

**ALFRED NOBEL UNIVERSITY, DNIPRO**

**STUDY PROGRAMME  
APPLIED LINGUISTICS (Bachelor's degree)**

**COURSE CATALOGUE**

**2020-2021 academic year**

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## MANDATORY COURSES

<b><i>UKRAINIAN IDENTITY, HISTORY, CULTURE AND LANGUAGE</i></b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian, English	1/ 14 weeks, 56 hours in class	4,5 / mandatory	Olena Turchak, Ph.D. (Candidate of Science), Associate Professor	135 hours (56 h. lectures, 79 h. self-study time)
<p><b>Course aims:</b>            The course is geared towards: 1) helping students study the features the socio-economic development, the evolution of the political system and state processes at different stages of the history of Ukraine; 2) formation of students' high culture of professional speech within official-business and scientific styles appropriate communicative ability in the field of professional communication in speech and writing, skills practice proficiency in different kinds of language activities, study professional terminology as the basis of the professional broadcast, mastering the technique of drafting official papers, mastering spelling and stylistic norms of modern Ukrainian language for professional communication</p>				
<b>Learning outcomes</b>		<b>Teaching methods, teaching and learning activities</b>		<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
On completion of the course, students will be able to:				
1) analyze main events of Ukrainian history in the context of world historic process;		Lecture, discussion		Oral answers to questions, participation in the discussion (CAS)
2) use basic concepts, categories and methods of historical research;		Lecture, seminars		Oral answers to questions (CAS), test
3) work out their own position concerning historic events and actors;		Discussion, self-study activities		Oral answers to questions, test participation in the discussion (CAS)
4) analyze the degree of influence on the evolution of various historical periods of social, political, ideological, economic factors;		Lecture, seminars, self-study activities, class discussion		Presentation, test (CAS), mid-term control
5) analyze development of modern Ukraine.		Lecture, Internet search, discussion.		Essay, participation in the discussion (CAS)
6) classify and generalize information, make references and overviews connected with professional activity issues; edit and review texts as well as make their summaries;		Lecture, seminars, discussion		Oral answers to questions (CAS), test
7) correctly use orthoepic, lexical, orthographic, morphological, punctuational, syntactical and stylistic norms of Ukrainian literature;		Students` reports		Written answers to questions (CAS)

8) correctly make and design professional texts and documents;	Practical classes	Written answers to questions (CAS)
9) intercommunicate with the participants of labour process;	Discussions on the basis of lecture materials and students' reading, role play	Reports (CAS)
10) utilize the formulas of Ukrainian linguistic etiquette in official situations;	Role play	Exercise, written answers to questions (CAS)
11) use lexicographic sources (by dictionaries) and other auxiliary certificate literature, necessary for independent perfection of language culture;	Work in pairs to solve problems	Participation in the role play (CAS)
12) retrieve and utilize relevant information from appropriate sources e.g. textbooks, newspapers, business magazines and selected journals, websites, databases;	Independent study, internet search, reports	Participation in the role play (CAS)
13) demonstrate relevant practical, academic and subject specific skills e.g. group work, academic referencing and the production of a bibliography.	Seminars, self-study activity	Solving problems (CAS) Report (CAS)
Learning outcomes 1-13		Final exam (FAS)
<b>Assessment</b> <b>100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%)</b> <b>40% Final exam (4 sets of written assignments, solving problems and multiple choice tests)</b> <b>60% Continuous assessment:</b> 5% Participation in the discussion 5% Test (multiple choice) 20% Student reports assessment, written answers 10% Participation in the role play, solving problems 20% Mid-term control (multiple choice tests, mini cases)		
<b>Contents</b>		
<b>Thematic structure of the course:</b>  1) Subject and tasks of the course. 2) Kievan Rus as a state of East Slavic tribes. 3) Mongol invasion and Galicia–Volhynia. 4) Ukrainian lands under Polish–Lithuanian Commonwealth. 5) Zaporozhian Cossacks and the Hetmanate 6) Partitions of Poland and Ukraine. 7) Ukrainian lands in Russian and Austrian Empires. 8) Ukrainian 1917-1921 revolution and Soviet Ukraine. 9) Independent Ukraine. 10) Official language is a language of professional communication. Basis of Ukrainian speech culture. 11) Styles of modern literary Ukrainian in professional communication. 12) Classification of documents. Document on skilled-contract questions. Certificate informative documents. 13) Etiquette of official correspondence.		

- 14) Communication as instrument of professional activity. Rhetoric and art of presentation. Culture of verbal professional communication.
- 15) Form of collective discussion of professional problems.
- 16) Ukrainian terminology in professional communication.
- 17) Scientific style and his facilities in professional communication.
- 18) Problem of translation and editing of scientific texts.

### Literature

#### *Language of teaching Ukrainian*

#### Compulsory reading

1. Дзюба Т. Мова як формант моделі національної ідентичності (за матеріалами публіцистики другої половини XIX ст. – першої третини XX ст.) [Електронний ресурс] / Т. Дзюба // Наукові праці Національної бібліотеки України ім. В. І. Вернадського. - 2011. - Вип. 31. - С. 384-397. - Режим доступу: [http://nbuv.gov.ua/UJRN/npnbuimviv\\_2011\\_31\\_35](http://nbuv.gov.ua/UJRN/npnbuimviv_2011_31_35)
2. Поліщук Р. М. Політика і спорт: ідеологія, імідж, ідентичність [Електронний ресурс] / Р. М. Поліщук // Молодий вчений. - 2019. - № 5(2). - С. 339-345. - Режим доступу: [http://nbuv.gov.ua/UJRN/molv\\_2019\\_5\(2\)\\_20](http://nbuv.gov.ua/UJRN/molv_2019_5(2)_20)
3. Баумейстер А. О. Ідентичність Європи: виклики і загрози The Paris Statement. A Europe we can believe in [Електронний ресурс] / А. О. Баумейстер // Філософські проблеми гуманітарних наук. - 2018. - № 2. - С. 14-24. - Режим доступу: [http://nbuv.gov.ua/UJRN/Fpgn\\_2018\\_2\\_4](http://nbuv.gov.ua/UJRN/Fpgn_2018_2_4)
4. Мельничук В. В. Релігійна складова національної ідентичності українців [Електронний ресурс] / В. В. Мельничук // Гілея: науковий вісник. - 2019. - Вип. 143(2). - С. 106-109. - Режим доступу: [http://nbuv.gov.ua/UJRN/gileya\\_2019\\_143\(2\)\\_23](http://nbuv.gov.ua/UJRN/gileya_2019_143(2)_23)
5. Кирилюк О. С. Структури історичної пам'яті українства – основа національної ідентичності – як об'єкти асиміляторських атак [Електронний ресурс] / О. С. Кирилюк // Гілея: науковий вісник. - 2019. - Вип. 144(2). - С. 48-52. - Режим доступу: [http://nbuv.gov.ua/UJRN/gileya\\_2019\\_144\(2\)\\_12](http://nbuv.gov.ua/UJRN/gileya_2019_144(2)_12)
6. Авраменко О. О., Яковенко Л. В., Шийка В. Я Ділове спілкування: Навчальний посібник / О.О Авраменко, Л.В. Яковенко, В.Я. Шийка. – Івано-Франківськ, «ЛілеяНВ», 2015. 160 с. [Електронний ресурс]. – Режим доступу [https://http://umo.edu.ua/images/content/depozitar/navichki\\_pracevlasht/dilove\\_spilkuv\\_1.pdf](https://http://umo.edu.ua/images/content/depozitar/navichki_pracevlasht/dilove_spilkuv_1.pdf)
7. Турчак О. М. Українська мова (за професійним спрямуванням): електронний конспект лекцій / О.М. Турчак. – Дніпропетровськ: ДУЕП, 2012. – 160 с.

#### Recommended reading

1. Кривицька О. В. Спільна ідентичність в умовах дезінтеграції українського суспільства: особливості і шляхи формування [Електронний ресурс] / О. В. Кривицька // Наукові записки Інституту політичних і етнонаціональних досліджень ім. І. Ф. Кураса НАН України. - 2018. - Вип. 3-4. - С. 124-141. - Режим доступу: [http://nbuv.gov.ua/UJRN/Nzipiend\\_2018\\_3-4\\_8](http://nbuv.gov.ua/UJRN/Nzipiend_2018_3-4_8)
2. Ващинська І. І. Регіоналізм в Україні: переосмислення крізь призму соціальних ідентичностей та групових лояльностей [Електронний ресурс] / І. І. Ващинська // Український соціум. - 2018. - № 4. - С. 9-18. - Режим доступу: [http://nbuv.gov.ua/UJRN/Usoc\\_2018\\_4\\_3](http://nbuv.gov.ua/UJRN/Usoc_2018_4_3)
3. Практикум з української мови за професійним спрямуванням : навч. посіб. / Л.Г. Погиба, Т. О. Грибніченко, Л. М. Голіченко, Н. В. Кавера. – Видавня друга. – К : Кондор, 2014. – 296 с. [Електронний ресурс]. – Режим доступу: <http://194.44.152.155/elib/local/sk760428.pdf>
4. Прокопович Л., Моргун А. Практикум з української мови за професійним спрямуванням: Навчально-методичний посібник для студентів спеціальності 014 –

Середня освіта (Мова і література (англійська)), 053 – Психологія. – Мукачево: МДУ. – 72 с. [Електронний ресурс]. – Режим доступу: [http://dspace.msu.edu.ua:8080/bitstream/123456789/4644/1/Workshop %20on %20the %20Ukrainian %20language %20for %20professional %20orientation %20a %20textbook.pdf](http://dspace.msu.edu.ua:8080/bitstream/123456789/4644/1/Workshop%20on%20the%20Ukrainian%20language%20for%20professional%20orientation%20a%20textbook.pdf)

*Language of teaching English*

### **Compulsory reading**

1. Cherpurda G. Implementation of "The Great plan of nature transformation" in Ukraine: the history of legal base formation [Електронний ресурс] / G. Cherpurda // Гуманітарний вісник. Сер. : Історичні науки. - 2016. - Число 24, Вип. 8. - С. 111-118. - Режим доступу: [http://nbuv.gov.ua/UJRN/Gvi\\_2016\\_24\\_8\\_18](http://nbuv.gov.ua/UJRN/Gvi_2016_24_8_18)
2. Glamazda P. General Characteristics of the Judicial System of Ukraine – Cossack Hetmanate (1722-1760) [Електронний ресурс] / P. Glamazda // Історико-правовий часопис. - 2017. - № 1. - С.50-55.
3. Nikolaiets Y. Historical memory about Second World War in the context of threats of government in Ukraine [Електронний ресурс] / Y. Nikolaiets // Східноєвропейський історичний вісник. - 2019. - Вип. 11. - С.225-240. - Режим доступу: [http://nbuv.gov.ua/UJRN/eehb\\_2019\\_11\\_22](http://nbuv.gov.ua/UJRN/eehb_2019_11_22)

### **Recommended readin**

1. Ozturk M. Turkey and Ukraine During the First World War [Електронний ресурс] / M. Ozturk // Проблеми історії країн Центральної та Східної Європи. - 2017. - Вип. 6. - С. 272-281
2. Sinyavska L. Soviet historiography of researches of the heavy industry of Eastern Ukraine under the conditions of the First World War [Електронний ресурс] / L. Sinyavska // Східноєвропейський історичний вісник. - 2018. - Вип. 7. - С. 75-87.
3. History of Ukraine. <https://www.britannica.com/place/Ukraine/History>

<b>FUNDAMENTALS OF STRUCTURAL LINGUISTICS AND LINGUISTIC MODELLING</b>				
<b>Language of teaching</b>	<b>Semester/ Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course coordinator</b>	<b>Student workload</b>
Ukrainian	3/14 weeks, 28 hours in class	3,5 / Mandatory	Svitlana Zharko, Ph. D.(Candidate of Science), Associate Professor	105 hours (14h. lectures, 14 h. practical, 77 h. self-study time)
<p><b>The goal of the course:</b> Students will have gained comprehensive knowledge about structural linguistics and the basics of linguistic modelling, learning to apply theoretical knowledge of the discipline in practice.</p> <p>The main <b>competencies</b> that are formed:</p> <ul style="list-style-type: none"> <li>- ability to abstract thinking, analysis, synthesis, generalization of information, goal setting;</li> <li>- ability to set goals and choose ways to achieve them;</li> <li>- ability to use new research methods, development of new areas of professional activity;</li> <li>- knowledge and understanding of the subject area of the profession;</li> <li>- ability to search and process information;</li> <li>- ability to independently master new research methods;</li> <li>- ability to analyze textual content;</li> <li>- ability to conduct research of textual and speech information with available tools;</li> <li>- ability to compare the facts of native and foreign languages</li> </ul>				
<b>Learning outcomes</b> At the end of the course students will be able to:		<b>Teaching methods, teaching and learning activities</b>		<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
1) demonstrate mastery of software for linguistic research;		Lectures, seminars, self-study activity, internet search, problem solving, (case-study)		Participation in the seminar/ discussion (CAS)
2) to define and actually formulate problems, offering their definition in the form of theses, chooses and substantiates variants of the decision of problems;		Lectures, practical classes, discussion on the basis of lecture materials and students' reading		Participation in the discussion, case study, tests (CAS)
3) constantly increase the level of terminological knowledge;		Discussion on the materials of the studied literature sources, seminar-debate, seminar-dialogue, problem solving, work in microgroups,		Essay, presentation, tests (CAS)
4) establish logical connections between knowledge and its application;		Practical classes, case study, workshop		Participation in the discussion, case study (CAS)
5) adhere to time limits and perform tasks on time.		Practical classes, case study		Peer small group presentation, case



		study (CAS)
<b>Assessment</b>		
<b>Assessment</b> Final grade (final assessment) as a result of 100% continuous assessment: 15% Test (multiple choice) 10% Answers (oral) 15% Mid-term control (oral answers, mini case) 15% Participation in the discussion 10% Participation in the role play 15% Presentation (oral, multimedia) 20% Case study presentation		
<b>Contents</b>		
<b>Thematic structure of the course:</b> Content module 1. Structural linguistics.  Topic 1. Prerequisites and stages of formation in structural linguistics Topic 2. From the history of structural linguistics Topic 3. Basic concepts of structural linguistics Topic 4. Methods of structural linguistics  Content module 2. Linguistic modeling  Topic 5. Linguistic modeling: boundaries and possibilities Topic 6. Computer linguistic systems Topic 7. Modeling in the professional activity of a linguist		
<b>Literature</b>		
<i>Language of teaching Ukrainian</i>		
<b>Compulsory reading</b>		
1. Апресян Ю.Д. Идеи и методы современной структурной лингвистики (краткий очерк). – М.: Языки русской культуры, 2007. – 304с. 2. Ревзин И.И. Современная структурная лингвистика. Проблемы и методы. – М.: Наука, 1977. – 264 с. 3. Anderson C. Essentials of Linguistics. -Mcmaster University, Ontario, 2018.-456 p.		
<b>Recommended reading</b>		
1. Автоматическая обработка текстов на естественном языке и компьютерная лингвистика: учеб. пособие / Большакова Е.И., Клышинский Э.С., Ландэ Д.В. и др. – М.: МИЭМ, 2011. – 272 с. 2. Алпатов В. М. История лингвистических учений: Учеб. Пособие. – М.: Языки славянской культуры, 2005. – 368 с. 3. Баранов А. Н. Введение в прикладную лингвистику: Учебное пособие. – М.: Эдиториал УРСС, 2001. – 360 с. 4. Волошин В.Г. Комп'ютерна лінгвістика: Навчальний. – Суми: ВТД "Університетська книга", 2004. – 382 с. 5. Дарчук Н.П. Комп'ютерна лінгвістика (автоматичне опрацювання тексту). Підручник. – К.: Видавничо-поліграфічний центр «Київський університет», 2008. – 351 с. 6. Засорина Л.Н. Введение в структурную лингвистику. Учеб. Пособие для студентов филологических специальностей ун-ов. – М.: Высшая школа, 1974. – 319 с. 7. Карпіловська Є.А. Вступ до прикладної лінгвістики: комп'ютерна лінгвістика. Підручник. – Донецьк: ТОВ "Юго-Восток, ЛТД", 2006. – 188 с.		

