necessary using strategies to restore a failure in the communication process (re-questioning, paraphrasing, etc.);
- extract general and detailed information when reading authentic scientific and scientific-journalistic German-language texts;
- provide information based on the read text in the form of a prepared monologue (presentation on the proposed topic);
- understand monologue and dialogue statements in direct communication and in audio/video recordings;
- understand communicative intentions of the received written and oral messages;
- expand the proposed argument in the form of illustrations, details, explanations;
- use modern information technologies for professional activity, business communication and self-development;
- convey in Russian the content of German-language scientific and scientific-journalistic texts in the field of professional activity;
- select literature on the topic, compile a bilingual glossary, translate and review special literature, prepare scientific reports and presentations based on the read special literature, explain the own point of view and tell about plans;
- carry out oral and written foreign language communication in accordance with the student's field of professional activity;
- use the techniques and principles of building public speech for the report;
- recognize and differentiate linguistic and speech phenomena, distinguish basic and secondary information when reading texts and listening to speech, use standard means of oral and written communication in interpersonal communication; apply adequate communicative means in standard interaction situations on professionally oriented topics;
- use graphic editors, create easily perceived visual materials;
- describe graphical information (circular histogram, table, column and line graphs); write a short article on a given topic;
- write a summary, a review, a short article-advice on the proposed topic;
- abstract and annotate foreign-language professional texts;
- present research results in a written and oral form;
- apply information and communication technologies in communication and speech activity in a foreign language;
- identify and formulate problems that arise in the process of learning a foreign language; evaluate the student's capabilities, the realism and adequacy of the planned ways and ways to achieve the planned goals.

master:
- intercultural professionally oriented communicative competence in different types of speech activity;
- various communication strategies: educational strategies for organizing educational activities; strategies of reflection and self-assessment in order to improve personal qualities and achievements; strategies for perception, analysis, creation of oral and written texts of various types; Internet technologies for choosing the optimal mode of obtaining information; different methods of memorizing and structuring the acquired material;
- presentation technologies for information communication;
- method of searching and analyzing information from various sources in the professional field;
- skills of annotating and abstracting original scientific and scientific-journalistic articles;
- methods of assessing and self-assessing the results of foreign language learning activities;
- methods of identifying and realizing individual language capabilities, personal and professionally significant qualities in order to improve them;
- the ability to understand the speech of native speakers at a fast rate and respond adequately considering cultural norms of international communication;
- the ability to create clear, logical monologue and dialogue statements in various situations of everyday and professional communication, using the necessary set of communication tools;
- techniques of public speech and business and professional discourse in German.

3. List of typical control tasks used to evaluate knowledge and skills

Topic 1. Flexible skills

Classroom work: discussion of matters and exchange of opinions; checking retention of vocabulary and grammar; checking understanding of the content of the text read (viewed or listened video fragment), conversation on the content; discussion in the form of hypotheses about what is happening in the read or seen; checking understanding of the content and structure of the text (article, lecture / report).

Independent work: reading the text and listening to interviews about procrastination, discussion, global and detailed understanding of the audio text; working with information resources, studying materials of practical classes, reading basic and recommended literature, authentic texts.

Creative homework: preparation of writing theses for a newspaper article on the topics under consideration (problem, solutions).

Topic 2. Communication in the modern world

Classroom work: checking understanding of the content and meaning of the text read; retention of vocabulary and grammar; conversation on the content of the text read or listened to, viewed video material; discussion of matters and exchange of opinions; checking understanding of the content and structure of the text (article, lecture / report).

Independent work: working with information resources; communication based on information collected from various sources; studying materials of practical classes, reading basic and recommended literature, authentic texts; performing exercises to consolidate the material of classroom work.

Creative homework: writing a reasoned essay about communications in the modern world, types and forms, means of communication.

Topic 3. Ecology, nature, society

Classroom work: checking understanding of the content and meaning of the text read; retention of vocabulary and grammar; conversation on the content of the text read or listened to, viewed video material; discussion of matters and exchange of opinions; checking understanding of the content and structure of the text (article, lecture / report).

Independent work: working with information resources; communication based on information collected from various sources; studying materials of practical classes, reading basic and recommended literature, authentic texts; performing exercises to consolidate the material of classroom work.

Creative homework: preparing a descriptive essay about the role of society for the preservation of the natural habitat on the planet, formulation of the own opinion, drawing conclusions.

Topic 4. Social and ethical issues in science, industry, and consumption

Classroom work: checking understanding of the content and meaning of the text read; retention of vocabulary and grammar; conversation on the content of the text read or listened to, viewed video material; discussion of matters and exchange of opinions; checking understanding of the content and structure of the text (article, lecture / report).

Independent work: working with information resources; communication based on information collected from various sources; studying materials of practical classes, reading basic and recommended literature, authentic texts; performing exercises to consolidate the material of classroom work.

Creative homework: writing a reasoned essay on the role of science and the impact of economic development on consumer attitudes to the outworld.

Topic 5. The New Digital World

Classroom work: checking understanding of the content and meaning of the read text; retention of vocabulary and grammar; conversation on the content of the read or listened text, viewed video material; discussion of matters and exchange of opinions.

