МИНОБРНАУКИ РОССИИ

Федеральное государственное бюджетное образовательное учреждение высшего образования
«Майкопский государственный технологический университет»

Факультет _____ информационных систем в экономике и юриспруденции _____

Кафедра _____ информационной безопасности и прикладной информатики _____

УТВЕРЖДАЮ
Проректор по учебной работе
_____Л.И. Задорожная
« 28 » 05 2022г.

РАБОЧАЯ ПРОГРАММА

по дисциплине Б1.О.02 Professional and Academic Communication in Computer Science (Профессиональная и академическая коммуникация в области компьютерных наук)

по направлению
подготовки бакалавров _____ 09.04.03 Прикладная информатика _____

по профилю подготовки _____ Прикладная информатика в экономике _____

Квалификация (степень)
выпускника _____ Магистр _____

программа подготовки _____ Магистратура _____

форма обучения _____ очная, заочная _____

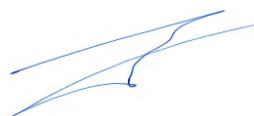**год начала обучения** _____ 2022 _____

Майкоп

Рабочая программа составлена на основе ФГОС ВО и учебного плана МГТУ по направлению (специальности) 09.04.03 Прикладная информатика

Составители рабочей программы: Чундышко В.Ю., Сапиев А.З., Довгаль В.А., Паскова А.А., Меретукова С.К., Мешвез С.К.

Рабочая программа утверждена на заседании кафедры
информационной безопасности и прикладной информатики
                              (наименование кафедры)

Заведующий
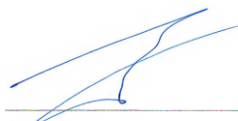кафедрой
«28»__05__2022 г.   Чундышко В.Ю.
                                    (подпись)   (Ф.И.О.)

Одобрено учебно-методической комиссией факультета
(где осуществляется обучение)   «28»__05__2022 г

Председатель
учебно-методического
совета направления (специальности)
(где осуществляется обучение)   Чундышко В.Ю.
                                    (подпись)   (Ф.И.О.)

Декан факультета
(где осуществляется
обучение) «28»__05__2022 г
                                                             Доргушаова А.К.
                                    (подпись)   (Ф.И.О.)

СОГЛАСОВАНО:
Начальник УМУ
«28»__05__2022 г
                                                             Чудесова Н.Н
                                    (подпись)   (Ф.И.О.)

Зав. выпускающей кафедрой
по направлению (специальности)
                                                             Чундышко В.Ю.
                                    (подпись)   (Ф.И.О.)

I. Course aims and objectives

Course aims: to develop the knowledge and skills necessary for students to carry out academic and professional communication in foreign languages, cross-cultural interaction, as well as to present the results of scientific activity in the form of analytical reviews in accordance with the rules established in the professional sphere.

Objectives:

- to form a detailed understanding of the principles of professional and academic business communication in foreign languages in the scientific community;

- develop skills in translating scientific texts from foreign languages to Russian and back, as well as the principles of analyzing and annotating scientific texts in the specialty in foreign languages;

– to form a comprehensive review of the structure and characteristics of writing aka is conferred an academic letters of the English language, including stylistic, genre, language and grammatical features

– to develop skills of writing scientific articles in foreign languages in accordance with the norms of academic writing, as well as standards, regulations and rules used in professional field.

II. Course sequencing

2.1. This is a compulsory course

2.2. Pre-requisite courses or modules:

Academic discipline "Professional and academic communication in computer science (Профессиональная и академическая коммуникация в области компьютерных наук)" belongs to the module of compulsory professional disciplines of the educational program. In accordance with the curriculum, the discipline is studied in the first, second and third semesters.

To study this discipline, the following knowledge and skills are required, formed by the previous elements of the educational program:

Name of the discipline (module), practice	Required knowledge, skills, skills
Methodology of scientific activity	*to understand:* – Fundamentals of the methodology of scientific and project activities. – Information and analytical systems for the operational provision of scientific research with up-to-date reference and bibliographic information and the assessment of the effectiveness and efficiency of research organizations, scientists. – The legal basis of information legislation, legal norms and standards in the field of artificial intelligence and related fields. – The content of regulatory documents in the field of information technology, artificial intelligence and information security. – Modern methods and tools for presenting the results of research activities. – Norms of international and Russian legislation in the field of intellectual property and copyright. – Work with data analysis information systems. – Principles of presentation of research results. – Ways to generalize and evaluate the results of scientific research. – Methods of professional information analysis, structuring, design and development of analytical reviews. – Methods of preparation of scientific reports, publications and analytical reviews with reasonable conclusions and recommendations for the analysis of professional information, structuring, design and development of analytical reviews. – Theoretical problems of computer science, artificial intelligence.

Name of the discipline (module), practice	Required knowledge, skills, skills
	– Modern methods, tools, standards of computer science for solving applied problems of various classes. – Methodological principles of modern science, directions, concepts, sources of knowledge and methods of working with them. – The main features of the scientific method of cognition. – Methods of methodological substantiation of scientific research, methods of organization of artificial intelligence libraries. *to analyze:* – Apply a systematic approach in research and project activities. – Develop a strategy of actions when performing research and projects. – Work with leading databases of scientific articles and patents. – Apply scientometric tools to analyze scientific communication networks. – Independently analyze the information and get informed conclusions. – To make scientific reports, publications and analytical reviews with reasoned conclusions and recommendations, to speak at scientific conferences. – Basic methods of scientific cognition. – To carry out methodological substantiation of scientific research, including through the creation and use of artificial intelligence libraries. *to create:* – Search, processing and analysis of information from the leading databases of scientific articles and patents in Russia and the world. – Visualization and analysis of scientific communication networks based on the competence map of leading scientists and organizations in the subject area. – Work with information systems of scientific databases and patents. – Preparation of reports on the results of research in the form of an analytical review. – Preparation of reports on the results of research work.

2.3. This course provides the base of knowledge that the following courses subsequently build upon:

The knowledge, skills and abilities generated by the academic discipline "Professional and academic communication in computer science (Professional and academic communication in the field of computer science)" will be required to master the following elements of the educational program:

– Research project;
– Industrial practice, design and technological practice;
– industrial practice, pre-diploma practice;
– preparation and defense of the final qualifying work.