8. Кочерган М. П. Загальне мовознавство. – Київ: ВЦ «Академія», 2006. – 232с.  
 9. Марчук Ю.Н. Основы компьютерной лингвистики. – М.: Народный учитель, 2000.  
 10. Партико З.В. Прикладна і комп'ютерна лінгвістика. Вступ до спеціальності. – Львів: Афіша, 2011. – 224 с.  
 11. Соснина Е. П. Введение в прикладную лингвистику: учебное пособие. – Ульяновск : УЛГТУ, 2012. – 110 с  
 12. Wray A. Projects in Linguistics and Language Studies.- Third Edition, 2017.  
 13. Електронна енциклопедія «Вікіпедія» (запроси по темам курсу):  
<http://en.wikipedia.org/wiki/Linguistics>,  
<http://uk.wikipedia.org/wiki/Linguistics>.  
 14. Вільна енциклопедія мов програмування – <http://progopedia.ru/82>  
[http://rusrep.ru/2010/24/istoriya\\_perevoda/](http://rusrep.ru/2010/24/istoriya_perevoda/),  
[http://en.wikipedia.org/wiki/History\\_of\\_machine\\_translation](http://en.wikipedia.org/wiki/History_of_machine_translation)

<b>STYLISTICS OF THE TEXT</b>				
<b>Language of teaching</b>	<b>Semester/ Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course coordinator</b>	<b>Student workload</b>
Ukrainian	6/ 11 weeks	4 / Mandatory	Svitlana Zharko, Ph.D. (Candidate of Science), Associate Professor	120 hours (11h. lectures, 22 h. practical, 87 h. self-study time)
The aim of this course is to provide general theoretical and practical training for bachelor's degree students in stylistic analysis of texts of different functional styles and the lexical, morphological and syntactic means of stylistics.				
<b>Learning outcomes</b>		<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>	
On completion of the course, students will be able to:				
1) demonstrate mastery of software for linguistic and stylistic research;		1) Lecture, problem lecture, lecture-reflection, seminar, discussion on the materials of the lecture and the studied literature sources,	Test, oral answers to questions, exercise (CAS)	
2) define and actually formulate problems, offering their definition in the form of theses, choices and substantiate variants of the decision of problems;		2) Seminar-debate, seminar-dialogue, problem-solving, seminar-solution of situational problems analysis of specific situations (case-study)	Project work in groups, presentation of results (CAS)	
3) constantly increase their level of terminological knowledge;		3) Problem lecture, lecture-reflection, seminar, discussion on the materials of the lecture and the studied literature sources, seminar-debate, seminar-dialogue,	Project work in groups, presentation of results (CAS)	

<p>4) establish logical connections between knowledge and its application;</p> <p>5) adhere to time limits and perform tasks on time</p> <p>Learning outcomes 1-5</p>	<p>4) Problem solving, work in microgroups, seminar-solution of situational problems analysis of specific situations (case-study), presentations, project work, Internet search</p> <p>5) Game technologies, presentations, project work, tests</p>	<p>Project work in groups, presentation of results (CAS)</p> <p>Project work in groups, presentation of results (CAS)</p> <p>Mid-term control: projects (CAS) Tests (CAS)</p>
<p><b>Assessment</b>  <b>100%. Final assessment as a result of continuous assessment (CAS):</b>  20% participating in discussions  40% project implementation  40% presentations  10% tests</p>		
<p style="text-align: center;"><b>Contents</b></p> <p>MODULE 1. Stylistics as an integral part of text linguistics. Lexical means of stylistics  Topic 1. Stylistics of the text as a discipline  Topic 2. Lexical means of stylistics  Topic 3. Lexical means of stylistics (continued)</p> <p>MODULE 2. Morphological and syntactic means of stylistics  Topic 4. Morphological means of stylistics  Topic 5. Stylistic syntax</p>		
<p style="text-align: center;"><b>Literature</b></p> <p><i>Language of teaching Ukrainian</i></p> <p style="text-align: center;"><b>Compulsory reading</b></p> <p>1. Волкова Н.П. Інтерактивні технології навчання у вищій школі : навчально-методичний пос. – Дніпро: Університет імені Альфреда Нобеля, 2018. – 360 с. (базовий підручник)  2. Пономарів О. Д. Стилїстика сучасної української мови: Підручник. – 3-тє вид., перероб. і доп. – Тернопіль: Навчальна книга – Богдан, 2000 – 248 с.</p>		
<p style="text-align: center;"><b>Recommended reading</b></p> <p>1. Голубовська І.В. Практична стилїстика української мови: Навчально-методичний посїбник для самостійної роботи студентів нефїлологічних спеціальностей (денної та заочної форм навчання). – Житомир: Вид-во ЖДУ імені Івана Франка, 2010. – 124 с.  2. Должикова Т. І., Мілева І. В., Нікітіна А. В. Практикум з лїнгвістики тексту. Навчально-методичний посїбник. – Луганськ: вид-во ДЗ „ЛНУ імені Тараса Шевченка”, 2011. – 166 с.  3. Загнїтко А. П. Лїнгвістика тексту. Теорїя і практика: науково-навчальний посїбник. – Донецьк: ДонНУ, 2006. – 289 с.  4. Кочан І. М. Лїнгвістичний аналіз тексту: Навч. посїб. — 2-ге вид., перероб. і доп. – К.: Знання, 2008. – 423 с.  5. Кравець Л. В. Стилїстика української мови: Практикум [Текст]: навч. посїб. – К. : Вища шк.,</p>		

2004. – 199 с.  
 6.Мацько Л. І., Сидоренко О. М., Мацько О. М. Стилистика української мови: Підручник. – К.: Вища шк., 2003. – 462 с  
 7. Серажим К. С. Текстознавство: підручник. – К.: Вища школа, 2012. – 527 с.  
 8.Солганик Г.Я. Стилистика текста: Учеб. пособие. – М.: Флинта, Наука, 1997. – 256 с.  
 9. Methodologies for Stylistic Analysis: practices and pedagogies. – URL: <https://teach-grammar.com/wp-content/uploads/2012/07/2010+-Grammar-and-Stylistics.pdf>  
 10.Arikan A. Doing stylistic analysis: some fundamental techniques:  
<http://aves.akdeniz.edu.tr/YayinGoster.aspx?ID=2744&NO=119>

<b>REGULAR EXPRESSIONS AND PROBABILITY THEORY FOR LINGUISTS</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	4/11 weeks, 42 hours in the class	6 / Mandatory	Serhiy Vakarchuk, Doctor of Science, Professor	180 hours (20 h. lectures, 22 h. practical, 136 h. self-study time)
<b>Course aims:</b> to provide general theoretical and practical training for bachelor's degree students in statistical research of elementary linguistic events, information measurement in the text, organization of random sampling of linguistic events, statistical characteristics of linguistic variation series, which will serve as a basis for their practical work.				
<b>Learning outcomes</b> On completion of the course, students will be able to:		<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>	
1) independently investigate linguistic variational series;		Lectures, practical exercises, homework, independent work	Active participation in practical classes, doing homework (FAS)	
2) independently and reasonably compare samples of linguistic events, calculate statistical characteristics of linguistic variational series, apply tables of conjugate features, rank correlation, sign criterion, serial criterion, Wilcoxon criterion, method of expert assessments,		Lectures, practical exercises, homework, independent work	Active participation in practical classes, doing homework (FAS)	
3) use basic terminology and apply basic and structured knowledge in the field of mathematical linguistics, apply statistical laws in language and speech; technique of statistical calculations in relation to the phenomena of speech and speech.		Lectures, practical exercises, homework, independent work	Active participation in practical classes, doing homework (FAS)	
4) correctly organize the selection of language material for statistical analysis; calculate the main statistical characteristics of the sample; compare the statistical characteristics of different samples; establish relationships between different phenomena in the sample; use statistical methods in their research.		Lectures, practical exercises, homework, independent work	Active participation in practical classes, doing homework (FAS)	
5) critically from a linguistic point of view to comprehend linguistic objects,		Lectures, practical exercises, homework, independent work	Active participation in practical classes, doing homework (FAS)	

<p>6) have the methods and procedures adopted in statistical studies, when analyzing a large amount of language material.</p> <p>7) present, discuss and defend concepts and points of view through formal and informal communication tools.</p> <p>Learning outcomes 1-7</p>	<p>Lectures, practical exercises, homework, independent work</p> <p>Lectures, practical exercises, homework, independent work</p> <p>Lectures, practical exercises, homework, independent work</p>	<p>Active participation in practical classes, doing homework (FAS)</p> <p>Active participation in practical classes, doing homework (FAS)</p> <p>Active participation in practical classes, doing homework (FAS)</p> <p>Final exam (FAS)</p>
<p><b>Assessment</b></p> <p><b>100% final grade based on the final exam (40%) and continuous grade (60%)</b></p> <p><b>40% Final exam (15 sets of written assignments, each assignment includes several problems)</b></p> <p><b>60% Continuous assessment:</b></p> <p>10% active participation in practical training</p> <p>20% completion of individual practical assignments (homework)</p> <p>30% module tests</p>		
<p><b>Contents</b></p>		
<p><b>Module 1.</b></p> <p>1. Combinatorics of linguistic units. Probability and information of linguistic events</p> <p>2. Probabilistic modeling of text generation and its constituent units</p> <p>3. Prerequisites for the proper organization of statistical research.</p> <p>4. Primary statistical text processing.</p> <p><b>Module 2.</b></p> <p>5. Calculation of the main statistical characteristics of the sample</p> <p>6. Statistical model of the text and probabilistic characteristics of the language norm</p> <p>7. Comparison of statistical characteristics of different samples</p> <p>8. Establishing relationships between different phenomena in the sample</p> <p>9. Non-parametric criteria of differences (differences)</p>		
<p><b>Literature</b></p>		
<p><i>Language of teaching Ukrainian</i></p> <p style="text-align: center;"><b>Compulsory reading</b></p> <p>1. Р.Г.Пиотровский, К.Б.Бектаев, А.А.Пиотровская «Математическая лингвистика». Учебное пособие для пед. ин-тов. – М. : «Высш. школа», 1977. – 383 с.</p> <p>2. В.В.Левицкий «Квантитативные методы в лингвистике». – Винница : Новая Книга, 2007.– 264с.</p> <p>3. В.Е.Гмурман Теория вероятностей и математическая статистика. Учебн. пособие для вузов. – М. : Высш.шк., 1998. – 479 с.</p> <p>4. В.Е.Гмурман Руководство к решению задач по теории вероятностей и математической статистике. Учебн. пособие для вузов. – М. : Высш.шк., 1998. – 400 с.</p> <p style="text-align: center;"><b>Recommended reading</b></p> <p>1. В.С.Донченко, М.В.-С.Сидоров, М.М.Шарапов Теорія ймовірностей та математична статистика : навчальний посібник. – К. : ВЦ «Академія», 2009. – 288 с.</p>		

2. Є.П.Зайцев Теорія ймовірностей і математична статистика. Базовий курс з індивідуальними завданнями і розв'язком типових варіантів : навч. посіб. – К. : Алеута, 2013. 440 с.
3. В.І.Жлуктенко, С.І.Наконечний Теорія ймовірностей і математична статистика : навч.-метод. посібник. У 2-х ч. – Ч.1. Теорія ймовірностей. – К. : КНЕУ, 2000. – 304 с.

GENERAL LINGUISTICS AND BASICS OF APPLIED LINGUISTICS				
Language of teaching	Semester/ Duration	ECTS credits / Type of course (mandatory, elective)	Course coordinator	Student workload
Ukrainian	1 <sup>st</sup> / 14 weeks 2 <sup>nd</sup> / 14 weeks	4 / mandatory 4/ mandatory	Svitlana Zharko, Ph.D. (Candidate of Science), Associate Professor	120 hours (14 h. lectures, 14 h. practical, 92 h. self- study time) in the 1 <sup>st</sup> semester 120 hours (22 h. lectures, 20 h. practical, 78 h. self- study time) in the second semester
The aim of this course is to provide general theoretical and practical training for bachelor's degree students with various texts analyses in terms of their ideological, thematic, genre and linguistic features, identifying the language units that the author uses to implement his plan.				
<b>Learning outcomes</b> At the end of the course students will be able to:		<b>Teaching methods, teaching and learning activities</b>		<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
1) demonstrate mastery of software for linguistic research;		Lectures, seminars, self-study activity, internet search, problem solving, (case-study)		Participation in the seminar/ discussion (CAS)
2) to define and actually formulate problems, offering their definition in the form of theses, chooses and substantiates variants of the decision of problems;		Lectures, practical classes, discussion on the basis of lecture materials and students' reading		Participation in the discussion, case study, tests (CAS)
3) constantly increase the level of terminological knowledge;		Discussion on the materials of the studied literature sources, seminar-debate, seminar-dialogue, problem solving, work in microgroups,		Essay, presentation, tests (CAS)
4) establish logical connections between knowledge and its application;		Practical classes, case study, workshop		Participation in the discussion, case study (CAS)
5) adhere to time limits and perform tasks on time		practical classes, case study		Peer small group presentation, case study (CAS)

Learning outcomes 1-3  Learning outcomes 4-5		Mid-term control (CAS)  Final exam (FAS)
<b>Assessment</b>		
<p><b>Assessment</b></p> <p><b>1 st semester: Final assessment as a result of 100 % Continuous assessment (CAS):</b>  10% Participation in the seminar / discussion  20% Case study  20% Test (multiple choice, computer)  20% Presentation (oral, multimedia)  30% projects implementation</p> <p><b>2 nd semester: Final assessment as a result of Final exam (40%) and Continuous assessment (60%):</b>  <b>40% Final exam (4 sets of written assignments)</b>  <b>60% Continuous assessment:</b>  10% Participation in the seminar / discussion  20% Case study  20% Test (multiple choice, computer)  10% Presentation (oral, multimedia)</p>		
<b>Contents</b>		
<p><b>Thematic structure of the course:</b></p> <p>MODULE 1.  Topic 1. Linguistics as a discipline.  Topic 2. The origin of language. Historical development of languages.  Topic 3. Phonetics. Interaction of sounds in the process of speech. Phonology.  Topic 4. Lexicology.</p> <p>MODULE 2.  Topic 5. Grammar. Ways of expressing grammatical meanings.  Topic 6. Syntactic units and categories.  Topic 7. Language as a sign system.  Topic 8. Language, speech, text.  Content module 1. Structural linguistics.</p>		
<b>Literature</b>		
<p><i>Language of teaching Ukrainian</i></p> <p style="text-align: center;"><b>Compulsory reading</b></p> <p>1. Левицький А.Е., Сингаївська А.В., Славова Л.Л. Вступ до мовознавства: Навчальний посібник. – К.: Центр навчальної літератури, 2006. – 104 с.  2. Davies A. An introduction to Applied Linguistics.- Second Edition, Edinburg University Press, 2007.-214 p.</p>		
<p style="text-align: center;"><b>Recommended reading</b></p> <p>1. Грищенко А. П., Мацько Л. І., Плющ М. Я. Сучасна українська літературна мова: Підручник. – К.: Вища шк., 2002. – 439 с.  2. Караман С. О., Караман О. В., Плющ М. Я. Сучасна українська літературна мова: Навчальний посібник. – К.: «Літера ЛТД», 2011. – 560 с.  3. Кочерган М.П. Вступ до мовознавства. – К.: Видавничий центр «Академія», 2000. – 464 с.  4. Мізін К.І. Курс лекцій з навчальної дисципліни «Вступ до мовознавства» для студентів I</p>		

курсу денної та заочної форм навчання за напрямом 6.020303– «філологія». – Кременчук: Видавничий відділ КНУ імені Михайла Остроградського, 2011. – С. 56.  
5. Паламарчук Л. С. Сучасна українська літературна мова. Лексика і фразеологія. – К.: Наукова думка, 1983. – С 292-326.