Independent work: working with information resources, studying materials of practical classes, reading basic and recommended literature, authentic texts; performing exercises to consolidate the material of classroom work; communication based on information collected from various sources.

Creative homework: composing an essay on the proposed topic: "On the influence of the digital world on the modern life perception ", "Global technological processes related to digitalization", "Digital technologies – the Internet of Things", "The digital world of science and business", "Immersion in the digital world", "Safe gadgets".

Topic 6. Industry 4.0: on the way to "digital" production

Classroom work: checking understanding of the content and meaning of the read text; retention of vocabulary and grammar; conversation on the content of the read or listened text, viewed video material; discussion of matters and exchange of opinions.

Independent work: working with information resources, studying materials of practical classes, reading basic and recommended literature, authentic texts; performing exercises to consolidate the material of classroom work; communication based on information collected from various sources.

Creative homework: collecting information and preparing a report for the presentation about choosing a strategy of flexible working conditions (be able to justify the chosen strategy).

In-progress assessment of academic performance is carried out in an electronic educational environment based on the "Moodle" platform, a point-rating system being used.

The criteria for evaluating written speech are applied when students fulfil written works: essay, creative assignment, rendering and summary of popular science articles, presentation, etc.

The oral part of the in-progress assessment of students' progress is evaluated during practical classes (seminars) in the form of a retelling, a prepared monologue on the topics studied, a presentation based on a popular science article, and an oral review of a popular science article, etc.

Listening activity example

Reading activity example

DIE EINEN SAGEN (ES) SO, DIE ANDEREN SO

Nutzen von Kommunikation

Was ist eigentlich Kommunikation? Wozu kommunizieren wir? Und wie? Wir plaudern in der Pause über die Arbeit, das Wetter, die Familie oder wir bitten unseren Gesprächspartner, uns einen Euro für
5 den Getränkeautomaten zu leihen. Wir diskutieren über Nachrichten, wir planen im Team Projekte, wir bewerben uns um eine Stelle oder einen Studienplatz. Wir gratulieren der Mutter zum Geburtstag; wir trösten[1] Freunde, denen Schlimmes passiert ist. Diese Aufzählung ließe sich endlos fortsetzen. Kommunikation ist so vielfältig, wie es Interessen der Gesprächspartner und Ereignisse in der realen und irrealen Welt gibt. Aber man könnte zunächst zwei wesentliche[2] Funktionen von Kommunikation
10 unterscheiden: die Übermittlung[3] von Information einerseits und eine soziale Funktion andererseits: Unsere Gesprächspartner sollen etwas tun oder – sofern möglich – einen bestimmten Gefühlszustand erreichen.

Wie wird kommuniziert?

Vielfältig sind auch die Wege bzw. Mittel der Kommunikation: Man sitzt sich gegenüber und unterhält
15 sich, man ruft jemanden an, man schickt Briefe oder Postkarten – das sind die analogen[4] Wege der Kommunikation. Heute sind natürlich andere Medien hinzugekommen, man kommuniziert digital: Es werden E-Mails geschrieben, Chat-Gruppen gebildet, in sozialen Netzwerken und Kurznachrichten-diensten Mitteilungen gepostet und kommentiert und Online-Nachrichten geteilt. Und ist nicht auch das Hochladen eines Fotos beim Onlinedienst der Wahl eine Art der Kommunikation? Tatsache aber
20 ist: Durch die neuen Medien ist Kommunikation komplexer und vielseitiger geworden.

Falschmeldungen – nicht alles glauben!

[1]jmdn. trösten = Leid oder Traurigkeit verringern, für jmdn. da sein
[2]wesentlich = sehr wichtig, bedeutend
[3]die Übermittlung, -en = der Transfer
[4]analog = ↔ digital
[5]die Wissensgesell-schaft = Gesellschaft, in der Informationen und Bildung eine zen-trale Rolle spielen
[6]sich erweisen als =

d)   Lesen Sie den Text nun genauer und kreuzen Sie an. Welche Aussage passt?

1   Man kommuniziert, …

A   indem man seinen Gesprächspartnern alle wesentlichen Informationen mitteilt.

B   um Informationen auszutauschen und Menschen zu Handlungen zu bewegen.

C   auch wenn man manches nur schlecht mit Worten ausdrücken kann.

2   Durch die Digitalisierung …

A   ist Kommunikation heute abwechslungsreicher, aber auch komplizierter als früher.

B   sind analoge Kommunikationsformen weitgehend verschwunden.

C   wird die Kommunikation wesentlich vereinfacht.

3   Durch die große Menge an Informationsquellen …

A   trauen heute die Menschen einander weniger als früher.

B   werden viele Nachrichten nicht mehr als wahr erkannt.

C   ist es schwierig, wahre von falschen Mitteilungen zu unterscheiden.

Writing task (a reasoned essay)

b) Ergänzen Sie die folgende Beispielgliederung für einen argumentativen Text, der für die Einführung von Medienkompetenz als neues Schulfach argumentiert.