III. Intended learning outcomes

The aim of the course is to achieve the following learning outcomes:

List of intended learning outcomes correlated with competences

Competence	indicators	Learning outcomes
УК-4 Able to apply modern communication technologies, including in a foreign language (s), for academic and professional interaction	УК- 4.1 Uses information and communication technologies for academic and professional interaction	*to understand:* information and communication technologies for professional interaction *to apply:* business communication through information and communication technologies *to analyze:* professional communication in an academic circle in foreign languages
	УК-4.2 Carries out business communication in Russian and foreign languages	*to understand:* professional vocabulary in foreign languages in the field of information technology and scientific interests of the undergraduate *to apply:* professional and academic communication in foreign languages in the scientific environment, including effectively interacting with colleagues, members of the conference program committee, co-authors, publishers, etc. *to carry out:* professional and academic communication effective communication in oral and written forms in foreign languages to solve the problems of professional activities of undergraduates.
УК-5. Able to analyze and consider the diversity of cultures in the process of intercultural interaction	УК-5.1 Analyzes the diversity of cultures and their influence on the processes of interaction in the academic and professional environment	*to understand:* features of cross-cultural communication. - norms and rules of interpersonal interaction, taking into account cultural and ethnic characteristics. *to consider:* the cultural characteristics of colleagues and members of the professional community *to apply:* effective communication and interaction, considering the cultural characteristics of colleagues and members of the professional community
	УК - 5.2. Considers cultural diversity in social interaction	*to understand:* rules and regulations of professional communication *to apply:* modern technologies of effective business communications to

		build intercultural interaction *to carry out:* communication considering the cultural characteristics of colleagues and members of the professional community
ОПК - 3. Able to analyze professional information, highlight the main points in it, structure, draw up and present it in the form of analytical reviews with reasonable conclusions and recommendations	ОПК - 3.1. Analyzes and structures the results of research and development activities	*to understand:* ways of analyzing scientific works in foreign languages *to apply:* - translate and analyze scientific texts in the specialty in foreign languages; - find the necessary information in professional and scientific texts in foreign languages; - to express their thoughts in oral and written forms, a brief content of scientific texts. *to create:* - annotation of scientific texts in foreign languages by specialty. - writing papers in foreign languages in accordance with the norms of academic writing.
	ОПК -3.2. Presents the results of research and design activities in accordance with the standards, norms and rules adopted in the professional field	*to understand:* international standards, norms and rules adopted in the professional sphere for the presentation of the results of research and project activities *to analyze:* formalization of the results of research activities in foreign languages in accordance with the standards, norms and rules *to create:* scientific articles in foreign languages in accordance with the standards, norms and rules adopted in the professional field

IV. Course content and structure

Course/student load is 12 **credits,** 432 **total hours,**
Summative Assessment method: differentiated credit

4.1 Course content

№ п/п	Course unit/topic	Term	Lecture	Practical classes	Laboratory	Independent hours	Formative Assessment methods
			Learning and teaching methods				
			Contact hours				
	Module 1 Grammar basics of Academic writing						
1.	Individual academic reading	1	-	8	-	10	Interpretation, report
2.	Tenses and sentence structure	1	-	26		24	Discussion, test
	Module 2 Basics of Academic writing						
3.	Research planning	1	-	18	-	14	Discussion, report
4.	Academic vocabulary	1	-	12	-	14	Test
5	Individual academic reading	1		8		10	Translation, report
	Total hours in 1 term: 144			72		72	**Differentiated credit**
	Module 3 Specific grammar of Academic writing						
6.	Individual academic reading	2	-	8	-	10	Interpretation, report
7.	Theory of academic translation, linking clauses, punctuation. Structure of a paper.	2	-	16	-	18	Discussion, translation
8	Academic vocabulary	2		12		8	Test
	Module 4 Academic style						
9.	Features of academic writing, abstract writing	2	-	16	-	20	Discussion, part 1 of the article
10.	Writing formal letters, e-mails, CVs	2	-	16	-	20	Essay
	Total hours in 2 term: 144			68		76	**Differentiated credit**
	Module 5 Professional communication						
11.	Preparing presentations at International conferences, finding your	3	-	18	-	18	Presentation

№ п/п	Course unit/topic	Term	Learning and teaching methods			Independent hours	Formative Assessment methods
			Contact hours				
	voice in the academic community						
12	Individual academic reading	3		8		10	Interpretation, report
13.	Translation theory, abbreviations, what to avoid,	3	-	8	-	6	Translation
	Module 6 Preparing a research article						
14	Academic vocabulary	3		12		8	Test
15.	Writing an article	3	-	20	-	22	Part 2 of the article
16.	Supporting the publication process	3	-	6	-	8	Discussion
	Total hours in 3 term: 144			72		72	**Differentiated credit**
	Total hours	-	-	**212**	-	**220**	

4.2 Independent study plan

Term	Course unit/topic	Independent study			Assessment method	Teaching and learning resource materials
		Approach to be used/study activity	Deadline/timeline for completion/due	Time spent (hours)		
1	Module 1 Grammar basics of Academic writing	Translations of scientific articles on the topic of scientific activity of a master's student, working with vocabulary, completing tasks, preparing for the discussion on the topic of the read material, preparing for tests	1,3,5,7,9,11,13,15,17 week	4h.x9	Interpretation. Discussion. Translation. Test, reports	1. Wallwork A. English for writ-ing research papers / A. Wall-work – New York Dordrecht Heidelberg London: Springer, 2011. – 325 c. 2. English / Rupert Haigh. – 2nd ed. published 2009 by Routledge-Cavendish Park Square, Milton Park, Abingdon, Oxon, OX14 4RN 3. A. B. Sosinskij. Kak napi-sat' matematicheskuyu stat'yu po-anglijski. — M: Izd-vo «Faktorial Press», 2000. — 112 s. ISBN 5-88688-032-1

Term	Course unit/topic	Independent study			Assessment method	Teaching and learning resource materials
		Approach to be used/study activity	Deadline/timeline for completion/due	Time spent (hours)		
1	Module 2 Basics of Academic writing	Work with scientific articles, making tasks, preparing for a conversation on the problem of study, preparing reports, preparing for tests	2,4,6,8,10,12,14,16,18 week	4h.x9	Interpretation. Discussion. Report. Test	1. Wallwork A. English for writ-ing research papers / A. Wall-work – New York Dordrecht Heidelberg London: Springer, 2011. – 325 c. 2. English / Rupert Haigh. – 2nd ed. published 2009 by Routledge-Cavendish Park Square, Milton Park, Abingdon, Oxon, OX14 4RN 3. A. B. Sosinskij. Kak napi-sat' matematicheskuyu stat'yu po-anglijski. — M: Izd-vo «Faktorial Press», 2000. — 112 s. ISBN 5-88688-032-1