***THE PRACTICAL COURSE OF THE MAIN FOREIGN LANGUAGE (ENGLISH)***

<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course coordinator</b>	<b>Student workload</b>
English	1,2 /28 weeks	15,5 / Mandatory	Oleg Tarnopolsky, Doctor of Science, Full Professor;  Svitlana Storozhuk, Senior Lecturer	225 hours (70 h. practical, 155 h. self-study time)  240 hours (70 h. practical, 170 h. self-study time)
<p>The goal of the course for the first year of its study by students majoring in Philology (Applied Linguistics) is combined and foresees developing by learners their English communication skills on the intermediate (B1/B1+) level. This level has to be developed in all the four kinds of speech activities in English (speaking, listening, reading, and writing) and ensure fluent and unimpeded communication in General English.</p>				
<b>Learning outcomes</b> At the end of the course students will be able to:		<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment monitoring CAS, final assessment FAS)</b>	
<p>1) speak in English on the B1/B1+ levels at such a rate of speaking and at such a level of fluency and spontaneity that does not create difficulties for anybody; clearly and in details speak about a wide circle of topics, express their ideas on definite issues, giving arguments pro and contra; take part in dialogues and polylogues with a sufficient (for B1/B1+ command of the language) level of freedom, fluency, and spontaneity so as to achieve natural interaction with native speakers; take part in discussions in familiar contexts expressing and defending their views and ideas; present in monological speaking clear and detailed utterances concerning a broad circle of issues in their field of interests; express in a monologue their points of view on a proposed topic giving arguments for and against;</p> <p>2) read understanding the principal ideas of a text on both a concrete and abstract topic, understand modern literary prose, read articles and information on contemporary issues whose authors have a specific point of view or occupy a specific position;</p> <p>3) listen with understanding to lengthy utterances and lectures and follow even difficult</p>		<p>1) Practical classes, solving problem situations, brainstorming, discussions, case-studies, role-plays and simulations, students' presentations and workshops, peer-teaching, project work</p> <p>2) reading texts, Internet search</p> <p>3) listening to different kinds of</p>	<p>1) Participation in practical classes, solving problem situations, brainstorming, discussions, case-studies, role-plays and simulations, students' presentations and workshops, peer-teaching, project work (CAS)</p> <p>2) Internet search, reading texts (CAS)</p> <p>3) listening to different</p>	



<p>argumentation on sufficiently well-known topics, understand TV news and programs on current affairs, as well as most films in literary language;</p> <p>4) write competently using limited but well-selected language and communication materials being an independent user of English writing skills, write formal (business) and informal (personal) letters, essays and compositions demonstrating intercultural understanding and background knowledge in a specific context;</p> <p>5) demonstrate command of the language skills (pronunciation, grammar, and vocabulary) in accordance with the requirements of the B1/B1+ level within the framework of the course studied;</p> <p>6) demonstrate the knowledge of the culture and communicative behavioral patterns of the native speakers of English in the framework of the course studied, as well as demonstrate tolerance of cultural peculiarities distinct from those of the home culture;</p> <p>7) demonstrate the skills of adequate selection of functional communication styles and relevantly structure their oral and written communication.</p> <p>Learning outcomes 1-7 (1st semester)</p> <p>Learning outcomes 1-7 (2nd semester)</p>	<p>audio materials</p> <p>4) writing different kinds of written works (letters, essays, etc.), self-study, dictations and tests</p> <p>5) presentations and workshops, project work</p> <p>6) presentations and workshops, project work</p> <p>7) discussions, case-studies, role-plays and simulations</p>	<p>kinds of audio materials (CAS)</p> <p>4) writing different kinds of written works (letters, essays, etc.), self-study, dictations and tests (CAS)</p> <p>5) presentations and workshops, project work (CAS)</p> <p>6) presentations and workshops, project work (CAS)</p> <p>7) presentations and workshops, project work (CAS)</p> <p>Mid-term control: tests (CAS) Final Exam (FAS)</p>
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### Assessment

#### 1st semester

Final grade (final assessment) as a result of 100% continuous assessment:

20% Speaking (group discussion)

20% Use of English tests (vocabulary/grammar)

10% Writing a composition

10% Participation in the role play

10% Speech listening

10% Presentation (oral, multimedia)

20% Mid-term control

#### 2nd semester

**Final grade (final assessment) as a result of Final Exam (40%) and continuous assessment (60%):**

40% Final Exam (5 sets of written assignments, which include multiple choice tests, sentences with open end, tasks for reading, use of English and writing an essay or a letter, 2 tasks of oral assignments)

60% Continuous Assessment:

10% Speaking (group discussion)

20% Use of English tests (vocabulary/grammar)

10% Writing a composition

5% Participation in the role play 10% Speech listening
<b>Contents</b>
<p><b>Thematic structure of the course:</b></p> <p style="text-align: right;">1st semester</p> <p>1. Hobbies (Unit 1 of the coursebook) 2. Wildlife (Unit 2 of the coursebook) 3. Fashions (Unit 3 of the coursebook) 4. Fears (Unit 4 of the coursebook)</p> <p style="text-align: right;">2nd semester</p> <p>5. Arts (Unit 5 of the coursebook) 6. Politics (Unit 6 of the coursebook) 7. Ecology (Unit 7 of the coursebook) 8. Health (Unit 8 of the coursebook)</p>
<b>Literature</b>
<i>Language of teaching English</i>
<b>Compulsory reading</b>
<p>1. Kerr P., Jones C. Straightforward. Intermediate. Student's Book. Second Edition. London: Macmillan Education, 2019.</p> <p>2. Kerr P., Jones C. Straightforward. Intermediate. Workbook. Second Edition. Oxford: Macmillan Education, 2019.</p>
<b>Recommended reading</b>
<p>1. Evans V. FCE Use of English. Fifth Edition. Express Publishing, 2006</p> <p>2. Selected Stories of English and American Writers. Nova Knyha Publishers, 2004</p> <p>3. Express Digibook: <a href="https://www.expressdigibooks.com/">https://www.expressdigibooks.com/</a></p>

<b>THE PRACTICAL COURSE OF THE MAIN FOREIGN LANGUAGE (ENGLISH)</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course coordinator</b>	<b>Student workload</b>
English	3,4 /28 weeks	12 / Mandatory	Oleg Tarnopolsky, Doctor of Science, Full Professor;  Svitlana Storozhuk, Senior Lecturer	210 hours (70 h. practical, 134 h. self-study time)  150 hours (70 h. practical, 74 h. self-study time)
<p>The goal of the course for the second year of its study by students majoring in Philology (Applied Linguistics) is combined and foresees developing by learners their English communication skills on the upper intermediate (B2) level. This level has to be developed in all the four kinds of speech activities in English (speaking, listening, reading, and writing) and ensure fluent and unimpeded communication in General English.</p>				

<p style="text-align: center;"><b>Learning outcomes</b></p> <p>At the end of the course students will be able to:</p>	<p style="text-align: center;"><b>Teaching methods, teaching and learning activities</b></p>	<p style="text-align: center;"><b>Forms of assessment (continuous assessment monitoring CAS, final assessment FAS)</b></p>
<p>1) speak in English on the B2 levels at such a rate of speaking and at such a level of fluency and spontaneity that does not create difficulties for anybody; clearly and in details speak about a wide circle of topics, express their ideas on definite issues, giving arguments pro and contra; take part in dialogues and polylogues with a sufficient (for B2 command of the language) level of freedom, fluency, and spontaneity so as to achieve natural interaction with native speakers; take part in discussions in familiar contexts expressing and defending their views and ideas; present in monological speaking clear and detailed utterances concerning a broad circle of issues in their field of interests; express in a monologue their points of view on a proposed topic giving arguments for and against;</p> <p>2) read understanding the principal ideas of a text on both a concrete and abstract topic, understand modern literary prose, read articles and information on contemporary issues whose authors have a specific point of view or occupy a specific position;</p> <p>3) listen with understanding to lengthy utterances and lectures and follow even difficult argumentation on sufficiently well-known topics, understand TV news and programs on current affairs, as well as most films in literary language;</p> <p>4) write competently using limited but well-selected language and communication materials being an independent user of English writing skills, write formal (business) and informal (personal) letters, essays and compositions demonstrating intercultural understanding and background knowledge in a specific context;</p> <p>5) demonstrate command of the language skills (pronunciation, grammar, and vocabulary) in accordance with the requirements of the B2 level within the framework of the course studied;</p> <p>6) demonstrate the knowledge of the culture and communicative behavioral patterns of the native speakers of English in the framework of the course studied, as well as demonstrate tolerance of cultural peculiarities distinct from those of the home culture;</p>	<p>1) Practical classes, solving problem situations, brainstorming, discussions, case-studies, role-plays and simulations, students' presentations and workshops, peer-teaching, project work</p> <p>2) reading texts, Internet search</p> <p>3) listening to different kinds of audio materials</p> <p>4) writing different kinds of written works (letters, essays, etc.), self-study, dictations and tests</p> <p>5) presentations and workshops, project work</p> <p>6) presentations and workshops, project work</p>	<p>1) Participation in practical classes, solving problem situations, brainstorming, discussions, case-studies, role-plays and simulations, students' presentations and workshops, peer-teaching, project work (FAS)</p> <p>2) Internet search, reading texts (FAS)</p> <p>3) listening to different kinds of audio materials (FAS)</p> <p>4) writing different kinds of written works (letters, essays, etc.), self-study, dictations and tests (FAS)</p> <p>5) presentations and workshops, project work (FAS)</p> <p>6) presentations and workshops, project work (FAS)</p>

<p>7) demonstrate the skills of adequate selection of functional communication styles and relevantly structure their oral and written communication.</p> <p>Learning outcomes 1-7 (3<sup>rd</sup> semester)</p> <p>Learning outcomes 1-7 (4<sup>th</sup> semester)</p>	<p>7) discussions, case-studies, role-plays and simulations</p>	<p>7) presentations and workshops, project work (FAS)</p> <p>Final Exam (FAS) Mid-term control: tests (CAS)</p>																				
<p><b>Assessment</b></p> <p><b>3rd semester</b></p> <p><b>Final grade (final assessment) as a result of Final Exam (40%) and continuous assessment (60%):</b></p> <p>40% Final Exam (5 sets of written assignments, which include multiple choice tests, sentences with open end, tasks for reading, use of English and writing an essay or a letter, 2 tasks of oral assignments)</p> <p>60% Continuous Assessment:</p> <p>10% Speaking (group discussion)</p> <p>20% Use of English tests (vocabulary/grammar)</p> <p>10% Writing a composition</p> <p>5% Participation in the role play</p> <p>10% Speech listening</p> <p><b>4<sup>th</sup> semester</b></p> <p>Final grade (final assessment) as a result of 100% continuous assessment:</p> <p>20% Speaking (group discussion)</p> <p>20% Use of English tests (vocabulary/grammar)</p> <p>10% Writing a composition</p> <p>10% Participation in the role play</p> <p>10% Speech listening</p> <p>10% Presentation (oral, multimedia)</p> <p>20% Mid-term control</p>																						
<p><b>Contents</b></p>																						
<p><b>Thematic structure of the course:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 60%;"></td> <td style="text-align: center;">3rd semester</td> </tr> <tr> <td>1. Hobbies (Unit 1 of the coursebook)</td> <td></td> </tr> <tr> <td>2. Wildlife (Unit 2 of the coursebook)</td> <td></td> </tr> <tr> <td>3. Fashions (Unit 3 of the coursebook)</td> <td></td> </tr> <tr> <td>4. Fears (Unit 4 of the coursebook)</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">4<sup>th</sup> semester</td> </tr> <tr> <td>5. Arts (Unit 5 of the coursebook)</td> <td></td> </tr> <tr> <td>6. Politics (Unit 6 of the coursebook)</td> <td></td> </tr> <tr> <td>7. Ecology (Unit 7 of the coursebook)</td> <td></td> </tr> <tr> <td>8. Health (Unit 8 of the coursebook)</td> <td></td> </tr> </table>				3rd semester	1. Hobbies (Unit 1 of the coursebook)		2. Wildlife (Unit 2 of the coursebook)		3. Fashions (Unit 3 of the coursebook)		4. Fears (Unit 4 of the coursebook)			4 <sup>th</sup> semester	5. Arts (Unit 5 of the coursebook)		6. Politics (Unit 6 of the coursebook)		7. Ecology (Unit 7 of the coursebook)		8. Health (Unit 8 of the coursebook)	
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2. Wildlife (Unit 2 of the coursebook)																						
3. Fashions (Unit 3 of the coursebook)																						
4. Fears (Unit 4 of the coursebook)																						
	4 <sup>th</sup> semester																					
5. Arts (Unit 5 of the coursebook)																						
6. Politics (Unit 6 of the coursebook)																						
7. Ecology (Unit 7 of the coursebook)																						
8. Health (Unit 8 of the coursebook)																						
<p><b>Literature</b></p> <p><i>Language of teaching English</i></p> <p><b>Compulsory reading</b></p> <p>1. Kerr P., Jones C. Straightforward. Upper Intermediate. Student's Book. Second Edition. London:</p>																						

Macmillan Education, 2019.