Einleitung	•	[ ] zum Thema: Neue Medien immer wichtiger
	•	[ ] nennen: Medienkompetenz als Schulfach
	•	[ ] nennen: sinnvoll?
Hauptteil	•	[ ] dagegen
		→ …
	•	[ ] dafür
		→ …
Schluss	•	[ ] zentrale Frage geben: ja, sinnvoll
	•	*Schlusssatz* : Hoffnung, dass das Fach bald eingeführt wird

Speaking task (discussion)

9 PODIUMSDISKUSSION – SCHULBOYKOTT

Spielen Sie eine Podiumsdiskussion zum Thema *Schulboykott für die Umwelt*. Bestimmen Sie vor Beginn der Diskussion einen Moderator, der Sie durch das Gespräch führt. Daneben gibt es folgende Diskussionsteilnehmer:

- Eltern (pro und kontra)
- Politiker (pro und kontra)
- Lehrer (pro und kontra)
- Schüler (pro und kontra)

Tipps für die Moderation einer Diskussion

In der Rolle des Moderators diskutieren Sie nicht mit, sondern leiten die Gesprächsrunde. Das heißt auch, dass Sie möglichst neutral bleiben sollten. Gehen Sie dabei wie folgt vor:

1 **die Diskussion einleiten:** Begrüßen Sie zunächst die Teilnehmer und nennen Sie das Thema der Diskussion. Stellen Sie anschließend die Diskussionsteilnehmer vor und stellen Sie eine Eingangsfrage, mit welcher die Diskussion beginnen kann.

2 **die Diskussion leiten:** Sie sollten die Diskussion aufmerksam verfolgen und Nachfragen stellen, wenn sich die Teilnehmer nicht verständlich ausgedrückt haben sollten. Achten Sie auch darauf, dass die Teilnehmer nicht vom Thema abschweifen und sich zu verschiedenen Aspekten des Themas äußern, indem Sie neue Impulse und Fragen einwerfen, die noch nicht diskutiert wurden. Dabei können Sie einzelne Teilnehmer auch direkt ansprechen. Behalten Sie auch die Zeit im Blick.

In-progress assessment of oral and written speech is based on evaluation criteria.

Writing assessment criteria (essay)		Grade points
Solving a communicative problem	The task completed in full: overall answers to the questions were given.	3
	The task is partially completed: not all questions are answered.	1.5
	The task is not completed: there are no answers to two questions or the text of the letter does not correspond to the required one.	0
Lexical and grammatical design of the text	A variety of vocabulary and grammatical constructions are used, there are no mistakes that occlude comprehension.	3
	There are language mistakes that do not occlude comprehension.	1.5
	Numerous language mistakes made that occlude comprehension of the text.	0
Text organization	The text is logically structured, the address, final phrase and signature are correctly chosen, the text design corresponds to the norms of written etiquette, there are no spelling errors.	3
	The text is mostly logically structured, but there are some violations in the structural design of the text of the letter and in compliance with the norms of politeness.	1.5
	The text is illogically constructed; the design of the text does not comply with the norms of written etiquette.	0
Spelling and punctuation	There are no spelling and punctuation mistakes. .	1
	Spelling and punctuation mistakes were made.	0
	Total maximum number of points:	10

Oral speech assessment criteria (in-progress assessment)		Grade points
Solving a communicative problem	The task is completed in full: all the aspects of the topic are covered amply and accurately. The length of the statement is 10-12 phrases.	4
	The task is completed: the goal of communication achieved; but the topic is not amply covered.	2-3
	The task is partially completed: the goal of communication is partially achieved; the topic is covered to a limited extent (one aspect is not covered, or all the aspects are not covered amply, or two aspects are not covered amply, the third aspects being covered amply and accurately). The length of the statement is: 6-7 phrases.	1
	Communicative task is not completed: the goal of communication is not achieved: two aspects of the topic are not covered*. The length of the statement is: 5 and less phrases.	0
Lexical and grammatical design of the text	Vocabulary range and grammar structures correspond to the communicative purpose. There are almost no mistakes (no more than 2 minor vocabulary and grammar mistakes are tolerated or/and no more than 1 minor phonetic mistake).	3
	Vocabulary range and grammar structures correspond to the communicative purpose (no more than 2 minor vocabulary and grammar mistakes are tolerated or/and no more than 2 minor phonetic mistakes).	2
	Vocabulary range and grammar structures correspond to the communicative purpose (no more than 4 minor vocabulary and	1

	grammar mistakes are tolerated or/and no more than 3 minor phonetic mistakes).	
	Understanding the statement is difficult due to numerous vocabular, grammar and phonetic mistakes (6 or more vocabulary and grammar mistakes or/and 5 or more phonetic mistakes, or more than 3 bad mistakes.	0
Text organization	The statement is logical and complete; there are introductory and final phrases corresponding to the topic. Linkers are used correctly.	2
	The statement is basically logical and complete; but there is no an introductory or a final phrase. Once or twice linkers are not used correctly.	1
	The statement is illogical, there are no introductory and final phrases; linkers are practically not used.	0
Pronunciation and intonation	Speech is easy to understand; there are almost no pronunciation mistakes in it. No more than 5 phonetic mistakes are allowed, including no more than 2 mistakes that violate the meaning.	1
	Speech is difficult to understand due to a significant number of mistakes in the pronunciation of words, incorrect placement of accents, more than 4 mistakes that violate the meaning made.	0
Total maximum number of points:		10