Term	Course unit/topic	Independent study		Time spent (hours)	Assessment method	Teaching and learning resource materials
		Approach to be used/study activity	Deadline/timeline for completion/due			
2	Module 3 Specific grammar of Academic writing	Translations of scientific articles, preparation for discussion of the read material. Translation and use of the studied grammatical elements in speech, working with vocabulary, preparation for the test.	1,3,5,7,9,11, 13,15,17 week	4h.x 9	Interpretation. Discussion Translation. Reports. Test	1. Wallwork A. English for writ-ing research papers / A. Wall-work – New York Dordrecht Heidelberg London: Springer, 2011. – 325 c. 2. English / Rupert Haigh. – 2nd ed. published 2009 by Routledge-Cavendish Park Square, Milton Park, Abingdon, Oxon, OX14 4RN 3. A. B. Sosinskij. Kak napi-sat' matematicheskuyu stat'yu po-anglijski. — M: Izd-vo «Faktorial Press», 2000. — 112 s. ISBN 5-88688-032-1 4. Scientific articles on degree programme from scientific journals, monographs, and the Internet.

Term	Course unit/topic	Independent study			Assessment method	Teaching and learning resource materials
		Approach to be used/study activity	Deadline/timeline for completion/due	Time spent (hours)		
2	Module 4 Academic style	Work with scientific texts, writing an abstract of a scientific article,completing tasks, preparing for a conversation on the subject under study, preparing business papers, resumes, e-mail	4,6 2,4,6,8,10,12,14,16,18 week	4h. x9	Discussion. Part Abstract of the Article. Essay	1. Wallwork A. English for writ-ing research papers / A. Wall-work – New York Dordrecht Heidelberg London: Springer, 2011. – 325 c. 2. English / Rupert Haigh. – 2nd ed. published 2009 by Routledge-Cavendish Park Square, Milton Park, Abingdon, Oxon, OX14 4RN 3. A. B. Sosinskij. Kak napi-sat' matematicheskuyu stat'yu po-anglijski. — M: Izd-vo «Faktorial Press», 2000. — 112 s. ISBN 5-88688-032-1
3	Module 5 Professional communication	Work with scientific articles, preparing the presentation of a scientific article, preparing for the discussion of the material read. Translation and use of the studied grammatical elements in speech. Working with vocabulary, preparing for the test.	1,3,5,7,9,11, 13,15,17 week	4h. x9	Interpretation. Presentation. Report. Translation.	1. Wallwork A. English for presentations at international conferences / A. Wallwork – New York Dordrecht Heidelberg Lon-don: Springer, 2010. – 179 p. 2. Wallwork A. English for academic correspondence/ A. Wall-work – 2nd edition. – Springer Cham Heidelberg New York Dordrecht London: Springer, 2016. – 238 p.

Term	Course unit/topic	Independent study			Assessment method	Teaching and learning resource materials
		Approach to be used/study activity	Deadline/timeline for completion/due	Time spent (hours)		
3	Module 6 Preparing a scientific article	Preparing an article, completing tasks, preparing for a conversation on the problem under study, working with vocabulary, preparing for the test.	2,4,6,8,10,12,14,16,18 week	4h.x9	Part 2 of the Article, discussion, test.	1. Wallwork A. English for writ-ing research papers / A. Wall-work – New York Dordrecht Heidelberg London: Springer, 2011. – 325 c. 2. Scientific articles on degree programme from scientific journals, monographs, and the Internet. 3. A. B. Sosinskij. Kak napi-sat' matematicheskuyu stat'yu po-anglijski. — M: Izd-vo «Faktorial Press», 2000. — 112 s. ISBN 5-88688-032-1
Total independent study hours				**220**		
				220		

V. Formative and Interim assessment methods

5.1. Specification of the assessment fund

№ п/п	Indicator	Name of the evaluation material
1	УК-4.1 Applies information and communication technologies for academic and professional interaction	Module 1 (Discussion, report, tests); Module 2 (Discussion, report, tests); Module 3 (Discussion, report, tests); Module 4 (Discussion, essay); Module 5 (Presentation, report, discussion); Module 6 (Discussion, test);
2	УК -4.2 Provides business communication in Russian and foreign languages	Module 5 (Presentation); Module 4 (Essay);
3	УК-5.1 Analyzes the diversity of cultures and their influence on the processes of interaction in the academic and professional environment	Module 5 (Presentation); Module 4 (Essay);
4	УК-5.2 Considers cultural diversity in social interaction	Module 5 (Presentation); Module 4 (Essay);
5	ОПК-3.1. Analyzes and structures the results of research and project activities	Module 1 (Translations); Module 2 (Translations); Module 3 (Translations); Module 4 (Part 1 of the article); Module 5 (Translations); Module 6 (Part 2 of the article).
6	ОПК -3.2 Presents the results of research and project activities in accordance with the standards, norms and rules adopted in the professional field	Module 6 (Part 2 of the article); Module 5 (presentation); Module 4 (Part 1 of the article; essay).

5.2.Interpretations and translations

Guidelines for working with individual reading

In practical classes, the teacher monitors the performance of independent work with individual reading. The material for individual reading is formed by the student in accordance with the areas of his scientific interests and the topic of the master's dissertation.

Oral translation (interpretation) and written translation (translation) are the important parts of independent work. Translation is a complex task that controls knowledge and skills in grammar and vocabulary of an academic foreign language, the ability to correctly understand the content of an academic text (both general and detailed), and the ability to correctly convey the content in Russian. The volume of the text for an individual reading lesson is 8-10 thousand printed characters of the text in the specialty. The translation of 1000 characters of the text (at the choice of the teacher) and 2000 characters of the interpretation (selectively throughout the text at the discretion of the teacher) is monitored.

Evaluation criteria for interpretation (1 module, 1 semester; 3 module, 2 semester):

9-10 points-the student translates the proposed parts of the text, easily navigating the structure of sentences, selecting the necessary language means of expressing thoughts; conveys all the necessary details; some stylistic errors or one inaccuracy in the translation are allowed.

7-8 points – the student translates the proposed parts of the text, being well oriented in the structure of sentences, selecting the necessary language means of expressing thoughts; 2-3 stylistic or grammatical errors are made, which did not affect the correct understanding of the text, the speed of translation slows down.