2. Kerr P., Jones C. Straightforward. Upper Intermediate. Workbook. Second Edition. Oxford: Macmillan Education, 2019.

#### Recommended reading

1. Evans V. FCE Use of English. Fifth Edition. Express Publishing, 2006

2. Selected Stories of English and American Writers. Nova Knyha Publishers, 2004

3. Express Digibook: <https://www.expressdigibooks.com>

#### *THE PRACTICAL COURSE OF THE MAIN FOREIGN LANGUAGE (ENGLISH)*

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course coordinator	Student workload
English	5, 6 /28 weeks	12 / Mandatory (7 credits the 5th semester, 5 credits the 6 <sup>th</sup> semester)	Oleg Tarnopolsky, Doctor of Science, Full Professor	180 hours (70 h. practical, 110 h. self-study time) in the 5th semester, 165 hours (70 h. practical, 110 h. self-study time) in the 6th semester

The goal of the course for the third year of its study by students majoring in Philology (Applied Linguistics) is combined and foresees developing by learners their English communication skills on the Upper Intermediate (B2+) level. This level has to be developed in all the four kinds of speech activities in English (speaking, listening, reading, and writing) and ensure fluent and unimpeded communication in General English.

Learning outcomes At the end of the course students will be able to:	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
<p>1) speak in English on the B2+ levels at such a rate of speaking and at such a level of fluency and spontaneity that does not create difficulties for anybody; clearly and in details speak about a wide circle of topics, express their ideas on definite issues, giving arguments pro and contra; take part in dialogues and polylogues with a sufficient (for B2+ command of the language) level of freedom, fluency, and spontaneity so as to achieve natural interaction with native speakers; take part in discussions in familiar contexts expressing and defending their views and ideas; present in monological speaking clear and detailed utterances concerning a broad circle of issues in their field of interests; express in a monologue their points of view on a proposed topic giving arguments for and against;</p> <p>2) read understanding the principal ideas of a text on both a concrete and abstract topic, understand modern literary prose, read articles and information on contemporary issues whose authors have a</p>	<p>1) Practical classes, solving problem situations, brainstorming, discussions, case-studies, role-plays and simulations, students' presentations and workshops, peer-teaching, project work</p> <p>2) Internet search, reading texts</p>	<p>1) Participation in practical classes, solving problem situations, brainstorming, discussions, case-studies, role-plays and simulations, students' presentations and workshops, peer-teaching, project work</p> <p>2) Internet search, reading texts</p>

<p>specific point of view or occupy a specific position;</p> <p>3) listen with understanding to lengthy utterances and lectures and follow even difficult argumentation on sufficiently well-known topics, understand TV news and programs on current affairs, as well as most films in literary language;</p> <p>4) write competently using limited but well-selected language and communication materials being an independent user of English writing skills, write formal (business) and informal (personal) letters, essays and compositions demonstrating intercultural understanding and background knowledge in a specific context;</p> <p>5) demonstrate command of the language skills (pronunciation, grammar, and vocabulary) in accordance with the requirements of the B2+ level within the framework of the course studied;</p> <p>6) demonstrate the knowledge of the culture and communicative behavioral patterns of the native speakers of English in the framework of the course studied, as well as demonstrate tolerance of cultural peculiarities distinct from those of the home culture;</p> <p>7) demonstrate the skills of adequate selection of functional communication styles and relevantly structure their oral and written communication.</p>	<p>3) listening to different kinds of audio materials;</p> <p>4) writing different kinds of written works (letters, essays, etc.), self-study, dictations and tests</p> <p>5) students' presentations and workshops, peer-teaching, project work</p> <p>6) students' presentations and workshops, peer-teaching, project work;</p> <p>7) solving problem situations, brainstorming, discussions;</p>	<p>3) listening to different kinds of audio materials;</p> <p>4) writing different kinds of written works (letters, essays, etc.), self-study, dictations and tests</p> <p>5)students' presentations and workshops, peer-teaching, project work</p> <p>6)students' presentations and workshops, peer-teaching, project work;</p> <p>7) solving problem situations, brainstorming, discussions;</p>
<p>Learning outcomes 1-7</p>		<p>Mid-term control: language tests, speaking, reading, writing, and listening tasks (CAS)</p>
<p>Learning outcomes 1-7</p>		<p>Final control in the form of the examination – the 5th semester (FAS), in the form of pass/fail tasks – the 6<sup>th</sup> semester: language tests, speaking, reading, writing, and listening tasks (CAS)</p>
<p><b>Assessment</b></p> <p><b>5th semester: 100%. Final assessment as a result of completing the pass/fail tasks (20%) and constant assessment (80%)</b></p> <p><b>20% Final control in the form of pass/fail tasks: language tests, speaking, reading, writing, and listening tasks</b></p> <p><b>80% Continuous assessment:</b></p> <p>20% Participation in solving problem situations, brainstorming, discussions, case-studies, role-plays and simulations</p> <p>20% Participation in students' presentations and workshops, peer-teaching, project work</p>		

<p>20% Participation in Internet search, reading texts, listening to different kinds of audio materials  15% Writing different kinds of written works (letters, essays, etc.)  5% Dictations and tests  <b>6th semester: 100%. Final assessment as a result of the examination (40%) and constant assessment (60%)</b>  <b>40% Final control in the form of examination: language tests, speaking, reading, writing, and listening tasks</b>  <b>60% Continuous assessment:</b>  10% Participation in solving problem situations, brainstorming, discussions, case-studies, role-plays and simulations  20% Participation in students' presentations and workshops, peer-teaching, project work  15% Participation in Internet search, reading texts, listening to different kinds of audio materials  10% Writing different kinds of written works (letters, essays, etc.)  5% Dictations and tests</p>
<b>Contents</b>
<p><b>Thematic structure of the course:</b></p> <p style="text-align: right;">5th semester</p> <ol style="list-style-type: none"> <li>1. Something to shout about (Unit 1 of the coursebook)</li> <li>2. Escape Artists (Unit 2 of the coursebook)</li> <li>3. People Power (Unit 3 of the coursebook)</li> <li>4. Growing Concern (Unit 4 of the coursebook)</li> </ol> <p style="text-align: right;">6<sup>th</sup> semester</p> <ol style="list-style-type: none"> <li>5. Our Changing World (Unit 5 of the coursebook)</li> <li>6. A Job Well Done (Unit 6 of the coursebook)</li> <li>7. Fit for Life (Unit 7 of the coursebook)</li> <li>8. Live and Learn (Unit 8 of the coursebook)</li> </ol>
<b>Literature</b>
<p><i>Language of teaching English</i></p> <p style="text-align: center;"><b>Compulsory reading</b></p> <ol style="list-style-type: none"> <li>1. Evans V., Dooley J., Edwards L. Upstream. Advanced. Student's Book. Third Edition. Express Publishing, 2020.</li> <li>2. Evans V., Dooley J., Edwards L. Upstream. Advanced. Work Book. Third Edition. Express Publishing, 2020.</li> </ol> <p style="text-align: center;"><b>Recommended reading</b></p> <ol style="list-style-type: none"> <li>1. Evans V. FCE Use of English. Fifth Edition. Express Publishing, 2006</li> <li>2. Selected Stories of English and American Writers. Nova Knyha Publishers, 2004</li> <li>3. Express Digibook: <a href="https://www.expressdigibooks.com/">https://www.expressdigibooks.com/</a></li> </ol>

<b>THE PRACTICAL COURSE OF THE MAIN FOREIGN LANGUAGE (ENGLISH)</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course coordinator</b>	<b>Student workload</b>
English	7 and 8 /28weeks,	12 / Mandatory (6 credits the 7th semester, 4 credits the 8 <sup>th</sup> semester	Oleg Tarnopolsky, Doctor of Science, Full Professor	180 hours (42 h. practical, 138 h. self-study time) in the 7th semester, 120 hours

			(36 h. practical, 84 h. self-study time) in the 8 <sup>th</sup> semester
<p>The goal of the course for the third year of its study by students majoring in Philology (Applied Linguistics) is combined and foresees developing by learners their English communication skills on the advanced (C1) level. This level has to be developed in all the four kinds of speech activities in English (speaking, listening, reading, and writing) and ensure fluent and unimpeded communication in General English.</p>			
<p><b>Learning outcomes</b> At the end of the course students will be able to:</p>		<p><b>Teaching methods, teaching and learning activities</b></p>	<p><b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b></p>
<p>1) speak in English on the C1 levels at such a rate of speaking and at such a level of fluency and spontaneity that does not create difficulties for anybody; clearly and in details speak about a wide circle of topics, express their ideas on definite issues, giving arguments pro and contra; take part in dialogues and polylogues with a sufficient (for C1 command of the language) level of freedom, fluency, and spontaneity so as to achieve natural interaction with native speakers; take part in discussions in familiar contexts expressing and defending their views and ideas; present in monological speaking clear and detailed utterances concerning a broad circle of issues in their field of interests; express in a monologue their points of view on a proposed topic giving arguments for and against;</p> <p>2) read understanding the principal ideas of a text on both a concrete and abstract topic, understand modern literary prose, read articles and information on contemporary issues whose authors have a specific point of view or occupy a specific position;</p> <p>3) listen with understanding to lengthy utterances and lectures and follow even difficult argumentation on sufficiently well-known topics, understand TV news and programs on current affairs, as well as most films in literary language;</p> <p>4) write competently using limited but well-selected language and communication materials being an independent user of English writing skills, write formal (business) and informal (personal) letters, essays and compositions demonstrating intercultural understanding and background knowledge in a specific context;</p> <p>5) demonstrate command of the language skills (pronunciation, grammar, and vocabulary) in accordance with the requirements of the C1 level within the framework of the course studied;</p>		<p>1) Practical classes, solving problem situations, brainstorming, discussions, case-studies, role-plays and simulations, students' presentations and workshops, peer-teaching, project work</p> <p>2) Internet search, reading texts</p> <p>3) listening to different kinds of audio materials;</p> <p>4) writing different kinds of written works (letters, essays, etc.), self-study, dictations and tests</p> <p>5) students' presentations and workshops, peer-</p>	<p>1) Participation in practical classes, solving problem situations, brainstorming, discussions, case-studies, role-plays and simulations, students' presentations and workshops, peer-teaching, project work</p> <p>2) Internet search, reading texts</p> <p>3) listening to different kinds of audio materials;</p> <p>4) writing different kinds of written works (letters, essays, etc.), self-study, dictations and tests</p> <p>5) students' presentations and workshops, peer-teaching, project work</p>



<p>6) demonstrate the knowledge of the culture and communicative behavioral patterns of the native speakers of English in the framework of the course studied, as well as demonstrate tolerance of cultural peculiarities distinct from those of the home culture;</p> <p>7) demonstrate the skills of adequate selection of functional communication styles and relevantly structure their oral and written communication.</p> <p>Learning outcomes 1-7</p> <p>Learning outcomes 1-7</p>	<p>teaching, project work</p> <p>6) students’ presentations and workshops, peer-teaching, project work;</p> <p>7) solving problem situations, brainstorming, discussions;</p>	<p>6) students’ presentations and workshops, peer-teaching, project work;</p> <p>7) solving problem situations, brainstorming, discussions;</p> <p>Mid-term control: language tests, speaking, reading, writing, and listening tasks (CAS)</p> <p>Final control in the form of the examination – the 7th semester (FAS), in the form of pass/fail tasks – the 8<sup>th</sup> semester: language tests, speaking, reading, writing, and listening tasks (CAS)</p>
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<p><b>Assessment</b></p> <p><b>7th semester: 100%. Final assessment as a result of completing the pass/fail tasks (20%) and constant assessment (80%)</b></p> <p><b>20% Final control in the form of pass/fail tasks: language tests, speaking, reading, writing, and listening tasks</b></p> <p><b>80% Continuous assessment:</b></p> <p>20% Participation in solving problem situations, brainstorming, discussions, case-studies, role-plays and simulations</p> <p>20% Participation in students’ presentations and workshops, peer-teaching, project work</p> <p>20% Participation in Internet search, reading texts, listening to different kinds of audio materials</p> <p>15% Writing different kinds of written works (letters, essays, etc.)</p> <p>5% Dictations and tests</p> <p><b>8th semester: 100%. Final assessment as a result of the examination (40%) and constant assessment (60%)</b></p> <p><b>40% Final control in the form of examination: language tests, speaking, reading, writing, and listening tasks</b></p> <p><b>60% Continuous assessment:</b></p> <p>10% Participation in solving problem situations, brainstorming, discussions, case-studies, role-plays and simulations</p> <p>20% Participation in students’ presentations and workshops, peer-teaching, project work</p> <p>15% Participation in Internet search, reading texts, listening to different kinds of audio materials</p> <p>10% Writing different kinds of written works (letters, essays, etc.)</p> <p>5% Dictations and tests</p>	<p><b>Contents</b></p>
<p><b>Thematic structure of the course:</b></p>	

7th semester
<ol style="list-style-type: none"> <li>1. Something to shout about (Unit 1 of the coursebook)</li> <li>2. Escape Artists (Unit 2 of the coursebook)</li> <li>3. People Power (Unit 3 of the coursebook)</li> <li>4. Growing Concern (Unit 4 of the coursebook)</li> </ol>
8 <sup>th</sup> semester
<ol style="list-style-type: none"> <li>5. Our Changing World (Unit 5 of the coursebook)</li> <li>6. A Job Well Done (Unit 6 of the coursebook)</li> <li>7. Fit for Life (Unit 7 of the coursebook)</li> <li>8. Live and Learn (Unit 8 of the coursebook)</li> </ol>
<b>Literature</b>
<i>Language of teaching English</i>
<b>Compulsory reading</b>
<ol style="list-style-type: none"> <li>1. Evans V., Dooley J., Edwards L. Upstream. Advanced. Student's Book. Third Edition. Express Publishing, 2020.</li> <li>2. Evans V., Dooley J., Edwards L. Upstream. Advanced. Work Book. Third Edition. Express Publishing, 2020.</li> </ol>
<b>Recommended reading</b>
<ol style="list-style-type: none"> <li>1. Evans V. FCE Use of English. Fifth Edition. Express Publishing, 2006</li> <li>2. Selected Stories of English and American Writers. Nova Knyha Publishers, 2004</li> <li>3. Express Digibook: <a href="https://www.expressdigibooks.com/">https://www.expressdigibooks.com/</a></li> </ol>

<b>INFORMATION TECHNOLOGY IN LINGUISTIC RESEARCH</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	1/14 weeks, 56 hours in class	6/Mandatory	Larysa Korotka, Ph.D (Candidate of Science), Associate Professor	180 hours (56 h. practical, 124 h. self-study time)
The aim of this course is to provide general theoretical and practical training of bachelor students on information technology in linguistic research				
<b>Learning outcomes</b>		<b>Teaching methods, teaching and learning activities</b>		<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
On completion of the course, students will be able to:				
1) Identify the fundamental principles of linguistic research;		Problematic aspects of theoretical material, discussion		Test, oral answers to questions, exercise (FAS)
2) Choose and substantiate the means of information technology in accordance with tasks of linguistic research related to the creation and use of computer programs;		Problematic aspects of theoretical material, discussion		Project work in groups, presentation of results (FAS)

3) Conduct an information search on the Internet and process such information;	Problem solving, case-study, presentation of individual tasks	Project work in groups, presentation of results (FAS)
4) Use modern general and special programs in conducting linguistic research, including working independently on a computer ;	Problem solving, case-study, presentation of individual tasks	Project work in groups, presentation of results (FAS)
5) Prepare the results of search and analysis of information in the form of analytical reports;	Problem solving, case-study, presentation of individual tasks	Project work in groups, presentation of results (FAS)
6) Use virtual workspaces on the Internet for research and collaboration, including the use of cloud technologies in linguistic research.	Problem solving, case-study, presentation of individual tasks	Project work in groups, presentation of results (FAS)
Learning outcomes 1-6		Mid-term control: projects (FAS) Test (FAS)

### Assessment

#### Final grade (final assessment) as a result of 100% continuous assessment:

60% performance of laboratory work and participation in discussions

40% final control (tests)

### Contents

#### Literature

*Language of teaching Ukrainian*

#### Compulsory reading

1. Семотюк О. Л. Сучасні технології лінгвістичних досліджень Навчальний посібник. Львів: Видавництво Львівської політехніки, 2011. 152 с.
2. Основи інформатики та прикладної лінгвістики зі змістовим модулем: копірайтінг : конспект лекцій. Конспект лекцій/ укладачі : А. В. Прокопенко, Л. І. Гарцунова. – Суми : Сумський державний університет, 2020. – 108 с.
3. Баженов В. А. та ін. Інформатика. Комп'ютерна техніка. Комп'ютерні технології: Підручник.– К.: Каравела, 2003.– 464 с.
4. Дибкова Л. М. Інформатика та комп'ютерна техніка: Посібник для студентів вищих навчальних закладів.– К.: Видавничий центр "Академія", 2002.– 320 с.
5. Інформатика: Комп'ютерна техніка. Комп'ютерні технології. Посібник /За ред. О. І. Пушкаря.– К.: Видавничий центр "Академія", 2001.– 696 с.