Listening skills assessment criteria

Maximum number of points – 10

Content	Language	Total
2.5	2.5	5

Criteria for evaluating debates

Criterium	Excellent	Good	Satisfactory	Unsatisfactory
Preparedness	A deep and critical analysis of the presented topic was carried out. Relevant and diverse sources of information were used. The opinion expressed is justified by evidence based on authentic sources.	A superficial analysis of the presented topic was carried out. Relevant sources of information were used. The opinion expressed is partially substantiated by evidence.	The analysis of the presented topic was not carried out. The opinion on the presented topic is expressed but is not supported by evidence based on authentic sources.	The analysis of the presented topic was not carried out. The opinion on the presented topic is not expressed.
Organization and presentation	Logical presentation of information; consistent presentation of arguments; counterarguments are relevant.	Logical presentation of information; presentation of arguments is not always consistent; counterarguments are partially relevant.	Presentation of information is not logical; inconsistent presentation of arguments and counterarguments.	Presentation of information is chaotic; arguments and counterarguments are not presented.

Arguments	At least 3 arguments based on diverse and authentic sources are presented.	At least 3 arguments partially based on diverse and authentic sources are presented.	Less than 3 arguments not based on diverse and authentic sources are presented.	The arguments are not presented, or do not correspond to the stated topic.
Counterarguments	Logical and consistent presentation of counterarguments based on the weak position of the opposing side.	Logical and consistent presentation of counterarguments partially based on the weak position of the opposing side.	Counterarguments are presented, but they are not logical and not based on the weak position of the opposing side.	Counterarguments are not presented.

Evaluation criteria of the round table

Evaluation criterion	3	2	1	0
Content and compliance with the course material	The student has a perfect knowledge of the course material; does not make factual mistakes, gives relevant examples, operates with terms freely, speaks fluently on the proposed topic.	The student has a perfect knowledge of the course material; does not make factual mistakes, or they are few and do not affect the perception of speech, sometimes gives relevant examples, not always operates with terms freely, speaks fluently on the proposed topic.	The student does not have a perfect knowledge of the course material; makes factual mistakes, gives irrelevant examples, is not able to operate with terms freely, not always speaks fluently on the proposed topic.	The student does not have a perfect knowledge of the course material; makes factual mistakes, gives irrelevant examples, is not able to operate with terms freely and to speak fluently on the proposed topic.
Basic grammar and vocabulary	Lexical and grammatical potentials are fully reflected, in accordance with the C1 level, no mistakes are made in the use of constructions.	Lexical and grammatical potentials are reflected in accordance with the C1 level, minor mistakes (no more than 2) are made in the use of constructions.	Lexical and grammatical potentials are reflected partially in accordance with the C1 level, several mistakes (no more than 4) are made in the use of constructions.	Lexical and grammatical potentials are not reflected in accordance with the C1 level, several mistakes (no more than 6) are made in the use of constructions.
Coherence and consistency	All arguments are presented logically, speech is organized,	Not all arguments are presented logically, speech is not always	Arguments are presented, but not logical and not always organized,	Arguments are not presented, or/and not logical and organized,

	linkers and introductory constructions meet the requirements.	organized, linkers and introductory constructions are included, but not always meet the requirements.	linkers and introductory constructions are used, but do not contribute to communication.	linkers and introductory constructions are not used.
Fluency and pronunciation	Speaks fluently, without pauses. There are no pronunciation mistakes.	Speaks fluently, without pauses. Pronunciation mistakes are few, do not affect understanding of speech.	Speaks with long pauses, often searches for suitable words, numerous pronunciation mistakes (no more than 10) that make it difficult to understand. The intonation is incorrect.	Speaks with long pauses, often searches for suitable words, numerous pronunciation mistakes (more than 10) that make it difficult to understand. The intonation is incorrect.

Total maximum number of points: **10**

Evaluation criteria of the round table in regards to aspects

Rating points	Communicative task solving	Vocabulary	Grammar	Pronunciation
10	Communicative task solved. No language errors. Thoughts expressed concisely and clearly. The statement is logical; the means of logical communication are effectively used (linkers, parentheses).	The vocabulary is adequate to the given topic, lexically diverse. Precise selection of lexemes, phrasal units and idiomatic expressions. Knowledge of terminology on the topic.	There are no grammar mistakes. A variety of grammatical constructions are used.	Speaks fluently, without long pauses. The intonation corresponds to the purpose of the statement. There are no pronunciation mistakes.
9	The requirements for awareness and intelligibility of speech are met. Thoughts are expressed concisely and clearly. Language errors (economy, adequacy) are insignificant and do not hinder understanding.	The vocabulary is adequate to the given topic, lexically diverse. Selection of lexemes, phrasal units and idiomatic expressions not always precise. Knowledge of terminology on the topic.	There are no grammar mistakes. A variety of grammatical constructions are used. No more than 1-2 minor mistakes are allowed.	Speaks fluently, without long pauses. The intonation corresponds to the purpose of the statement. Pronunciation mistakes are minor (no more than 2) and do not hinder understanding.