4-6 points– the student is guided in the structure of sentences, but with difficulty selects the language means for translation, omitting some semantic details; allows distortion of meaning, stylistic and grammatical errors; the translation speed is low.

1-3 points – the student is practically not oriented in the structure of sentences, with great difficulty selects the language means for translation, omitting semantic details; allows a strong distortion of meaning, gross stylistic and grammatical errors; the translation speed is very low.

0 points–the student is not oriented in the structure of sentences, can not choose the language means for translation; does not understand the meaning of the text.

Evaluation criteria for interpretation (Module 5, Semester 3):

5 points-the student translates the proposed parts of the text, easily navigating the structure of the sentences, selecting the necessary linguistic means of expressing thoughts; conveys all the semantic details; some stylistic errors or one inaccuracy in the translation are allowed.

4 points – the student translates the proposed parts of the text, being well oriented in the structure of sentences, selecting the necessary language means of expressing thoughts; 2-3 stylistic or grammatical errors are made, which did not affect the correct understanding of the text, the speed of translation slows down.

3 points– the student is guided in the structure of sentences, but with difficulty selects the language means for translation, omitting some semantic details; allows distortion of meaning, stylistic and grammatical errors; the translation speed is low.

1-2 points–the student is practically not oriented in the structure of sentences, with great difficulty selects the language means for translation, omitting semantic details; allows a strong distortion of meaning, gross stylistic and grammatical errors; the translation speed is very low.

0 points–the student is not oriented in the structure of sentences, can not choose the language means for translation; does not understand the meaning of the text.

Evaluation criteria for translation (Module 2, semester 1, Module 3, semester 2):

9-10 points– the translation is made without distortion of the meaning; one stylistic error or one inaccuracy in the translation is made.

7-8 points– 2-3 stylistic or grammatical errors were made, which did not affect the correct understanding of the text.

4-6 points– the translation is made without distortion of the meaning; stylistic and grammatical errors are made.

1-3 points– the translation is made with a distortion of the meaning; gross stylistic and grammatical errors are made.

0 points – the transfer was not completed.

Evaluation criteria for translation (Module 5, semester 3):

5 points– the translation is made without distortion of the meaning; one stylistic error or one inaccuracy in the translation is made.

4 points – 2-3 stylistic or grammatical errors were made, which did not affect the correct understanding of the text.

3 points – the translation is made without distortion of the meaning; stylistic and grammatical errors are made.

1-2 points – the translation is made with a distortion of the meaning; gross stylistic and grammatical errors are made.

0 points – the transfer was not completed.

5.3. Report on the discipline

In practical classes, the teacher monitors the implementation of independent work, an important part of which is the message. In the individual reading classes, a presentation and discussion of the text read and worked out at home on the specialty is held.

Topics for the message are selected individually by each master's student in accordance with their scientific interests.

At the practical lesson, the following tasks are submitted for control:
- convey the general content of the academic text in English (in the form of an annotation);
- convey the detailed content of the academic text in English (detailed retelling);
- give an explanation/description of diagrams, graphs, tables, etc. in English;
- answer the questions of the master's students of the group/teacher on the content of the text;
- give an assessment of the material read, express your opinion in English;
- listen to and understand the messages of other undergraduates;
- ask questions, give comments when discussing the material of other undergraduates.

Report evaluation criteria *(1,2 modules, 1 semester; 3 module 2 semester, 5 module 3 semester)*

9-10 points - the master's student performs all the above tasks at a good pace, using all the language tools correctly; actively participates in the discussion of the messages of other undergraduates; some phonetic and grammatical errors are allowed.

7-8 points - the master's student performs all the above tasks, competently using the language means, but in a slightly slow pace; actively participates in the discussion of the messages of other undergraduates, allowing some phonetic and grammatical errors in the questions; can not always give a complete answer, prefers to use simple structures and short sentences.

4-6 points - the master's student conveys the general content of the read text at a slow pace; details are given with great difficulty; phonetic and grammatical errors are allowed; a low level of perception by ear (the most general content) of other messages; sets questions, allowing a lot of grammatical errors.

1-3 points – the master's student hardly conveys the general content of the read text at a slow

pace, the details are omitted; allows gross phonetic and grammatical errors; low level of perception by ear (the most general content) of other messages; asks questions, allowing a lot of grammatical errors.

0 points–the student is not oriented in the structure of sentences, can not choose the language means for translation; does not understand the meaning of the text.

5.4. Discussion on the discipline

During the practical lesson, the following tasks are submitted for control:
- monologue statements / messages based on the material of the textbook, other sources and own experience;
- participation in the discussion (dialogical speech - questions, comments);
- expression of agreement/disagreement with the statement, approval;
- conclusions from all that has been said on the issue.

Criteria for evaluating participation in the discussion (1, 2 modules 1 semester; 3, 4 modules 2 semester)

9-10 points - the master's student performs all the above tasks at a good pace, using all the language tools correctly; actively participates in the discussion of the messages of other undergraduates; some phonetic and grammatical errors are allowed.

7-8 points - the master's student performs all the above tasks, competently using the language means, but in a slightly slow pace; actively participates in the discussion of the messages of other undergraduates, allowing some phonetic and grammatical errors in the questions; can not always give a complete answer, prefers to use simple structures and short sentences.

4-6 points - the master's student offers a message in a shortened and simplified form, without revealing the content of the topic in full; speaks at a slow pace; phonetic and grammatical errors are allowed; demonstrates an understated level of perception by ear (the most general content) of other messages; asks questions, allowing a lot of grammatical errors; can not draw conclusions/conclusion.

1-3 points - master offers a highly abridged form, without revealing the content of the topic, said at a slow pace; allowed a rough phonetic and grammatical errors; de monstrorum low level listening (the total content) of other messages; asks questions, making a lot of grammatical errors; cannot conclude/conclusion.

0 points - the master's student offers a message in an abbreviated form, without revealing the content of the topic; speaks at a slow pace; gross phonetic and grammatical errors are allowed.

Criteria for evaluating participation in the discussion (5,6 modules 3 semester)

5 points - the master's student performs all the above tasks at a good pace, competently using all language tools; actively participates in the discussion of messages from other magistrants; some phonetic and grammatical errors are allowed.

4 points - the master's student performs all the above tasks, competently using language tools, but at a slightly slow pace; actively participates in the discussion of the messages of other undergraduates, allowing some phonetic and grammatical errors in the questions; can not always give a complete answer, prefers to use simple structures and short sentences.