#### Recommended reading

1. Макарова М. В., Карнаухова Г. В., Запара С. В. Інформатика та комп'ютерна техніка: Навч. посібник /За заг. ред. к. е. н., доц. М. В. Макарової.– Суми: ВТД «Університетська книга», 2003.– 642 с.
2. Програмування числових методів мовою Python : підруч. / А. В. Анісімов, А. Ю. Дорошенко, С. Д. Погорілий, Я. Ю. Дорогий ; за ред. А. В. Анісімова. – К. : Видавничо-поліграфічний центр "Київський університет", 2014. – 640 с.
3. Яковенко А.В. Основи програмування. Python. Частина 1 [Електронний ресурс]: підручник / А. В. Яковенко ; КПП ім. Ігоря Сікорського. – Електронні текстові данні (1 файл: 1,59 Мбайт). – Київ : КПП ім. Ігоря Сікорського, 2018. – 195 с.  
(<https://ela.kpi.ua/bitstream/123456789/25111/1/Python.pdf>)

*Language of teaching English***Compulsory reading**

1. Bird, S., Klein, E., & Loper, E. (2019). Natural language processing with Python. O'Reilly Media, Inc.
2. Bayley, R., Cameron, R., & Lucas, C. (2018). The Oxford Handbook of Sociolinguistics. Oxford University Press
3. Gaskell, M. G. (2017). The Oxford Handbook of Psycholinguistics. Oxford University Press
4. Huang, R. (2017). The Oxford Handbook of Pragmatics. Oxford University Press
5. Jurafsky, D. & Martin, J. H. (2019). Speech & language processing. Pearson
6. Manning, C. D., Raghavan, P., & H. Schütze. (2018). Introduction to information retrieval. Cambridge University Press
7. Mitkov, R. (2015). The Oxford Handbook of Computational Linguistics. Oxford University Press
8. Taylor, J. R. (Ed.). (2015). The Oxford Handbook of the Word. Oxford University Press

**Recommended reading**

1. Burrige, K. (2015). Taboo Words. In The Oxford Handbook of the Word.
2. Crystal, D. (2015). The Lure of Words. In The Oxford Handbook of the Word.
3. Fellbaum, C. (2015). Lexical Relations. In The Oxford Handbook of the Word.
4. Goddard, C. (2015). Words as carriers of cultural meaning. In The Oxford Handbook of the Word
5. Hoey, M. (2015). Words and Their Neighbours. In The Oxford Handbook of the Word.
6. Huang, R. (2017). What is Pragmatics? The Oxford Handbook of Pragmatics
7. Loudermilk, B. C. (2013). Psycholinguistic approaches. In The Oxford Handbook of Psycholinguistics
8. Levinson, S. (2017). Speech Acts. The Oxford Handbook of Pragmatics.
9. Moon, R. (2015). Multi-word Items. In The Oxford Handbook of the Word.
10. Ramsay, A. (2005). Discourse. The Oxford Handbook of Computational Linguistics. Oxford University Press
11. Raskin, V. (2015). Funny Words: Verbal Humour. In The Oxford Handbook of the Word
12. Walker, J. A., & Meyerhoff, M. (2013). Studies of the community and the individual. The Oxford Handbook of Sociolinguistics, 175

**FUNDAMENTALS OF PROGRAMMING**

<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	2,3,4,5/56 weeks, 168 hours in class	22,5 / Mandatory	Olga Denysiuk, Ph.D (Candidate of Science), Associate Professor	675 hours (168 h. of practical, 507 h. self-study time)

The aim of this course is to teach bachelor's degree students how to develop programs in Python using the structural-modular programming method, to give students theoretical and practical training on the basics of functional and object-oriented programming using Python, study the main stages of the software design process and define the principles of procedural programming for Python program development; study standard approaches to the development and analysis of the most common algorithms for solving problems in applied linguistics; analyze the capabilities of modern instrumental software development environments.

In the course of studying the discipline, both *general* (the ability to carry out abstract thinking, analysis and synthesis; the ability to search and process information, as well as to form a resource and

<p>information base for practical activities in various fields; the ability to criticize and self-criticize; the ability to make informed decisions), and <i>special</i> competencies (the ability to thoroughly master tools for conducting linguistic research of text and language information; the ability to create own tools for automating morphological, semantic and syntactic analysis using programming language; the ability to create web content using special software; the ability to use in practice knowledge of programming languages, information and search languages, machine translation technologies, fundamentals of linguistic modeling, computer linguistic systems) are formed.</p>		
<b>Learning outcomes</b> On completion of the course, students will :	<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS and final assessment FAS)</b>
1) know the main stages of the software development process;	Practical work, discussions, independent work	Participation in the discussion, performing practical work (CAS)
2) be familiar with typical algorithmic constructs;	Practical work, discussions, independent work	Participation in the discussion, performing practical work (CAS)
3) know modern specialized software tools and libraries of the Python programming language for solving linguistic problems	Practical work, discussions, independent work	Participation in the discussion, performing practical work (CAS)
4) know the basic data structures of the Python programming language and understand the specific features of each of them;	Practical work, discussions, independent work	Participation in the discussion, performing practical work (CAS)
5) understand the basic principles of functional and object-oriented programming paradigms;	Practical work, discussions, independent work	Participation in the discussion, performing practical work (CAS)
6) be able to use previously written programs and maintain programs, make changes to the program, and debug programs using the built-in tools	Practical work, discussions, independent work	Participation in the discussion, performing practical work (CAS)
7) be able to create Web content using special software;	Practical work, discussions, independent work	Participation in the discussion, performing practical work (CAS)
<p><b>Assessment</b>  <b>Final grade (final assessment) as a result of 100% continuous assessment:</b>  <b>60% completion and defense of practical work</b>  <b>20% participating in discussions</b>  <b>20% final assessment (computer tests)</b></p>		
<b>Content</b>		
<p><b>Module 1.</b>  1. Python routines  2. Working with lists in Python  3. Fundamentals of working with the NLTK library  4. Tokenization and lemmatization using the NLTK library</p>		

<b>Module 2.</b> 5. General concepts of OOP 6. Fundamental principles of OOP: inheritance 7. Fundamental principles of OOP: encapsulation 8. Fundamental principles of OOP: polymorphism
<b>Literature</b>
<i>Language of teaching English</i>  <p style="text-align: center;"><b>Compulsory reading</b></p> <ol style="list-style-type: none"> <li>McKinley W. Python and data analysis / W. McKinley. Moscow: DMK Press, 2015, 482 P.</li> <li>Vasiliev A. N. Python on examples. Practical course on programming/ A. N. Vasiliev. St. Petersburg. Nauka i tekhnika, 2016, 432 P.</li> <li>Lutz M. Learning Python, 4th edition. St. Petersburg.: Symbol-Plus, 2011. 1280 P.</li> <li>Zlatopolsky D. M. Basics of programming in Python. Moscow: DMK Press, 2017, 284 P.</li> <li>Lutz M. Programing in Python, 4th edition. Volume 1. St. Petersburg, Symbol-Plus, 2011. 992 P.</li> <li>Lutz M. Programing in Python, 4th edition. Volume 2. St. Petersburg, Symbol-Plus, 2011. 992 P.</li> </ol>
<p style="text-align: center;"><b>Recommended reading</b></p> <ol style="list-style-type: none"> <li>Python 3.5 (<a href="https://www.python.org/">https://www.python.org/</a>)</li> <li>NLTK (<a href="http://www.nltk.org/">http://www.nltk.org/</a>)</li> </ol>

<b><i>PRACTICAL COURSE OF THE SECOND FOREIGN LANGUAGE (GERMAN)</i></b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian, German	2/14 weeks, 28 hours in class	3 / mandatory	Irina Khurtak, Lecturer	150 hours (28 h. practical, 122 h. self-study time)
The aim of this course is to help students study the language according to the norms of vocabulary and grammar usage in writing, speaking, listening and reading at the level A1.				
<b>Learning outcomes</b>		<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>	
On completion of the course, students will be able to:				
1. Communicate in German, participate in dialogue and monologue communicative situations and topics of speech (dialogues in pairs for the situation, given by the teacher, form a short monologue statement for a given topic).		Dialoguing, discussion	Speaking, participation in the discussion (CAS)	
2. Demonstrate practical knowledge of vocabulary and grammar learnt during the semester, express oneself		Reading and grammar activities	Speaking, lexis and grammar test (CAS)	

<p>according to norms pronunciation and intonation rules.</p> <p>3. Understand the listening audio on topics that do not contain unfamiliar words and were well-read by native language speakers.</p> <p>4. Understand the main ideas of the text read at an elementary level of difficulty, the text may contain up to 20% of unfamiliar words, which context is clear from word-building elements.</p> <p>5. Present information about oneself (biography, family members, etc).</p> <p>6. Write simple letters (invitations, greetings on holidays, communication with friends etc).</p> <p>Learning outcomes 1-6</p>	<p>Listening activities</p> <p>Reading activities</p> <p>Presentations, role play, group activities</p> <p>Writing activities</p>	<p>Speech listening (CAS)</p> <p>Text reading, lexical test (CAS)</p> <p>Speaking, group presentations, participation in the role play (CAS)</p> <p>Writing an essay (CAS)</p> <p>Mid-term control: tests (CAS)</p>
<p><b>Assessment</b></p> <p><b>Final grade (final assessment) as a result of 100% continuous assessment:</b></p> <p>20% Speaking</p> <p>10% Lexical test, grammar test</p> <p>20% Writing a composition</p> <p>10% Participation in the role play</p> <p>10% Speech listening</p> <p>10% Presentation (oral, multimedia)</p> <p>20% Mid-term control</p>		
<p><b>Contents</b></p>		
<p><b>Thematic structure of the course:</b></p> <p><b>Module 1.</b></p> <p>Bekanntschaft, Abschied, Begrüßung, Berufe</p> <p>Familie, Kinder und Eltern.</p> <p>Mahlzeiten</p> <p><b>Module 2.</b></p> <p>Im Cafe</p> <p>Präsens, Aktiv, Imperativ</p> <p>Im Geschäft, Einkäufe</p> <p>Die Jahreszeiten, das Wetter</p>		
<p>1. Воробьев В.Т. Didaktische Materialien zum Selbststudium: навчальний посібник для студентів I-III курсів/ В.Т. Воробьев, Н.М. Багрова, І.П. Борисевич. - Дніпропетровськ: Дніпропетровський університет імені Альфреда Нобеля. - 2012. – 251с.</p> <p style="text-align: center;"><b>Recommended reading</b></p> <p>2. Волина С.А. Zeit für Deutsch: учебник немецкого языка. / С.А. Волина, Г.Б. Воронина, Л.М. Карпова./ М.: Иностраный язык, - 2003, ч.1, - 721 с.</p> <p><i>Language of teaching German</i></p> <p style="text-align: center;"><b>Compulsory reading</b></p> <p>1. D. Niebisch, F. Specht, M. Bovermann, M. Bövermann. Schritte international neu A1/1.- Hueber Verlag.- Ismanning, 2016. – 208 S.</p> <p style="text-align: center;"><b>Recommended reading</b></p> <p>2. Themen aktuell 1. Kursbuch und Arbeitsbuch: Lehrwerk für Deutsch als Fremdsprache. –</p>		

München: Max-Hueber-Verlag. - 2011, L 1-5. - 82, 76 S.  
 3. S. Glas-Peters, A. Pude, M. Reimann Menschen A 1/1.- Hueber Verlag.- Ismaning, 2020. – 104 S.