8	Communicative task solved. The requirements for awareness and intelligibility of speech are partially met. Thoughts are expressed concisely and clearly. Language errors (economy, adequacy) are insignificant and do not hinder understanding.	The vocabulary is adequate to the given topic, lexically diverse. Selection of lexemes, phrasal units and idiomatic expressions not always precise. Knowledge of terminology on the topic not always correspond to the B2 level.	There are no grammar mistakes. A variety of grammatical constructions are used. No more than 3-4 minor mistakes are allowed.	Speaks fluently, without long pauses. The intonation corresponds to the purpose of the statement. Pronunciation mistakes are minor (no more than 4) and do not hinder understanding.
7	Communicative task solved partially. The requirements for awareness and intelligibility of speech are partially met. Thoughts are not always expressed concisely and clearly. Language errors (economy, adequacy) are insignificant and do not hinder understanding. The statement is basically logical; there are some violations in the organization of ideas; there are some shortcomings when using logical communication tools (linkers, introductory constructions).	The vocabulary is sufficient but limited; there are inaccuracies in the use of phrasal verbs and collocations. The selection of lexemes, phrasal units and idiomatic expressions is inaccurate. Knowledge of terminology on the topic does not correspond to the B2 level.	Grammar mistakes are few (no more than 2 minor) and do not hinder understanding. The number of constructions used is limited, but enough to reveal the topic.	Speaks fluently but with pauses, often searches for suitable words and / or there are pronunciation mistakes (no more than 2) that make it difficult to understand. Intonation is not always correct.
6	Communicative task solved partially. The requirements for awareness and intelligibility of speech are partially met. Thoughts are not always expressed concisely and clearly. Language errors (economy, adequacy) partially hinder understanding (no more than 2 errors of style).	The vocabulary is sufficient but limited; there are inaccuracies in the use of phrasal verbs and stable phrases. The selection of lexemes, phrasal units and idiomatic expressions is inaccurate. Knowledge of terminology on the topic does not correspond to the B2 level.	Grammar mistakes are few (no more than 4 minor) and do not hinder understanding. The number of constructions used is limited, but enough to reveal the topic.	Speaks fluently but with pauses, often searches for suitable words and / or there are pronunciation mistakes (no more than 4) that make it difficult to understand. Intonation is not always correct.

5	Communicative task solved partially. Thoughts are not always expressed concisely and clearly. Language errors (economy, adequacy) partially hinder understanding (no more than 4 errors of style).	The vocabulary is insufficient for a statement on the given topic. There are few mistakes in the selection of lexical units that make it difficult to understand the details. Knowledge of terminology on the topic corresponds to the B2 level.	Grammar mistakes are few (no more than 6 minor) and do not hinder understanding. The number of constructions used is limited, but enough to reveal the topic.	Speaks with long pauses, often searches for suitable words and / or there are multiple pronunciation mistakes (no more than 6) that make it difficult to understand. Intonation is not always correct.
4	Communicative task not solved. The expression of thoughts is too verbose/detailed and unclear. Language errors (economy, adequacy) partially hinder understanding (no more than 6 errors of style). There is no logic in the organization of ideas; linkers are not used or are used incorrectly.	The vocabulary is insufficient for a statement on a given topic. Numerous mistakes in the selection of lexical units make it difficult to understand the main idea (no more than 4).	Grammar mistakes are present, some of them hinder understanding. No more than 2-3 bad mistakes are allowed.	Speaks with long pauses, often searches for suitable words and / or there are multiple pronunciation mistakes (no more than 8) that make it difficult to understand. Intonation is not correct.
3	Communicative task not solved. The expression of thoughts is too verbose/detailed and unclear. Language errors (economy, adequacy) hinder understanding (no more than 8 errors of style).	The vocabulary is insufficient for a statement on the given topic. The vocabulary is insufficient for a statement on a given topic. Numerous mistakes in the selection of lexical units make it difficult to understand the main idea (no more than 6).	The number of grammatical constructions is extremely limited; a significant number of grammar mistakes, including bad ones.	Speaks with long pauses, often searches for suitable words and / or there are multiple pronunciation mistakes (no more than 8) that make it difficult to understand. Intonation is not correct.
2	Communicative task not solved. The expression of thoughts is too verbose/detailed and unclear. Language errors (economy, adequacy) hinder understanding (no more than 6 errors of style).	The vocabulary is extremely limited, a significant number of lexical errors that make it difficult to understand the utterance (more than 6).	Grammar mistakes are numerous and hinder understanding (more than 6).	Speaks with long pauses, often searches for suitable words and / or there are multiple pronunciation mistakes (more than 8) that make it difficult to understand.