3 points-the master's student offers a message in a shortened and simplified form, without revealing the content of the topic in full; speaks at a slow pace; phonetic and grammatical errors are allowed; an understated level of perception by ear (the most general content) of other messages; asks questions, allowing a lot of grammatical errors; can not draw conclusions/conclusion.

1-2 score - master offers a highly abridged form, without revealing the content of the topic, said at a slow pace; allowed a rough phonetic and grammatical errors; de monstrorum low level listening (the total content) of other messages; asks questions, making a lot of grammatical errors;

cannot conclude/conclusion.

0 points - the master's student offers a message in an abbreviated form, without revealing the content of the topic; speaks at a slow pace; gross phonetic and grammatical errors are allowed.

5.5. Test

The lexico-grammatical test allows you to evaluate the assimilation of the academic vocabulary acquired by students during the period of seminars used in scientific articles, and the grammar underlying the articles. When preparing for the lexico-grammatical test, the student should gradually work through all the sections of the proposed grammar and vocabulary, paying special attention to those sections that he did not learn, both in the classroom and on his own. When doing homework, before you start working on the exercises, you should read and understand the theory of a certain section of grammar.

Sample:

1. Educational ____ are the most important in the modern society.
a) topics
b) principles
c) issues.

2. The lecturer proposed five assignments_____.
a) theories
b) topics
c) subjects

3. The ____ of the book is "Academic writing".
a) theme
b) topic
c) issue

4. The name of the research paper is "The case ___ learning foreign languages: mental issues".
a) of
b) for
c) to

5. The _____ number of the flow in the graph exceeds expected one.
a) actual
b) topical
c) current

6. The article is devoted to the ____ issue, particularly, text mining and sensitive analysis.
a) topical
b) actual
c) current

7. _____, global warming is considered to be the topical issue, but ____ plastic pollution is even more dangerous: Some researchers suggest that by 2050 there could be more plastic than fish in the oceans by weight.
a) currently/ actually
b) actually/ currently
c) topically/actually

8. After a long journey I was looking forward to sleeping in a _____ bed

a) comfortable
b) convenient
c) advisable

9. Our is meeting will be at 8:00. Is it ____.

a) convenient
b) comfortable
c) advisable

10. Could you ___ an explanation between the terms mentioned in the article?

a) carry out
b) put
c) provide

11. LotfiZade____an exploration of the fuzzy logic theory.

a) carried out
b) give
c) make

12. Students should have _____ put much more _____ the grammar tasks last year.

a) emphasis to
b) place on
c) give to

13. Modify the initial sentence so that the meaning remains the same: Physics theory explains the patterns of deforestation in the tropics.
Physics theory ____ patterns of deforestation in the tropics

a) accounts for
b) account in
c) attempts

14. They were_____ to achieve any life goals

a) conditioned
b) affected
c) influenced

15. Education can, under certain circumstances, _____ the way students behave and think.

a) affect
b) condition
c) influenced

16. Exhaust fumes have had a disastrous ____ on the environment.

a) effect
b) affect
c) influence

17. Make sure you have done _____ possible to get an excellent mark.

a) everything
b) all

c) entire

18. Taken as a _____the equations of the article didn't meet requirements of the journal.
a. whole
b. entire
c. all

19. We spent an _____weekend writing the essay.
a. entire
b. all
c. everything

20. She conducted research ____ collaborative filtering methods and their role in recommendation systems.
a. into
b. of
c. about.

Test evaluation criteria (modules 1, 2 semester 1, module 6 semester 3).

For each correct answer, the student receives 0.5 points.

Test evaluation criteria (Module 2 semester 1 (final test), Module 3 semester 2)

For each correct answer, the student receives 1 point.

5.6. Presentation on the discipline

A presentation is a public presentation to a learning audience, including developed slides. The topic of the presentation is determined by the areas of scientific interests of undergraduates in accordance with the topic of the master's thesis.

Presentation requirements

- the content should be relevant and interesting for the majority of the audience;

- the presentation must have its own name;

- the main idea of the speech should be highlighted;

- the text of the presentation should not contain more than 7% of unfamiliar vocabulary;

- the presentation test should be easy to read and contain no grammatical errors.

- the content should be divided into component parts and presented in the form of abstracts in the presentation;

- part of the content should be presented in the form of diagrams, graphs, tables, etc.;

- at the end of the presentation, the conclusion and directions for further research are proposed;

- the sound time of the presentation text is 6-7 minutes;

- the text of the presentation should not have phonetic and grammatical errors;

- the performance should take place at a good pace, with clear articulation and intonation;

- the master's student must answer questions received from the audience after the presentation, show knowledge of the material, and show communication skills.

Presentation evaluation criteria

17-20 points - student is a fluent material on the topic; complies with all standards/presentation requirements; demonstrates a high level of communication skills; it is crisp and clear; has his own opinion on the topic.

14-16 points - the master's student knows the material on the topic of the speech; complies with the norms/requirements for the presentation; demonstrates a good level of communication skills; allows unclear statements in speech due to phonetic and grammatical errors; answers questions, resorts to a simplified form of utterance, avoiding complex language structures.

12-13 points - the master's student does not have sufficient knowledge of the presentation material; partially complies with the norms/requirements for the presentation; has a slow pace of speech; complex sentences are given with difficulty; allows unclear statements in speech due to phonetic and grammatical errors; when answering questions, resorts to a simplified form of utterance, avoiding complex language structures; does not have a sufficient grammatical level in speech.

7-11 points – the master's student practically does not know the material of the presentation; practically does not comply with the norms/requirements for the presentation; has a slow pace of speech; complex sentences are given with difficulty; allows unclear statements in speech due to phonetic and grammatical errors; when answering questions, resorts to a simplified form of utterance, avoiding complex language structures; does not have a sufficient grammatical level in speech.

1-6 points - the master's student does not know the material of the presentation; practically does not comply with the norms/requirements for the presentation; has a slow pace of speech; complex sentences are given with difficulty; allows unclear statements in speech due to phonetic and grammatical errors; when answering questions, resorts to a simplified form of utterance, avoiding complex language structures; does not have a sufficient grammatical level in speech.

0 points – all presentation requirements are not met

5.7. Essay

An essay within the framework of this discipline is an independent written work of a master's student dedicated to professional communication in the scientific community. This can be an official letter, e-mail, CV.