<b>PRACTICAL COURSE OF THE SECOND FOREIGN LANGUAGE (GERMAN)</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian, German	3/14 weeks, 96 hours in class	6 / mandatory	Helena Beresten, PhD in History, Associate Professor	180 hours (96 h. practicals, 84 h. self-study time)
<b>Course aims:</b> The course is geared towards helping students study the language according to the norms of vocabulary and grammar usage in writing, speaking, listening and reading at the level A1.2.				
<b>Learning outcomes</b> On completion of the course, students will be able to:		<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>	
1. Understand partner's speech; spontaneously maintain the conversation within the themes of the semester, within monologue speech. 2. Deliver a prepared message, in contains two or three deployed thesis. 3. Understand (depending on the communicative tasks or general details) dialogic and monologue texts, well-read by native speakers in a normal or accelerated speed, containing up to 10% of unfamiliar words. 4. Read without a dictionary the texts on general detailed topics (depending on the communicative tasks), understand the original texts at intermediate levels. 5. Partial understanding of the content, (up to 1500 signs with not more than 3-4% of unfamiliar words. 6. Write small stories or make written description of events concerning their lives, make description of the film, plays, books etc.  Learning outcomes 1-3  Learning outcomes 1-6		Dialoguing, discussion  Speaking tasks  Listening activities, presentation  Reading activities  Comprehension activities, reading and grammar tasks Writing activities	Speaking, participation in the discussion (CAS)  Speaking on topics (CAS) Speech listening, presentation assessment (CAS)  Text reading, lexical test (CAS)  Vocabulary and grammar test (CAS) Writing an essay (CAS)  Mid-term control: tests (CAS) Final assessment (FAS)	
<b>Assessment</b> <b>100% Final assessment as a result of Final exam (40%) and continuous assessment (60%)</b> <b>40% Final exam (4 sets of written assignments, each assignment includes 1 composition, multiple choice grammar and lexis tests, translation task)</b> <b>60% Continuous assessment:</b> 5% Speaking 5% Speech listening				



<p>10% Writing a composition  10% Participation in the discussion  10% Participation in the role play  10% Vocabulary, grammar and translation tests  10% Mid-term control</p>
<b>Contents</b>
<p><b>Thematic structure of the course:</b>  <b>Module 1.</b>  Meine Wohnung. Lexik: nach einem Ort fragen; einen Ort nennen; eine Wohnung, ein Haus beschreiben; Gefallen/Missfallen ausdrücken. Möbel und Elektrogeräte benennen, Farben benennen. Zahlen: 100-1.000.000. Grammatik: definitiver Artikel <i>der/die/das</i>. Lokale Adverbien <i>hier/dort</i>. Prädikatives Adjektiv: <i>Sie ist schön</i>. Personalpronomen <i>er/sie/es</i>. Negation <i>nicht</i>. Verbkonjugation <i>gefallen</i>.  Mein Tag. Lexik: Uhrzeit nennen; Alltagsaktivitäten nennen; Vorlieben ausdrücken; Wochentage nennen; Tagesablauf beschreiben, Öffnungszeiten verstehen. Grammatik: trennbare Verben; Verbkonjugation <i>sehen, arbeiten</i>, Verbposition im Satz; Präpositionen <i>am, um, von...bis</i>.  Freizeit. Lexik: Wetter/Jahreszeiten/Himmelsrichtungen beschreiben, Gespräche im Restaurant beim Einkauf führen, über Freizeit und Hobbys sprechen, Anzeigen lesen und schreiben. Grammatik: Akkusativ der Substantive, Ja-/Nein-Frage und Antwort. Verbkonjugation: <i>treffen, schlafen</i>.  Lernen – ein Leben lang. Lexik: Fähigkeiten ausdrücken, Absichten beschreiben, Willen äußern. Grammatik: Modalverben <i>können, wollen</i>. Satzklammer: <i>Ich kann nicht tanzen</i>.  <b>Module 2.</b>  Lernen – ein Leben lang. Lexik: Von Ereignissen in der Vergangenheit berichten, über Aktivitäten in der Vergangenheit sprechen. Grammatik: Perfekt.  Arbeit und Beruf. Lexik: Berufe benennen und erfragen; Informationen über Vergangenheit und Gegenwart austauschen; von Ereignissen und Aktivitäten in der Vergangenheit berichten. Wortbildung: <i>Der Lehrer – die Lehrerin</i>; Grammatik: Präteritum: <i>war, hatte</i>. Modale  In einer fremden Stadt. Lexik: Anweisungen geben / Abläufe erklären; über Erlaubtes / Verbotenes und Regeln sprechen, Informationsbroschüren verstehen; an der Hotelrezeption nachfragen. Grammatik: Modalverben: <i>müssen, dürfen</i>. Satzklammer: <i>Sie müssen einen Tisch reservieren</i>. Pronomen <i>man</i>. Imperativ  Gesundheit. Lexik: Körperteile benennen; über das Befinden sprechen; das Aussehen beschreiben; Anweisungen und Ratschläge geben; Eine Anfrage schreiben. Grammatik: Possessivpartikel: <i>dein, sein, ihr, unser...</i></p>
<p>1.Воробьев В.Т. Didaktische Materialien zum Selbststudium: навчальний посібник для студентів I-III курсів/ В.Т. Воробьев, Н.М. Багрова, І.П. Борисевич. - Дніпропетровськ: Дніпропетровський університет імені Альфреда Нобеля. - 2012. – 251с.</p>
<b>Recommended reading</b>
<p>2.Волина С.А. Zeit für Deutsch: учебник немецкого языка. / С.А. Волина, Г.Б. Воронина, Л.М. Карпова./ М.: Иностранный язык, - 2003, ч.1, - 721 с.</p>
<i>Language of teaching German</i>
<b>Compulsory reading</b>
<p>1.D. Niebisch, F. Specht, M. Bovermann, M. Bövermann. Schritte international neu A1/1.- Hueber Verlag.- Ismanning, 2016. – 208 S.</p>
<b>Recommended reading</b>
<p>2. Themen aktuell 1. Kursbuch und Arbeitsbuch: Lehrwerk für Deutsch als Fremdsprache. – München: Max-Hueber-Verlag. - 2011, L 1-5. - 82, 76 S.  3. S. Glas-Peters, A. Pude, M. Reimann Menschen A 1/1.- Hueber Verlag.- Ismanning, 2020. – 104 S.</p>

<b>PRACTICAL COURSE OF THE SECOND FOREIGN LANGUAGE (GERMAN)</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian, German	4/14 weeks, 84 hours in class	5 / mandatory	Helena Beresten, PhD in History, Associate Professor	150 hours (84 h. practicals, 66 h. self-study time)
<b>Course aims:</b> The course is geared towards helping students study the language according to the norms of vocabulary and grammar usage in writing, speaking, listening and reading at the level A2.				
<b>Learning outcomes</b>		<b>Teaching methods, teaching and learning activities</b>		<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
On completion of the course, students will be able to:				
1. Understand partner's speech; spontaneously maintain the conversation within the themes of the semester, within monologue speech.		Dialoguing, discussion		Speaking, participation in the discussion (CAS)
2. Deliver a prepared message, in contains two or three deployed thesis.		Speaking tasks, presentation		Topical speaking, presentation assessment (CAS) Speech listening (CAS)
3. Understand (depending on the communicative tasks or general details) dialogic and monologue texts, well-read by native speakers in a normal or accelerated speed, containing up to 10% of unfamiliar words.		Listening activities		Text reading, lexical test (CAS)
4. Read without a dictionary the texts on general detailed topics (depending on the communicative tasks), understand the original texts at intermediate levels.		Reading activities		Vocabulary and grammar test (CAS) Writing a composition (CAS)
5. Partial understanding of the content, (up to 1500 signs with not more than 3-4% of unfamiliar words.		Comprehension activities, reading and grammar tasks		Mid-term control: tests (CAS)
6. Write small stories or make written description of events concerning their lives, make description of the film, plays, books etc.		Writing activities		Final assessment (FAS)
Learning outcomes 1-3				
Learning outcomes 1-6				
<b>Assessment</b> <b>100% Final assessment as a result of Final exam (40%) and continuous assessment (60%)</b> <b>40% Final exam (4 sets of written assignments, each assignment includes 1 composition, multiple choice grammar and lexis tests, translation task)</b> <b>60% Continuous assessment:</b> 5% Speaking 5% Speech listening 10% Writing a composition 10% Participation in the discussion 10% Participation in the role play				

10% Vocabulary, grammar and translation tests 10% Mid-term control
<b>Contents</b>
<p><b>Thematic structure of the course:</b></p> <p><b>Module 1.</b>  Terminvereinbarung. Einen Termin vereinbaren. Hörverstehen. Rollenspiele- Grammatik: Steigerungsstufen der Adjektive und Adverbien. Possessivpartikel: <i>dein, sein, ihr, unser...</i> Modalverb: <i>sollen</i>. Satzklammer: <i>Wir sollen zu Hause bleiben</i>.  In der Stadt unterwegs. Lexik: nach dem Weg fragen; den Weg beschreiben; Verkehrsmittel benennen; Ortsangaben machen; Orte und Richtungen bestimmen; Fahrpläne verstehen; Informationen und Durchsagen entnehmen. Am Bahnhof: um Auskunft bitten. Grammatik: Präposition <i>mit</i>. Lokale Präpositionen: <i>an, auf, bei, hinter, in, neben, über, unter, vor, zwischen</i>; lokale Präpositionen <i>zu, nach, in</i>.  Der Kunde ist König Lexik: Zeitangaben verstehen und machen. Zeitliche Bezüge nennen. Um Serviceleistungen bitten. Schriftliche Mitteilungen und Telefonansagen verstehen. Grammatik: Temporale Präpositionen: <i>vor, nach, bei...</i> Temporale Präpositionen: <i>bis, ab</i>. Höflichkeitsform Konjunktiv II: <i>würde, könnte</i>. Satzklammer: <i>Könnten Sie bitte Kaffee kochen?</i> Verben mit verschiedenen Präfixen: <i>an-, aus-, auf-, zu-</i>.</p> <p><b>Module 2.</b>  Neue Kleider Lexik: Kleidungsstücke benennen und bewerten. Gefallen/Missfallen ausdrücken. Vorlieben und Bewertungen ausdrücken. Einen Zeitungsartikel verstehen. Vorlieben erfragen, einen Auswahl treffen. Im Kaufhaus: um Hilfe/Rat bitten. Grammatik: Demonstrativpronomen: <i>der, die, das; dies-</i>. Fragepartikel <i>welch-</i>. Komparation <i>gut, gern, lieber</i>. Verbkonjugation <i>mögen</i>. Personalpronomen im Dativ. Verben mit Dativ: <i>gefallen, gehören, passen</i>. Feste. Lexik: Das Datum erfragen und nennen. Über Personen und Dinge sprechen. Gründe angeben. Einen Termin schriftlich absagen und zusagen. Einladungen lesen und schreiben. Feste nennen. Glückwünsche ausdrücken. Grammatik: Ordinalzahlen. Personalpronomen im Akkusativ. Konjunktion <i>denn</i>. Verbkonjugation: <i>werden</i>.  Wichtigste Feste in Deutschland. Texte lesen, verstehen und diskutieren: „Lieber guter Nikolaus“ „Ostern“, „Silvester“. Grammatik: die wichtigsten Themen wiederholen. Offizielle Briefe schreiben.</p> <p>1. Воробьев В.Т. Didaktische Materialien zum Selbststudium: навчальний посібник для студентів I-III курсів/ В.Т. Воробьев, Н.М. Багрова, І.П. Борисевич. - Дніпропетровськ: Дніпропетровський університет імені Альфреда Нобеля. - 2012. – 251с.</p> <p style="text-align: center;"><b>Recommended reading</b></p> <p>2. Волина С.А. Zeit für Deutsch: учебник немецкого языка. / С.А. Волина, Г.Б. Воронина, Л.М. Карпова./ М.: Иностранный язык, - 2003, ч.1, - 721 с.</p> <p><i>Language of teaching German</i></p> <p style="text-align: center;"><b>Compulsory reading</b></p> <p>1. D. Niebisch, F. Specht, M. Bovermann, M. Bövermann. Schritte international neu A1/1.- Hueber Verlag.- Ismanning, 2016. – 208 S.</p> <p style="text-align: center;"><b>Recommended reading</b></p> <p>2. Themen aktuell 1. Kursbuch und Arbeitsbuch: Lehrwerk für Deutsch als Fremdsprache. – München: Max-Hueber-Verlag. - 2011, L 1-5. - 82, 76 S.</p> <p>3. S. Glas-Peters, A. Pude, M. Reimann Menschen A 1/1.- Hueber Verlag.- Ismanning, 2020. – 104 S.</p>

<b>PRACTICAL COURSE OF THE SECOND FOREIGN LANGUAGE (GERMAN)</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian, German	5/14 weeks, 56 hours in class	6 / mandatory	Helena Beresten, PhD in History, Associate Professor	180 hours (56 h. practicals, 124 h. self-study time)
<b>Course aims:</b> The course is geared towards helping students study the language according to the norms of vocabulary and grammar usage in writing, speaking, listening and reading at the level A2.2				
<b>Learning outcomes</b> On completion of the course, students will be able to:		<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>	
1. Speak freely and without preparation on topics studied in the semester. 2. Participate fully in an interview as the interviewer and the one who answers. 3. Produce clear, well-spoken, well-structured speech with logical structure which helps the listener to notice and remember important points. 4. Understand the dialogue and monologue speech of non-special texts at intermediate level, well-read by native speakers at middle speed, containing up to 15% of unfamiliar words. 5. Interpret text on the subject offered. 6. Identify key details, including the attitudes and opinions in writing.		Dialoguing, discussion  Role play activities  Speaking, lexis and grammar tasks  Listening activities  Reading and translation  Writing activities	Speaking, participation in the discussion (CAS) Speaking and understanding, participation in the role play (CAS) Pronunciation and understanding in speaking (CAS)  Speech listening (CAS)  Text reading, text translation (CAS) Vocabulary and grammar tests, writing an essay (CAS) Mid-term control: tests (CAS)	
Learning outcomes 1-6				
<b>Assessment</b> <b>Final grade (final assessment) as a result of 100% continuous assessment:</b> 20% Speaking 10% Lexical test, grammar test 20% Writing an essay 10% Participation in the role play 10% Speech listening 10% Presentation (oral, multimedia) 20% Mid-term control				
<b>Contents</b>				

<p><b>Thematic structure of the course:</b></p> <p><b>Module 1.</b> Sport und Fitness Lexik: Gesundheitstipps geben; Interesse ausdrücken; Gefühle ausdrücken; telefonische Anfrage machen. Grammatik: reflexive Verben; Verben mit Präpositionen; Fragewörter und Präpositionaladverbien. Ausbildung und Karriere. Lexik: über den Ausbildungsweg sprechen; die Meinung sagen; über das Schulsystem und Schulerinnerungen sprechen; ein Interview verstehen. Grammatik: Präteritum der Modalverben; Konjunktion <i>dass</i>. Feste und Geschenke Lexik: über Geschenke sprechen; Ideen ausdrücken; Bitten und Empfehlungen ausdrücken; Geschenkgutscheine machen; Hochzeitsbräuche lesen. Grammatik: Dativ als Objekt; Stellung der Objekte.</p> <p><b>Module 2.</b> Am Wochenende. Lexik: Gegensätze ausdrücken; Vorschläge machen, Wochenendaktivitäten beschreiben. Grammatik: Konjunktion <i>trotzdem</i> Hobbys. Lexik: Wünsche ausdrücken; Veranstaltungskalender verstehen; Veranstaltungstipps in Radio hören. Grammatik: Konjunktiv II <i>hätte, wäre, würde; könnte</i>. Warenwelt. Lexik: Gegenstände beschreiben; kurze Interviews im Radio hören; über private Ausgaben sprechen. Grammatik: Adjektivdeklination: unbestimmter Artikel</p> <p>1. Воробьов В.Т. Didaktische Materialien zum Selbststudium: навчальний посібник для студентів I-III курсів/ В.Т. Воробьов, Н.М. Багорова, І.П. Борисевич. - Дніпропетровськ: Дніпропетровський університет імені Альфреда Нобеля. - 2012. – 251с. <b>Recommended reading</b> 2. Волина С.А. Zeit für Deutsch: учебник немецкого языка. / С.А. Волина, Г.Б. Воронина, Л.М. Карпова./ М.: Иностранный язык, - 2003, ч.1, - 721 с.</p> <p><i>Language of teaching German</i></p> <p><b>Compulsory reading</b> 1. D. Niebisch, F. Specht, M. Bovermann, M. Bövermann. Schritte international neu A1/1.- Hueber Verlag.- Ismanning, 2016. – 208 S.</p> <p><b>Recommended reading</b> 2. Themen aktuell 1. Kursbuch und Arbeitsbuch: Lehrwerk für Deutsch als Fremdsprache. – München: Max-Hueber-Verlag. - 2011, L 1-5. - 82, 76 S. 3. S. Glas-Peters, A. Pude, M. Reimann Menschen A 1/1.- Hueber Verlag.- Ismanning, 2020. – 104 S.</p>
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<b>PRACTICAL COURSE OF THE SECOND FOREIGN LANGUAGE (GERMAN)</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian, German	6/11 weeks, 44 hours in class	6 / mandatory	Helena Beresten, PhD in History, Associate Professor	180 hours (44 h. practicals, 136 h. self-study time)
<b>Course aims:</b> The course is geared towards helping students study the language according to the norms of vocabulary and grammar usage in writing, speaking, listening and reading at the level A2/B1				
<b>Learning outcomes</b> On completion of the course, students will be able to:			<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
1. Speak freely and without preparation on topics studied in the semester.			Dialoguing, discussion	Speaking, participation in the discussion (CAS)