					Intonation is not correct.
1	Communicative task not solved. The expression of thoughts is too verbose/detailed and unclear. Language errors (economy, adequacy) hinder understanding (no more than 10 errors of style).	The vocabulary is extremely limited, a significant number of lexical errors that make it difficult to understand the utterance (more than 6).	Grammar mistakes are numerous and hinder understanding (more than 6).		Speaks with long pauses, often searches for suitable words and / or there are multiple pronunciation mistakes (more than 10) that make it difficult to understand. Intonation is not correct.

Evaluation table and presentation evaluation descriptors
Maximum number of points – 20

Structure (6)			Visuals (3)		Language (5)							
Who, What, Why, How	Linking words / signposts	Signaling, Summary, Conclusion, CR	Design	Work with slides	Grammar Vocab	pronunciation	Voice	Eye contact	Time keeping	Dealing with questions	Portfolio	Total
2	2	2	2	1	3	2	2	1	1	1	1	20

Signposts + linkers*: 1 point for an introductory phrase at the beginning of each paragraph; 1 point for 2 linkers in each body paragraph (0,5 +0,5)

	Explanations	Evaluation criteria
STRUCTURE		
Who/Why/ What/How	At the beginning of presentation: Who is the presenter? Why are we all here (the topic of the presentation and its relevance to the audience)? Why has the speaker chosen the topic or why does he/she believe it is of interest to the audience? What is the talk about (plan)? How is the talk organized (time limit, question policy)?	Each item brings 0.5 points.
Signposts and linkers	There should be signposting between the parts of the presentation, indicating the beginning of each part (or its end). Each paragraph of the main part of the presentation should contain at least two linkers at the beginning of sentences.	The maximum grade (2) is set if there are signposts between all parts of the presentation and at least two linkers at the beginning of sentences in each paragraph of the main part. 0.5 points are removed if there is no signposting when moving to any part, as well as when the number of linkers is insufficient.
Signaling/Summary/ Conclusion/CR	At the end of presentation:	Each item brings 1 point.

	Signal (indicating approaching the end of the talk) Summary (a brief overview of what has been said) Conclusion (a call for action; a recommendation; an assurance of the audience that they're better informed). Closing remarks (thanking the audience, asking for questions).	
VISUALS		
Design	Presentation slides should be designed according to the Slide Design Rules.	The maximum grade (2) is set if all the requirements for the design of slides are met. 0.5 points are deducted if: 1) there is no slide from the list of mandatory presentation (for example, Title, Plan, Summary or slide from the main content of the speech) 2) one of the rules of graphic design of slides is violated.
Work with slides	When evaluating the work with slides, the following items are considered: 1) timely switching of slides corresponding to the oral presentation; 2) indication of important information directly on the slides (with a pointer) in order to draw the attention of the audience and better understand the speaker; (especially if there is graphic information, diagrams, drawings, etc. on the slides) 3) correct body position (ideally, on the right side of the slide with a pointer in the left hand and facing the audience), without covering the information on the slide with your body and without turning the back to the audience.	The maximum grade (1) is set if all the requirements for working with slides are met. 0.5 points are deducted if the student tells the text of the speech without switching the slides and / or does not point directly at the slides (with a pointer) important information for understanding, or turns his back to the audience (thereby closing the slides).
LANGUAGE		
Grammar/ Vocabulary (presentation + questions + answers)	Grammar and vocabulary assessment include: 1) the correctness of the use of grammatical constructions studied in the course program; 2) variety of vocabulary (correct choice of words, lexical compatibility).	The maximum grade (3) is given if the student does not make mistakes in the use of the studied grammatical constructions and lexical units. 2 points – if the student makes lexical and/ or grammatical mistakes that do not distort the general meaning of the statement. 1 point – if the student makes grammatical and/or lexical mistakes leading to a slight distortion of the meaning of the utterance. 0.5 points - if the student makes grammatical and/or lexical mistakes leading to a significant distortion of the meaning of the statement.
Pronunciation	When evaluating pronunciation, the following items are considered: 1) pronunciation of individual words (correct pronunciation of terms);	The maximum grade (2) is set if the student does not make mistakes in the pronunciation of words and correctly uses the intonation contour.

	2) correct use of the intonation contour (lowering the tone at the end of narrative and negative sentences, as well as special questions; raising the tone in general questions; a corresponding increase in tone when enumerating).	0.5 points are deducted if any requirement is not met (the score for this criterion cannot be less than 0.5 points).
Voice	When evaluating the Voice criterion, the following parameters are considered: 1) volume; 2) expressiveness (division of sentences into semantic groups, correct use of logical stress, absence of monotony) 3) speech rate: at least 125 words per minute. When answering, the student should not use the text of the presentation. Just a plan or notes! If this requirement is not met, the student is awarded 0 points for the presentation.	The maximum grade (1) is set if the student pronounces the text of the presentation loudly and expressively enough, dividing sentences into syntagmas, correctly uses logical stress and avoids monotony. 0.5 points are deducted if the student does not fulfill any of these requirements.
Dealing with questions	When evaluating the Dealing with questions criterion, the speaker's willingness to answer questions correctly formulating an answer or to report that some question goes beyond the scope of this presentation is considered.	The maximum grade (1) is given if the student is able to cope with the answer to the question asked to him on the content of the presentation. 0.5 points are deducted if: - the student is not able to give an answer that satisfied the one who asked the question; - the student cannot formulate the answer as such.
Portfolio	- presentation speech text (with highlighted structure and signposts).	The maximum grade (1) is set for the presence of all components of the portfolio that meet all the requirements for the design. 0.5 points are deducted if: - the student does not fulfill any of these requirements; - there are a lot of careless corrections; "by hand" in the text of the presentation speech.
Eye-contact	Proper distribution of the speaker's attention among all listeners in the audience. Maintaining eye contact with the audience during the entire performance.	The maximum grade (1) is set if the student distributes his attention among all the listeners present in the audience. 0.5 points are deducted if: - the student does not look at the audience (works with a computer screen/projector); - tries to read the speech from a phone / sheet of paper, etc.