Formal writing is a genre of academic writing that is a form of business writing. An official letter is characterized by a certain sphere of use – the sphere of business communication. Accordingly, when writing an official letter, the author must observe the etiquette of business correspondence. The type of hands-on activities that are used when writing formal letters – send, request, information processing, a complaint, an expression of the recommendations. The standard participants of an official letter are the addressee and the addressee, who are individuals or official representatives of the company, who address each other on a business matter.

The communicative purpose of an official letter is to establish contact to resolve problems or exchange information.

Content requirements

1. Address (the author addresses the recipient: (Dear Mr/Mrs... - if the recipient's name is known, DearSir/Madam, To whom it may concern - the recipient's name is not specified)

2. The purpose of the appeal (the message of the reason for writing the letter, the use of links to previous correspondence, the indication of how the author learned about the recipient). Examples: I am writing with regard to..., I am writing to reply to..., I have been asked to write to you concerning..., I am writing to..., I am writing to express my concern about / dissatisfaction with / disappointment with / rejection of / apologies for...)

3. The main part (consists of 2-3 paragraphs, in 1 paragraph the author indicates the purpose of his appeal, which should be formulated clearly, in the following paragraphs reveals the main idea). To structure thoughts, we use connectives and introductory constructions: To begin-with, Moreover, Nevertheless, Subsequently, Unfortunately, Lastly). The letter may consist of several

interconnected paragraphs, in which the author reveals the content of his request, complaint, suggestion, etc.The essence of the letter should be stated in the case. The author also provides the necessary information, information and asks questions.

4. The final paragraph indicates the actions that are expected from the recipient of the letter, depending on the purpose of its writing (solving a problem, making a decision, responding to a request, etc.). The author should also express the hope for further communication.

4. The final paragraph (expression of the desired result of the correspondence). This paragraph uses the expressions: I look forward to receiving your response to..., I very much hope you will consider..., I look forward to hearing your views on..., I would appreciate your immediate attention to this matter)

5. Signature (depends on the relationship with the addressee). If the name of the recipient was indicated at the beginning of the message, put Yours sincerely at the end; if the name of the addressee is unknown – Yours faithfully).

Style and language requirements

When writing an official letter, it is important to keep it simple and focused. The letter should be written in a businesslike style, but should not be extremely formal. The official letter encourages the use of cliched phrases. Abbreviations and slang words should be avoided. It is necessary to use complex sentences containing the passive voice, inversions and non-personal forms of verbs.

Essay evaluation criteria (Module 4, Semester 2)

9-10 points are awarded to the student if the communication problem is solved, the basic rules for the design of an official letter are observed, and there are a small number of spelling and lexical and grammatical errors. A logical and consistent presentation of the material with the division of the text into paragraphs. The correct use of various means of transmitting the logical connection between the individual parts of the text. The student showed knowledge of a large vocabulary and successfully used it taking into account the norms of an academic foreign language. There are practically no errors. The correct word order is followed. When using more complex structures, a small number of errors are allowed, which do not violate the understanding of the text. There are almost no spelling mistakes. The division of the text into sentences is observed. The existing inaccuracies do not interfere with the understanding of the text.

7-8 points are awarded to the student if the communication problem is solved, but there are lexical and grammatical errors, including those that go beyond the basic level, hinder understanding. The thoughts are mostly logical. Some shortcomings are allowed when dividing the text into paragraphs and when using means of transmitting logical communication between separate parts of an official letter. The student used a sufficient amount of vocabulary, allowing for some inaccuracies in the use of words or a limited vocabulary, but effectively and correctly, taking into account the norms of an academic foreign language. The paper contains a number of grammatical errors that do not hinder the understanding of the text. There are several spelling mistakes that do not make it difficult to understand the text.

6 points are awarded to the student if the communication problem is solved, but language errors, including when using the language tools that make up the basic level, prevent the understanding of the text of the official letter. Thoughts are not always presented logically. The division of the text into paragraphs is not consistent enough or does not exist at all. Errors in the use of means of transmitting logical communication between individual parts of the text. A lot of errors in the format of the letter. The student used a limited vocabulary, not always observing the norms of an academic foreign language. In the work, either grammatical errors of the elementary level are often found, or the errors are few, but so serious that they make it difficult to understand the text. There are many errors, spelling and punctuation, some of them can lead to misunderstanding of the text;

3-5 points are awarded to the student if the communication problem is solved, but language errors, including when using the language tools that make up the basic level, prevent the

understanding of the text of the official letter. Thoughts are not presented logically. The division of the text into paragraphs is not consistent or does not exist at all. There are many errors in the use of means of transmitting logical communication between individual parts of the text. A lot of mistakes in the form of those letters. The student used a limited vocabulary. Grammatical errors of the elementary level are often found in the work. There are multiple errors, spelling and punctuation, leading to misunderstandings of the text;

1-2 points are awarded to the student if the communication problem is solved, but gross mistakes are made, including when using the language tools that make up the basic level, which prevent the understanding of the text of the official letter. Thoughts are not presented logically. There is no division of the text into paragraphs. Gross errors in the use of means of transmitting the logical connection between individual parts of the text. A lot of errors in the format of the letter. The student used a limited vocabulary. Grammatical errors of the elementary level are often found in the work. There are multiple errors, spelling and punctuation, leading to misunderstandings of the text.

0 points. The communication problem is not solved. There is no logic in the construction of the statement. The means of transmitting logical communication between the parts of an official letter are not used. The format of the message is not observed. The student has not been able to properly use his vocabulary to express his thoughts or does not have the necessary vocabulary. The grammatical rules are not followed. The rules of spelling and punctuation are not followed.

5.8. Article
The purpose of the job:
- getting the skills to write an article in English on a master's dissertation
- practical application of the acquired knowledge about the features of academic writing, academic style, grammar of academic writing, features of writing annotations, conclusions, etc.

Guidelines in writing the requirements for registration

A scientific article is an independent research work in which the author reveals the essence of the problem under study, offers a method for solving it, generalizes and makes conclusions.
Requirements for the content of the article
Each master's student writes an article in accordance with their field of research and the topic of the master's thesis.

The article should be written in accordance with the requirements for academic writing, observing all grammatical rules, taking into account the structure of English sentences, time forms, etc.

Content requirements:

The scientific article of the master's student should include the following main sections:

1. The abstract of the article, which should be at least 150 words long. It should contain the following list:
   – the background / context;
   – research problem or the main goal of the article (the gap you are going to fill);
   – a summary of the methods and results of the article;
   – preliminary conclusions.