<p>2. Participate fully in an interview as the interviewer and the one who answers.</p> <p>3. Produce clear, well-spoken, well-structured speech with logical structure which helps the listener to notice and remember important points.</p> <p>4. Understand the dialogue and monologue speech of non-special texts at intermediate level, well-read by native speakers at middle speed, containing up to 15% of unfamiliar words.</p> <p>5. Interpret text on the subject offered.</p> <p>6. Identify key details, including the attitudes and opinions in writing.</p> <p>Learning outcomes 1-6</p>	<p>Role play activities</p> <p>Speaking, lexis and grammas tasks</p> <p>Listening activities</p> <p>Reading and translation</p> <p>Writing activities</p>	<p>Speaking and understanding, participation in the role play (CAS)</p> <p>Pronunciation and understanding in speaking (CAS)</p> <p>Speech listening (CAS)</p> <p>Text reading, text translation (CAS)</p> <p>Vocabulary and grammar tests, writing an essay (CAS)</p> <p>Mid-term control: tests (CAS)</p>
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### Assessment

#### Final grade (final assessment) as a result of 100% continuous assessment:

- 20% Speaking
- 10% Lexical test, grammar test
- 20% Writing an essay
- 10% Participation in the role play
- 10% Speech listening
- 10% Presentation (oral, multimedia)
- 20% Mid-term control

### Contents

#### Thematic structure of the course:

##### Module 1.

Meine Lieblingssache. Lexik: etwas vergleichen; einen Gegenstand präsentieren. Grammatik: Komparativ und Superlativ; Vergleichspartikel *als, wie*.

Kommunikation. Lexik: unpersönliche Sachverhalte verstehen, Produkte beschreiben; Nachrichten verstehen. Grammatik: Passiv – Präsens; Adjektivdeklinaton: bestimmter Artikel; Frageartikel *Was für ein? –los*. Wortbildung Adjektive: *-un, -los*.

Männer. Lexik: Ortsangaben machen; Wege beschreiben; etwas begründen; Sicherheitshinweise verstehen; Verkehrsnachrichten hören; Wetterprognose verstehen. Grammatik: Lokale Präpositionen *aus, von, an...vorbei, bis zu, durch, um...herum*; Konjunktion *deshalb*; Wortbildung Adjektive: *-ig, -bar, -isch*.

##### Module 2.

Reisen. Lexik: Reiseziele angeben; Kleinanzeigen verstehen; eine Reise buchen; Postkarten schreiben; eine Traumreise planen. Grammatik: lokale Präpositionen *an, auf, in*; Adjektivdeklinaton: ohne Artikel; modale Präposition *ohne*; temporale Präpositionen *von...an, über*.

Geld. Lexik: sich am Bankschalter informieren; sich über Zahlungswege informieren; über Dienstleistungen sprechen. Grammatik: Indirekte Fragen mit Fragepronomen; Verb lassen.

Lebensstationen. Lexik: über Vergangenes sprechen; Wünsche, Vorschläge und Ratschläge. Lebensgeschichte lesen. Grammatik: Wiederholung: Perfekt und Präteritum; Konjunktiv II; Hauptsatzverbindungen; Nebensatzverbindungen.

1. Воробьов В.Т. Didaktische Materialien zum Selbststudium: навчальний посібник для студентів I-III курсів/ В.Т. Воробьов, Н.М. Багорова, І.П. Борисевич. - Дніпропетровськ: Дніпропетровський університет імені Альфреда Нобеля. - 2012. – 251с.

**Recommended reading**

2. Волина С.А. Zeit für Deutsch: учебник немецкого языка. / С.А. Волина, Г.Б. Воронина, Л.М. Карпова./ М.: Иностранный язык, - 2003, ч.1, - 721 с.

*Language of teaching German*

**Compulsory reading**

1. D. Niebisch, F. Specht, M. Bovermann, M. Bövermann. Schritte international neu A1/1.- Hueber Verlag.- Ismanning, 2016. – 208 S.

**Recommended reading**

2. Themen aktuell 1. Kursbuch und Arbeitsbuch: Lehrwerk für Deutsch als Fremdsprache. – München: Max-Hueber-Verlag. - 2011, L 1-5. - 82, 76 S.

3. S. Glas-Peters, A. Pude, M. Reimann Menschen A 1/1.- Hueber Verlag.- Ismanning, 2020. – 104 S.

<b>PRACTICAL COURSE OF THE SECOND FOREIGN LANGUAGE (GERMAN)</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian, German	7/14 weeks, 42 hours in class	6 / mandatory	Helena Beresten, PhD in History, Associate Professor	180 hours (42 h. practicals, 138 h. self-study time)
<b>Course aims:</b> The course is geared towards helping students study the language according to the norms of vocabulary and grammar usage in writing, speaking, listening and reading at the level B1.1				
<b>Learning outcomes</b> On completion of the course, students will be able to:			<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
1. Speak freely and without preparation on topics studied in the semester.			Dialoguing, discussion	Speaking, participation in the discussion (CAS)
2. Participate fully in an interview as the interviewer and the one who answers.			Role play activities	Speaking and understanding, participation in the role play (CAS)
3. Produce clear, well-spoken, well-structured speech with logical structure which helps the listener to notice and remember important points.			Speaking, lexis and grammar tasks	Pronunciation and understanding in speaking (CAS)
4. Understand the dialogue and monologue speech of non-special texts at intermediate level, well-read by native speakers at middle speed, containing up to 15% of unfamiliar words.				Speech listening (CAS)
5. Interpret text on the subject offered.			Listening activities	Text reading, text translation (CAS)
6. Identify key details, including the attitudes and				Vocabulary and

opinions in writing.  Learning outcomes 1-6	Reading and translation  Writing activities	grammar tests, writing an essay (CAS) Mid-term control: tests (CAS)
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**Assessment****Final grade (final assessment) as a result of 100% continuous assessment:**

20% Speaking  
10% Lexical test, grammar test  
20% Writing an essay  
10% Participation in the role play  
10% Speech listening  
10% Presentation (oral, multimedia)  
20% Mid-term control

**Contents****Thematic structure of the course:****Module 1.**

*Sport und Gesundheit.* Indirekte Fragesätze mit ob bzw. Fragewort.  
*Gesundheitsbewusstsein. Krankheit. Arztbesuch.* Meinungen ausdrücken.  
*Planung eines Ausfluges.* Dialoge machen. Hörverstehen

**Module 2.**

*Berufswelt und Ideen.* Erfolgsgeschichten lesen und diskutieren. Präsens Passiv  
*Arbeitswelt, Freizeit und Vergnügen.* Meinungen ausdrücken. Präteritum Passiv.  
Perfekt Passiv  
*Humor in unserem Alltag.* Zweigliedrige Konjunktionen zwar... aber, entweder... oder, entweder... oder, nicht nur... sondern aber.

1. Воробьев В.Т. Didaktische Materialien zum Selbststudium: навчальний посібник для студентів I-III курсів/ В.Т. Воробьев, Н.М. Багрова, І.П. Борисевич. - Дніпропетровськ: Дніпропетровський університет імені Альфреда Нобеля. - 2012. – 251с.

**Recommended reading**

2. Волина С.А. Zeit für Deutsch: учебник немецкого языка. / С.А. Волина, Г.Б. Воронина, Л.М. Карпова./ М.: Иностранный язык, - 2003, ч.1, - 721 с.

*Language of teaching German***Compulsory reading**

1. D. Niebisch, F. Specht, M. Bovermann, M. Bövermann. Schritte international neu A1/1.- Hueber Verlag.- Ismanning, 2016. – 208 S.

**Recommended reading**

2. Themen aktuell 1. Kursbuch und Arbeitsbuch: Lehrwerk für Deutsch als Fremdsprache. – München: Max-Hueber-Verlag, - 2011, L 1-5. - 82, 76 S.

3. S. Glas-Peters, A. Pude, M. Reimann Menschen A 1/1.- Hueber Verlag.- Ismanning, 2020. – 104 S.

<b>PRACTICAL COURSE OF THE SECOND FOREIGN LANGUAGE (GERMAN)</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>



Ukrainian, German	8/9 weeks, 18 hours in class	3 / mandatory	Helena Beresten, PhD in History, Associate Professor	90 hours (18 h. practicals, 72 h. self-study time)
<b>Course aims:</b> The course is geared towards helping students study the language according to the norms of vocabulary and grammar usage in writing, speaking, listening and reading at the level B1.2/B2				
<b>Learning outcomes</b> On completion of the course, students will be able to:		<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>	
<ol style="list-style-type: none"> <li>1. Speak freely and without preparation on topics studied in the semester.</li> <li>2. Participate fully in an interview as the interviewer and the one who answers.</li> <li>3. Produce clear, well-spoken, well-structured speech with logical structure which helps the listener to notice and remember important points.</li> <li>4. Understand the dialogue and monologue speech of non-special texts at intermediate level, well-read by native speakers at middle speed, containing up to 15% of unfamiliar words.</li> <li>5. Interpret text on the subject offered.</li> <li>6. Identify key details, including the attitudes and opinions in writing.</li> </ol> <p>Learning outcomes 1-6</p>		<p>Dialoguing, discussion</p> <p>Role play activities</p> <p>Speaking, lexis and grammas tasks</p> <p>Listening activities</p> <p>Reading and translation</p> <p>Writing activities</p>	<p>Speaking, participation in the discussion (CAS) Speaking and understanding, participation in the role play (CAS) Pronunciation and understanding in speaking (CAS)</p> <p>Speech listening (CAS)</p> <p>Text reading, text translation (CAS) Vocabulary and grammar tests, writing an essay (CAS) Mid-term control: tests (CAS)</p>	
<b>Assessment</b> <b>Final grade (final assessment) as a result of 100% continuous assessment:</b> 20% Speaking 10% Lexical test, grammar test 20% Writing an essay 10% Participation in the role play 10% Speech listening 10% Presentation (oral, multimedia) 20% Mid-term control				
<b>Contents</b>				
<b>Thematic structure of the course:</b> <b>Module 1.</b> <i>Große Meister-kleine Schwäche.</i> Temporalsätze mit « als » und « wenn». Temporale Adverbien. <i>Die bekannten deutschen Persönlichkeiten.</i> Konjunktiv II. Bildung und Gebrauch in den Komparativsätzen und Konditionalsätzen. Infinitivsatz				

<p><i>Freizeit und Vergnügen.</i> Konditionalsätze mit « wenn , falls ». Konjunktionslose Konditionalsätze.  <b>Module 2.</b>  <i>Jugendkultur, Generationen</i> Komparativsätze mit “wie”, “als”, “je...desto”. Relativsätze mit wer, was.          Infinitivkonstruktion ohne zu  <i>Menschliche Beziehungen.</i> Konjunktiv II. Bildung und Gebrauch in den Komparativsätzen und Konditionalsätzen. Infinitivsatz  <i>Kinobesuch, Konzertbesuch.</i> Dialoge machen. Grammatik wiederholen. Hörverstehen</p>
<p>1. Воробьев В.Т. Didaktische Materialien zum Selbststudium: навчальний посібник для студентів I-III курсів/ В.Т. Воробьев, Н.М. Багрова, І.П. Борисевич. - Дніпропетровськ: Дніпропетровський університет імені Альфреда Нобеля. - 2012. – 251с.  <b>Recommended reading</b>          2. Волина С.А. Zeit für Deutsch: учебник немецкого языка. / С.А. Волина, Г.Б. Воронина, Л.М. Карпова./ М.: Иностранный язык, - 2003, ч.1, - 721 с.</p> <p><i>Language of teaching German</i></p> <p style="text-align: center;"><b>Compulsory reading</b></p> <p>1. D. Niebisch, F. Specht, M. Bovermann, M. Bövermann. Schritte international neu A1/1.- Hueber Verlag.- Ismanning, 2016. – 208 S.</p> <p style="text-align: center;"><b>Recommended reading</b></p> <p>2. Themen aktuell 1. Kursbuch und Arbeitsbuch: Lehrwerk für Deutsch als Fremdsprache. – München: Max-Hueber-Verlag. - 2011, L 1-5. - 82, 76 S.          3. S. Glas-Peters, A. Pude, M. Reimann Menschen A 1/1.- Hueber Verlag.- Ismanning, 2020. – 104 S.</p>

<b>PRACTICAL COURSE OF THE SECOND FOREIGN LANGUAGE (SPANISH)</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian, Spanish	2/14 weeks, 28 hours in class	5 / mandatory	Oleksandr Pliushchai, Senior Lecturer	150 hours (28 h. practicals, 122 h. self-study time)
<b>Course aims:</b> The course is geared towards helping students study the language according to the norms of vocabulary and grammar usage in writing, speaking, listening and reading at the level A1.				
<b>Learning outcomes</b>		<b>Teaching methods, teaching and learning activities</b>		<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
On completion of the course, students will be able to:				
1. Communicate in Spanish, participate in dialogue and monologue communicative situations and topics of speech (dialogues in pairs for the situation, given by the teacher, form a short monologue statement for a given topic). 2. Demonstrate practical knowledge of vocabulary and grammar learnt during the semester, express oneself according to norms pronunciation and intonation rules. 3. Understand the listening audio on topics that do not contain unfamiliar words and were well-read by native language speakers.		Dialoguing, discussion        Reading and grammar activities		Speaking, participation in the discussion (CAS)  Speaking, lexis and grammar test (CAS)  Speech listening (CAS)  Text reading, lexical test (CAS)