4. List of typical questions, tasks, topics used for end-of-term assessment

End-of-term assessment in the course "German for Scientific Purposes" is held in oral and written forms at the end of each semester: semester 1 – in the form of a pass/fail exam, semester 2 – a grading test.

Semester 1 – pass/fail exam
Examples of tasks for the oral and written part of the pass/fail exam.

Oral part – reading/speaking/listening/translation.

Teil 4: mündlicher Ausdruck

Immer mehr Menschen setzen sich für die Umwelt ein. Sie fordern eine bessere Politik, die das Klima schützt und den Lebensraum von Menschen, Tieren und Pflanzen erhält. Sprechen Sie mit Ihrem Partner über folgende Punkte zum Thema Klima- und Umweltschutz.

- Was wissen Sie über dieses Thema? Kennen Sie Konzepte, die die Umwelt / das Klima schützen?
- Haben Sie schon mal an einer Demonstration zum Umweltschutz teilgenommen? Warum (nicht)?
- Wie kann jeder Einzelne das Klima schützen? Was tun Sie persönlich dafür?
- Wie wichtig ist der Umweltschutz in Ihrer Heimat?
- Was glauben Sie? Wie wird es der Umwelt in einigen Jahrzehnten gehen?

+++	++	+	-

Written part – written work, testing to determine the level of language competence maturity.

b   Was passt? Kreuzen Sie an. Die Lösung muss grammatikalisch richtig sein <u>und</u> mit den Inhalten des Lesetextes übereinstimmen.

11   Das Interesse an einem Öko-Urlaub ist am größten, _____ die jungen Leute ihr Studium beenden.

A	wenn	B	bevor	C	nachdem

12   Sie _____ gern _____ Massentourismus.

A	verzichten ... auf	B	engagieren sich ... für	C	sind ... für

13   Englische und amerikanische Reiseveranstalter bieten Öko-Urlaub _____ 30 Jahren an.

A	ab	B	in	C	seit

14   Man kann sich in Südafrika _____ eine von drei Buchungsmöglichkeiten _____.

A	auf ... verlassen	B	für ... entscheiden	C	um ... bewerben

Semester 2 – grading test

Examples of tasks for the oral and written part of the grading test.

Oral part – reading/speaking/listening/translation, prepared report on the selected topic.

Written part – written work, testing to determine the level of language competence maturity.

Criteria for evaluating end-of-term assessment module tasks

End-of-term assessment (pass/fail exam / grading test) is conducted in oral and written forms at the end of each semester in order to identify whether the graduate's level of competencies formed in the course (training module) corresponds to the requirements of the MIPT educational standard in the field of training within the scope of the work program. The grade for the pass/fail exam / grading test is 20% of the total grade for the semester.

End-of-term assessment upon completion of the course (training module) is carried out in the 1st semester in the form of a pass/fail exam and in the 2nd semester in the form of a grading test, each of them consists of 2 parts: oral form (reading / speaking / listening / interpretation) and written form: written work, testing to determine the level of the language competence (German language) maturity, for solving communicative tasks in the socio-cultural, academic and professional-business spheres of activity, as well as for the development of professional and personal qualities of students.

End-of-term assessment criteria

Mark	Grade	Criteria
Excellent	10	Grade "Excellent (10)" corresponds to 96-100 points in the rating system.
	9	Grade "Excellent (9)" corresponds to 91-95 points in the rating system.
	8	Grade "Excellent (8)" corresponds to 86-90 points in the rating system.
Good	7	Grade "Good (7)" corresponds to 81-85 points in the rating system.
	6	Grade "Good (6)" corresponds to 76-80 points in the rating system.
	5	Grade "Good (5)" corresponds to 71-75 points in the rating system.
Satisfactory	4	Grade "Satisfactory (4)" corresponds to 66-70 points in the rating system.
	3	Grade "Satisfactory (3)" corresponds to 60-65 points in the rating system.
Unsatisfactory	2	Grade "Unsatisfactory (2)" corresponds to 48-59 points in the rating system.
Unsatisfactory	1	Grade "Unsatisfactory (1)" corresponds to 0-47 points in the rating system.