2. Introduction Section should contain a research question based on a research problem and be performed according to the following structure:
   – definition the topic and background;
   – accepted state of the art plus the problem to be resolved;
   – authors' objectives;
   – introduction to the background literature;
   – a survey of pertinent literature;

– authors' contribution;
– the objective of the paper;
– the main results of your work;
– the outline of the paper.

3. A review of the literature on the research topic (Literature Review), which allows you to show the relevance of the chosen topic and identify the "gap" in knowledge leading to the proposed problem statement. The review must contain:
– the seminal works on the topic including relevant recent works;
– the progress that has been made since these seminal works;
– the achievements and limitations of the works;
– the gap that the mentioned limitations reveal;
– the suggestions how your work intends to fill this gap.

The preliminary outline given to describe the particular reference/references

– introduction to topic;
– support from the literature;
– mini summary;
– introduction to next topic. (And so on).

4. Methods should include description of the developed method / approach/software product and other empirical data that will be used in the work. The Methods must contain:
– the object of study, the hypotheses tested;
– the location of study, its main characteristics;
– the description of experiment / sampling and the main assumptions;
– the approach to analysis, mathematical equations, software;
– comparison of your methodology with previously reported methods, and significant advances.

5. Results must contain description of the expected results of the study and should answer the following questions:
– what did I find;
– what did I not find;
– what did I find that I was not expecting to find.
–
6. Conclusion. It should differ from the Abstract and Introduction and contain:
– a very brief revisit of the most important findings pointing out how these advance your field from the present state of knowledge;
– a final judgment on the importance and significance those findings in term of their implications;
– and impact, along with possible applications to other areas;
– recommendations for future work (either for the author, and/or the community)
7. Bibliography (at least 15 academic sources in English).

Style and language requirements
The article is written in the academic style of the English language. The article does not allow the use of colloquial and informal vocabulary, abbreviations. At the lexical level, it is recommended to use special terms and stable combinations that are characteristic of English academic speech. The text must fully comply with the grammatical, spelling, and punctuation norms of the modern English language.

Criteria for evaluating part 1 of the article (4 module 2 semester)

The part 1 of the article consists of Introduction and Literature Review. Each master's student writes the Introduction and Literature Review of the article in accordance with his field of research and the topic of the master's thesis.

Evaluation criteria:

1. Compliance with the content requirements to Introduction and Literature Review Sections.
2. The right structure and academic style of Introduction and Literature Review Sections.
3. Correspondence to the journal's instructions to authors in terms Introduction and Literature Review Sections.
4. Independent nature of the work, argumentation.
5. The usage of correct grammar constructions in Introduction and Literature Review Sections.
6. The correct tenses in Introduction and Literature Review Sections of the paper.
7. Preconstructed phrases and conventional language for Introduction and Literature Review Sections.

Based on the above-mentioned criteria, the following points are awarded for an individual task:

17-20 points– the mandatory requirements for the content of the article are met, the topic is fully disclosed, the work is qualitatively designed and written without grammatical errors, with correct preconstructed phrases and conventional language for each Subsection; the tenses are used correctly.

14-16 points – the mandatory requirements for the content and design are met, but there are inaccuracies in the presentation of the material, there is no logical sequence in the sentences, in general, the work is qualitatively designed, but there are minor shortcomings in the design and single grammatical errors, single mistakes in preconstructed phrases and conventional language for each Subsection and in the tenses.

12-13 points-at least one mandatory requirement for the content and formatting is violated, there are significant comments in the presentation of the material, the topic is covered only partially, there are factual errors in the content, significant shortcomings in the design grammatical errors, significant mistakes in preconstructed phrases and conventional language for each Subsection and in the tenses.

7-11 points-1-3 mandatory requirements for content and design are violated, there are critical comments in the presentation of the material, the topic is poorly covered, critical errors in the content and grammar, critical mistakes in preconstructed phrases and conventional language for each Subsection and in the tenses are made.

1-6 points-more than 3 mandatory requirements for content and design are violated, there are critical comments in the presentation of the material, the topic is practically not disclosed, critical errors in the content and grammar, preconstructed phrases and conventional language for each Subsection and in the tenses are made.

0 points– all mandatory requirements for the source material are not met, numerous violations of the requirements and errors.

Criteria for evaluating the part 2 of the article (6 module 3 semester)

The part 2 of the article consists of the whole article including the Abstract, Methods, Results, Conclusion. The parts "Introduction" and "Literature Review", which were previously evaluated, are not assessed. Therefore, the assessed parts are Abstract, Methods, Results, Conclusion,…

Evaluation criteria:

1. Compliance with the content requirements of the task.
2. The right structure and academic style.
3. Correspondence to the journal's instructions to authors.

4. Independent nature of the work, argumentation.
5. The usage of correct grammar constructions.
6. The correct tenses in each Subsection of the paper.
7. Preconstructed phrases and conventional language for each Subsection

Based on the above-mentioned criteria, the following points are awarded for an individual task:

34-40 points– the mandatory requirements for the content of the article are met, the topic is fully disclosed, the work is qualitatively designed and written without grammatical errors, with correct preconstructed phrases and conventional language for each Subsection; the tenses are used correctly.

28-33 points – the mandatory requirements for the content and design are met, but there are inaccuracies in the presentation of the material, there is no logical sequence in the sentences, in general, the work is qualitatively designed, but there are minor shortcomings in the design and single grammatical errors, single mistakes in preconstructed phrases and conventional language for each Subsection and in the tenses.

24-27 points-at least one mandatory requirement for the content and formatting is violated, there are significant comments in the presentation of the material, the topic is covered only partially, there are factual errors in the content, significant shortcomings in the design grammatical errors, significant mistakes in preconstructed phrases and conventional language for each Subsection and in the tenses.

11-23 points-1-3 mandatory requirements for content and design are violated, there are critical comments in the presentation of the material, the topic is poorly covered, critical errors in the content and grammar, critical mistakes in preconstructed phrases and conventional language for each Subsection and in the tenses are made.

1-10 points-more than 3 mandatory requirements for content and design are violated, there are critical comments in the presentation of the material, the topic is practically not disclosed, critical errors in the content and grammar, preconstructed phrases and conventional language for each Subsection and in the tenses are made.

0 points– all mandatory requirements for the source material are not met, numerous violations of the requirements and errors.