Listening skills assessment criteria
Maximum number of points – 10

Content	Language	Total
2.5	2.5	5

Translation assessment criteria
Maximum number of points – 10

Type of mistake	Description of mistake	Mistake rate

Semantic mistake	Complete distortion of the meaning of the translation unit, omission of essential information, introduction of incorrect information into the translation.	2
Semantic inaccuracy	Unmotivated omission of information, introduction of unnecessary information into the translation, which does not lead to the meaning distortion.	1
Grammar mistake	Violation of grammatical norms of the language (inconsistency of sentence members, incorrect use of the article, incorrect use of verb tenses, violation of word order, etc.), which does not lead to the meaning distortion.	2
Lexical (terminological) mistake	A mistake in the conveyance of the main or contextual meaning of a word that is not stylistic in nature.	
Stylistic mistake	Deviation from stylistic norms of the language underlying this functional style (misuse of synonyms, violation of the rules of compatibility, violation of the frequency of using grammatical forms characteristic of this functional style, the use of stylistically unacceptable equivalents, etc.).	2
Spelling mistake		0.5
Punctuation mistake		0.5

Oral reviewing assessment criteria
Maximum number of points – 10

Content	The main content of the paper is conveyed in full, the stylistic design of the speech is chosen correctly, considering the purpose of the statement (academic style); the duration of the presentation is 12-15 sentences.	Max 2
	The content is conveyed in general; some important details of the original paper may be omitted (no more than 1); some violations of the stylistic design of speech (no more than 1) are allowed; the duration of presentation is 9-11 sentences.	1.5
	The content is not fully conveyed; some important details of the original paper may be omitted (no more than 2); some violations of the stylistic design of speech (no more than 2) are allowed; the duration of presentation is 9-11 sentences.	1
	The content is not fully conveyed; important details of the original paper may be omitted (more than 2); violations of the stylistic design of speech (more than 2) are allowed; the duration of presentation is less than 6 sentences.	0.5
	The presentation does not correspond to the topic of the paper.	0
Structure: coherence and consistency	The statement is logical and complete; there are introductory and final phrases corresponding to the topic; the elements of the structure are presented in the correct sequence; the linkers are used effectively.	Max 2
	The statement is basically logical and complete, BUT there is 1 logical mistake in the sequence of material presentation AND/OR there are 1-2 drawbacks when using linkers (insufficient or excessive use of linkers).	1.5

		Mistakes have been made in the logic of the presentation construction (no more than 2) OR the presentation is incomplete; AND/OR there are 2-3 shortcomings when using linkers (insufficient or excessive use of linkers).	1
		There are serious violations in the logic of the presentation construction (no more than 3); presentation is incomplete; AND/OR there are more than 3 shortcomings when using linkers (incorrect, insufficient or excessive use of linkers).	0.5
		The presentation is illogical and incomplete.	0
Grammar		The grammatical structures used correspond to the communicative task set; there are no grammar mistakes.	Max 2
		The grammatical structures used mainly correspond to the communicative task set; there are practically no grammar mistakes (no more than 2 minor grammar mistakes are allowed).	1.5
		The grammatical structures used mainly correspond to the communicative task set; there are a number of grammar mistakes that do not complicate the understanding of the text (no more than 3).	1
		Numerous trivial mistakes have been made, or there are few mistakes (no more than 4) but they make it difficult to understand the statement.	0.5
		Major grammar mistakes (more than 4) significantly complicate understanding of the statement.	0
Vocabulary		The vocabulary used fully corresponds to the communicative task set, there may be some inaccuracies in the use of words (1-2); the statement has a productive character, paraphrasis is used.	Max 2
		The vocabulary used mainly corresponds to the task set but there are some inaccuracies in the application of words (no more than 3), or the vocabulary is limited, but words are used correctly; more than 80% are productive, mostly paraphrasis is used.	1.5
		Limited vocabulary is used; there are violations in the use of words, some of which may make it difficult to understand the text (no more than 4); more than 50% of the presentation is unproductive (i.e. textually coincides with the original paper).	1
		Unreasonably limited vocabulary is used; there are violations in the use of words, some of which may make it difficult to understand the text (no more than 5); more than 30% of the presentation is unproductive (i.e. textually coincides with the original paper).	0.5
		Limited vocabulary and numerous lexical mistakes (more than 5) do not allow completing the task.	0
Pronunciation and intonation		Speech is perceived easily: intonation contours of sentences and pronunciation of words without violations of the norm: no more than 2 phonetic mistakes are allowed; there are no mistakes that distort the meaning; pauses do not occlude comprehension.	Max 2
		Speech is perceived quite easily: no more than 1 mistake in the intonation contour is made; no more than 2 phonetic mistakes are made in the pronunciation of words, there are no mistakes that distort the meaning; pauses do not occlude comprehension.	1.5

	Speech is perceived with some difficulty: no more than 2 mistakes in the intonation contour are made; no more than 3 phonetic mistakes are made in the pronunciation of words, there are no mistakes that distort the meaning; pauses make it difficult to understand.	1
	Speech is perceived with difficulty due to unnatural pauses, stutters (more than 3); more than 2 mistakes in the intonation contour are made, more than 3 phonetic mistakes are made, including phonetic mistakes that distort the meaning.	0.5
	Numerous major phonetic mistakes that distort the meaning do not allow completing the task.	0