VI. Teaching and learning resources

The forms and technologies used in the course of teaching the discipline implement the competence and personal-activity approaches, which in turn contribute to the formation and development of a) a multicultural language personality capable of productive communication with speakers of other cultures in the context of professional communication; b) the ability of students to carry out various activities using a foreign language in the framework of academic writing and professional communication; c) the cognitive abilities of students; d) their readiness for self-development and self-education, as well as contribute to increasing the creative potential of the individual to fulfill their professional duties.

The learning process is based on the model of blended learning (Blended Learning), which helps to effectively combine traditional forms of learning and new technologies.

The specifics of the discipline determine the need for wider use of new educational technologies along with traditional teaching methods, including active and interactive forms of learning, such as analysis of specific situations (cases tudy), technologies of collective activity, discussions, work on scientific articles, writing official letters, testing technologies that are used to control the level of assimilation of lexical and grammatical knowledge within the module, the level of formation of reading and listening skills at a certain stage of training, etc. At the same time, classes using interactive forms make up at least 75% of all classroom classes. E-learning technologies and distance learning technologies are also actively used. Practical classes and other forms of contact work of students with the teacher can be conducted using the platforms Microsoft Teams, Cisco, Moodle (Big Blue Button), etc., which allows you to ensure online and offline interaction of the teacher with students within the discipline.

The main methods of current control are electronic accounting and control of students ' academic achievements (using the means of the point-rating system service; maintaining an electronic journal of academic performance, conducting electronic testing and using other means of control using the e-learning system).

For implementing the discipline, the following premises, equipment and software are used:

- seminar-type audience, current control, individual and group consultations, intermediate certification:
- interactive whiteboard (or projector with screen) - 1, laptop-1;
- Microsoft Windows, Microsoft Office PowerPoint.

6.1. Main reading list.

1. Нечаева Т.А. Learn English with Pleasure: Учебное пособие/ -Издательско-полиграфического комплекса КИБИ МЕДИА ЦЕНТРА ЮФУ. 344091 г. Ростов на Дону, пр. Стачки, 200/1. Тел. (863)243-41-66: Издательство Южного федерального университета, 2021, – URL: https://hub.sfedu.ru/repository/material/801294905/

2. Вепрева Т. Б. Английский язык для научного исследования = English for Scientific Research Электронный ресурс: учебно-методическое пособие / Вепрева Т. Б., Зашихина И. М., Печинкина О. В. - Архангельск: САФУ, 2016. - 120 с. , – URL: https://e.lanbook.com/book/96668

3. Сальная Л. К. Get Ready for Scientific Communication Электронный ресурс: учебное пособие / Сальная Л. К., Сидельник Э. А. - Ростов-на-Дону: ЮФУ, 2020. - 99 с. , – URL: https://e.lanbook.com/book/170328

4. Краснощекова Г. А. English for academic and scientific purposes: учебное пособие / Г.А. Краснощекова, Т.А. Нечаева - Ростов-на-Дону|Таганрог: Издательство Южного федерального университета, 2017. - 158 с. , – URL: http://biblioclub.ru/index.php?page=book&id=499706

5. Bulatova I. M. Focus on scientific paper. A guide for writing and analyzing: лекции / I.M. Bulatova; Министерство образования и науки РФ; Казанский национальный

исследовательский технологический университет - Kazan: KNRTU Publishing house, 2017. - 100 с. , – URL: http://biblioclub.ru/index.php?page=book&id=500562

6.2. Additional reading list.

6. Тер-Авакян И. В. English for Research Students: учебно-методическое пособие / И. В. Тер-Авакян, О. В. Филипчук, О. И. Чередниченко; под общ. ред. О. В. Филипчук; Поволжский государственный технологический университет - Йошкар-Ола: Поволжский государственный технологический университет, 2020. - 98 с. , – URL: https://biblioclub.ru/index.php?page=book&id=612086

7. Legal English for Graduate Students: Visual Reference Materials: учебное пособие / авт.-сост. Е. Б. Попов - 2-е изд., стер. - Москва|Берлин: Директ-Медиа, 2018. - 86 с. , – URL: http://biblioclub.ru/index.php?page=book&id=494453

8. Соколова Н. В. How to Write a Research Paper = Как написать научную статью на английском языке Электронный ресурс: учебно-методическое пособие / Соколова Н. В. - Пермь: ПНИПУ, 2017. - 39 с. , – URL: https://e.lanbook.com/book/161211

9. Буренко Л. В. First Stepsin Scientific Communication Электронный ресурс: учебное пособие / Буренко Л. В., Овчаренко В. П., Сальная Л. К. - Ростов-на-Дону: ЮФУ, 2016. - 78 с. , – URL: https://e.lanbook.com/book/114551

6.3. Online resources

https://www.ted.com/
https://www.bbc.co.uk/learningenglish/features/6-minute-english

Course/module map
Professional and Academic Communication in Computer Science

Student load: 12 credits
Summative assessment method: differentiated credit

Year of study 1,2, term 1,2,3
Subject area code and title: _____

Program title: 09.04.01 Informatics and Computing Technics

№	Assessment methods	Scoring Formative assessment	Scoring Interim assessment
	Module 1. *Grammar basics of Academic writing*	**40**	**0**
1.	Interpretation	10	
2.	Report	10	
3.	Discussion	10	
4.	Test	10	
	Module 2. *Basics of Academic writing*	**30**	**30**
1.	Translation		10
2.	Report	10	
3.	Test	10	
4.	Discussion	10	
5.	Final Test		20
	Total *	**70**	**30**
	Interim assessment	**Diff. credit**	
	Module 3. *Specific grammar of Academic writing*	**50**	**10**
1.	Interpretation	10	
2.	Report	10	
3.	Discussion	10	
4.	Translation		10
5.	Test	**20**	
	Module 4. *Academic style*	**10**	**30**
1.	Discussion	10	
2.	Part 1 of the Article		20
3.	Essay		10
4.	**Total**	**60**	**40**
	Interim assessment	**Diff. credit**	
	Module 5. *Professional communication*	**20**	**25**
1.	Interpretation	5	

2.	Report	10	
3.	Discussion	5	
4.	Translation		5
5.	Presentation		20
	Module 6. *Preparing a research article*	**15**	**40**
1.	Discussion	5	
2.	Test	10	
3.	Part 2 of Article		40
	Total	**35**	**65**
	Interim assessment	**Diff. credit**	

Teachers   Evgeniya Gerasimenko, Anna Opryshko