<p>4. Understand the main ideas of the text read at an elementary level of difficulty, the text may contain up to 20% of unfamiliar words, which context is clear from word-building elements.</p> <p>5. Present information about oneself (biography, family members, etc).</p> <p>6. Write simple letters (invitations, greetings on holidays, communication with friends etc).</p> <p>Learning outcomes 1-6</p>	<p>Listening activities</p> <p>Reading activities</p> <p>Presentations, role play, group activities</p> <p>Writing activities</p>	<p>Speaking, group presentations, participation in the role play (CAS)</p> <p>Writing an essay (CAS)</p> <p>Mid-term control: tests (CAS)</p>
<p><b>Assessment</b></p> <p><b>Final grade (final assessment) as a result of 100% continuous assessment:</b></p> <p>20% Speaking</p> <p>10% Lexical test, grammar test</p> <p>20% Writing a composition</p> <p>10% Participation in the role play</p> <p>10% Speech listening</p> <p>10% Presentation (oral, multimedia)</p> <p>20% Mid-term control</p>		
<p><b>Contents</b></p>		
<p><b>Thematic structure of the course:</b></p> <p><b>Module 1.</b></p> <p>Conocimiento, Saludos.</p> <p>Información personal acerca de sus nombres, apellidos, patronímicos etc, identificación de los objetos. Nombres sustantivos y adjetivos, coordinación del género y número de los nombres y los sustantivos. Artículos determinados e indeterminados. Pronombres personales.</p> <p>Presentación de si mismo. Biografía. Modos de presentarse. Nacionalidad, datos personales y profesionales.</p> <p>Oraciones afirmativas e interrogativas de varios tipos, palabras interrogativas, negación, situaciones de presentación "ser", "estar", "tener", "hacer", "ir".</p> <p>Expresiones modales tener que + infinitivo; ir a + infinitivo.</p> <p><b>Module 2.</b></p> <p>La familia Información sobre padres y parientes. Miembros de la familia, parientes y padres, edad, ocupación. Vivir juntos/con la pareja, separados, casarse, divorciarse, relaciones "padres-hijos". Pronombres indicativos (este, ese, aquel...). Presente de indicativo de los verbos regulares. Conjugación de los verbos regulares e irregulares.</p> <p>La rutina. Contactos y actividades habituales. Escribir su propia agenda del día, redactar el horario describiendo sus actividades, diferencias entre un día español y un día ucraniano. Presente de indicativo de los verbos regulares Conjugación de los verbos.</p> <p>Día de trabajo (estudios en la universidad). Información sobre su rutina, trabajos y ocupaciones diarios. Descripción de los estudios en la Universidad.</p> <p>Pronombres determinados e indeterminados (algo, alguien, alguno; nada nadie, ninguno). Presente de indicativo de los verbos irregulares. Conjugación de verbos regulares e irregulares.</p>		
<p>1. Устинова Р.Ф. Іспанська мова: навч. посібник. / Р. Ф.Устинова. — Д.: НГУ, 2013. — 310 с.</p> <p>3. Многоязычный словарь современной фразеологии [Текст] / сост. В. Виноградова [и др.];</p>		

ред. Д. Джанни Пуччо. – М. : Флинта; Рим : Изд-во Итал.-славян. Культур. Асоц., 2012. – 431 с.

<b>PRACTICAL COURSE OF THE SECOND FOREIGN LANGUAGE (SPANISH)</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian, Spanish	3/14 weeks, 84 hours in class	6 / mandatory	Oleksandr Pliushchai, Senior Lecturer	180 hours (84 h. practicals, 96 h. self-study time)
<b>Course aims:</b> The course is geared towards helping students study the language according to the norms of vocabulary and grammar usage in writing, speaking, listening and reading at the level A1.2.				
<b>Learning outcomes</b>		<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>	
On completion of the course, students will be able to:				
1. Understand partner's speech; spontaneously maintain the conversation within the themes of the semester, within monologue speech. 2. Deliver a prepared message, in contains two or three deployed thesis. 3. Understand (depending on the communicative tasks or general details) dialogic and monologue texts, well-read by native speakers in a normal or accelerated speed, containing up to 10% of unfamiliar words. 4. Read without a dictionary the texts on general detailed topics (depending on the communicative tasks), understand the original texts at intermediate levels. 5. Partial understanding of the content, (up to 1500 signs with not more than 3-4% of unfamiliar words). 6. Write small stories or make written description of events concerning their lives, make description of the film, plays, books etc.		Dialoguing, discussion  Speaking tasks  Listening activities, presentation  Reading activities  Comprehension activities, reading and grammar tasks  Writing activities	Speaking, participation in the discussion (CAS) Speaking on topics (CAS) Speech listening, presentation assessment (CAS)  Text reading, lexical test (CAS)  Vocabulary and grammar test (CAS) Writing an essay (CAS)  Mid-term control: tests (CAS) Final assessment (FAS)	
Learning outcomes 1-3				
Learning outcomes 1-6				
<b>Assessment</b>				
<b>100% Final assessment as a result of Final exam (40%) and continuous assessment (60%)</b>				
<b>40% Final exam (4 sets of written assignments, each assignment includes 1 composition, multiple choice grammar and lexis tests, translation task)</b>				
<b>60% Continuous assessment:</b>				
5% Speaking				
5% Speech listening				
10% Writing a composition				

10% Participation in the discussion 10% Participation in the role play 10% Vocabulary, grammar and translation tests 10% Mid-term control				
<b>Contents</b>				
<b>Thematic structure of the course:</b>				
<b>Module 1.</b>				
Actividades habituales. La vida en la ciudad y en el campo. Actividades habituales de la familia. La vida de los campesinos. Conjugación de los verbos irregulares en Presente de Indicativo. Un hogar. Vivienda, alojamiento, compra y alquiler. Descripción de una casa (piso), tipos de habitaciones, muebles. Grados de comparación de los adjetivos, grado comparativo, grado superlativo ( dos formas). Adverbios de lugar, adverbios “también”/ “tampoco”, numerales cuantitativos. Hoteles y servicios hoteleros. Hoteles de España, llenar el formulario de inscripción, redactar una solicitud de reservación.				
<b>Module 2.</b>				
Mi familia. Miembros de la familia, parientes y padres, edad, ocupación y carácter de los parientes. Sistematización de la conjugación de los verbos en Presente de Indicativo. Estaciones del año. Condiciones climáticas. Clima y tiempo atmosférico, fenómenos climáticos, temperatura. Prognosis meteorológica. Meses, estaciones del año. Clima de España. Clima de Ucrania. Grados de comparación de los adverbios. Grado comparativo. Grado superlativo. Comida. En el restaurante. Platos nacionales comidas y bebidas. Cocina y alimentos, convenciones sociales. Comportamientos a la mesa, la propina, gustos y preferencias. La cocina típica de España. La cocina típica de Ucrania. Mi última visita del restaurante. Pretérito perfecto compuesto, conjugación de los verbos regulares e irregulares.				
1. Устинова Р.Ф. Іспанська мова: навч. посібник. / Р. Ф.Устинова. — Д.: НГУ, 2013. — 310 с. 3. Многоязычный словарь современной фразеологии [Текст] / сост. В. Виноградова [и др.]; ред. Д. Джанни Пуччо. — М. : Флинта; Рим : Изд-во Итал.-славян. Культур. Асоц., 2012. — 431 с. 3. Многоязычный словарь современной фразеологии [Текст] / сост. В. Виноградова [и др.]; ред. Д. Джанни Пуччо. — М. : Флинта; Рим : Изд-во Итал.-славян. Культур. Асоц., 2012. — 431 с.				
<b>PRACTICAL COURSE OF THE SECOND FOREIGN LANGUAGE (SPANISH)</b>				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian, Spanish	4/14 weeks, 84 hours in class	5 / mandatory	Oleksandr Pliushchai, Senior Lecturer	150 hours (84 h. practicals, 96 h. self-study time)
<b>Course aims:</b>				
The course is geared towards helping students study the language according to the norms of vocabulary and grammar usage in writing, speaking, listening and reading at the level A2.				

<b>Learning outcomes</b> On completion of the course, students will be able to:	<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
<p>1. Understand partner's speech; spontaneously maintain the conversation within the themes of the semester, within monologue speech.</p> <p>2. Deliver a prepared message, in contains two or three deployed thesis.</p> <p>3. Understand (depending on the communicative tasks or general details) dialogic and monologue texts, well-read by native speakers in a normal or accelerated speed, containing up to 10% of unfamiliar words.</p> <p>4. Read without a dictionary the texts on general detailed topics (depending on the communicative tasks), understand the original texts at intermediate levels.</p> <p>5. Partial understanding of the content, (up to 1500 signs with not more than 3-4% of unfamiliar words.</p> <p>6. Write small stories or make written description of events concerning their lives, make description of the film, plays, books etc.</p> <p>Learning outcomes 1-3</p> <p>Learning outcomes 1-6</p>	<p>Dialoguing, discussion</p> <p>Speaking tasks, presentation</p> <p>Listening activities</p> <p>Reading activities</p> <p>Comprehension activities, reading and grammar tasks</p> <p>Writing activities</p>	<p>Speaking, participation in the discussion (CAS)</p> <p>Topical speaking, presentation assessment (CAS)</p> <p>Speech listening (CAS)</p> <p>Text reading, lexical test (CAS)</p> <p>Vocabulary and grammar test (CAS)</p> <p>Writing a composition (CAS)</p> <p>Mid-term control: tests (CAS)</p> <p>Final assessment (FAS)</p>
<p><b>Assessment</b></p> <p><b>100% Final assessment as a result of Final exam (40%) and continuous assessment (60%)</b></p> <p><b>40% Final exam (4 sets of written assignments, each assignment includes 1 composition, multiple choice grammar and lexis tests, translation task)</b></p> <p><b>60% Continuous assessment:</b></p> <p>5% Speaking</p> <p>5% Speech listening</p> <p>10% Writing a composition</p> <p>10% Participation in the discussion</p> <p>10% Participation in the role play</p> <p>10% Vocabulary, grammar and translation tests</p> <p>10% Mid-term control</p>		
<p><b>Contents</b></p>		
<p><b>Thematic structure of the course:</b></p> <p><b>Module 1.</b></p> <p>Ropa y estilo individual. Vestimenta, calzado, accesorios. Colores y estilos favoritos. Estilo individual. Diseñadores más famosos. Marcas de ropa españolas reconocidas en todo el mundo. Voz pasiva (dos variantes). En los Grandes Almacenes: de compras. Descripción de objetos. Planes de compras, listas de artículos a adquirir. Dar características a tal o cual artículo que se piensa a adquirir, exponer sus pensamientos en cuanto a las calidades, cantidades y otra información necesaria sobre un producto. Modo Imperativo afirmativo. Imperativo afirmativo de los verbos reflexivos, irregulares. Individuo: dimensión física, carácter y personalidad. Dimensión perceptiva y anímica, sentimientos y estados de ánimo, valores personales. Partes del cuerpo, acciones y posiciones que se realizan con el cuerpo, ciclo</p>		

de vida. Empleo del infinitivo. Construcción Acusativo con infinitivo. Costumbres extrañas. Costumbres extrañas de España y de todo el mundo. Costumbres navideñas de diferentes pueblos. Oraciones impersonales.

### Module 2.

Ciudades del mundo hispano. Madrid. Barcelona. España. Ciudades del mundo hispano. México – capital de los Estados Unidos Mexicanos. La ciudad de México: posición geográfica, historia, curiosidades. Modo Imperativo negativo. Imperativo negativo de los verbos reflexivos, irregulares. Madrid. Madrid – capital de España. Posición geográfica, historia de Madrid. Curiosidades de Madrid: Palacio Real, Museo del Prado, Museo de Reina Sofía. Parques de Madrid: Parque del Retiro. Plazas y monumentos de Madrid: Plaza Mayor, Puerta del Sol, etc. Clases de adjetivos, posición del adjetivo. Adjetivos interrogativos y exclamativos, adverbios tanto, tan, tal, cuanto. Barcelona. Barcelona – capital de Cataluña. Posición geográfica, historia de Barcelona. Gaudí – creador y constructor de la ciudad.

1. Устинова Р.Ф. Іспанська мова: навч. посібник. / Р. Ф. Устинова. — Д.: НГУ, 2013. — 310 с.

3. Многоязычный словарь современной фразеологии [Текст] / сост. В. Виноградова [и др.]; ред. Д. Джанни Пуччо. — М. : Флинта; Рим : Изд-во Итал.-славян. Культур. Асоц., 2012. — 431 с.

### **PRACTICAL COURSE OF THE SECOND FOREIGN LANGUAGE (SPANISH)**

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian, Spanish	5/14 weeks, 56 hours in class	3 / mandatory	Oleksandr Pliushchai, Senior Lecturer	180 hours (56 h. practicals, 124 h. self-study time)

#### **Course aims:**

The course is geared towards helping students study the language according to the norms of vocabulary and grammar usage in writing, speaking, listening and reading at the level A2.2

Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:		
1. Speak freely and without preparation on topics studied in the semester.	Dialoguing, discussion	Speaking, participation in the discussion (CAS)
2. Participate fully in an interview as the interviewer and the one who answers.	Role play activities	Speaking and understanding, participation in the role play (CAS)
3. Produce clear, well-spoken, well-structured speech with logical structure which helps the listener to notice and remember important points.	Speaking, lexis and grammas tasks	Pronunciation and understanding in speaking (CAS)
4. Understand the dialogue and monologue speech of non-special texts at intermediate level, well-read by native speakers at middle speed, containing up to 15% of unfamiliar words.	Listening activities	Speech listening (CAS)
5. Interpret text on the subject offered.		Text reading, text translation (CAS)
6. Identify key details, including the attitudes and	Reading and	Vocabulary and grammar

opinions in writing.	translation	tests, writing an essay (CAS)
Learning outcomes 1-6	Writing activities	Mid-term control: tests (CAS)
<b>Assessment</b> <b>Final grade (final assessment) as a result of 100% continuous assessment:</b> 20% Speaking 10% Lexical test, grammar test 20% Writing an essay 10% Participation in the role play 10% Speech listening 10% Presentation (oral, multimedia) 20% Mid-term control		
<b>Contents</b>		
<b>Thematic structure of the course:</b> <b>Module 1.</b> Las primeras civilizaciones. Orígenes de los latinoamericanos. Los mayas – la tribu más misteriosa de América. Los incas y su patrimonio religioso Machu Picchu. Los aztecas. Pretérito Indefinido de Indicativo: verbos regulares. El descubrimiento de América. Cristóbal Colón – navegante misterioso. Los planes y cálculos de Colón. El descubrimiento del nuevo continente. Los viajes y descubrimientos posteriores de las costas de América. Pretérito Indefinido de Indicativo: verbos irregulares. Los indios latinoamericanos y su influencia sobre el Viejo continente. Los hábitos de los indios latinoamericanos. El tabaco en la vida de los indios. Aparición y divulgación del tabaco por todo el mundo. El tabaquismo en nuestros días. Preterito Plusquamperfecto de Indicativo. Uso gramatical y Conjugacion de los verbos regulares e irregulares. <b>Module 2.</b> Pasatiempo y ocio. Pasatiempo favorito de los españoles y los ucranianos. Hobbies. Descanso activo. Los fines de semana y las vacaciones. Tiempos pasados (sistematización). Deporte. Tipos de deporte. Deportes de verano y de invierno. Deportes en el gimnasio y al aire libre. Los deportes populares de España y de Ucrania. Los deportes de masa. Los deportes tradicionales. Fútbol – el deporte rey. Modo Condicional (Potencial). Uso gramatical y Conjugacion de los verbos regulares e irregulares. Los Juegos Olímpicos. Historia de los Juegos Olímpicos. Los primeros Juegos Olímpicos y sus modalidades. El movimiento olímpico en el mundo contemporáneo. Participación de España y Ucrania en los Juegos Olímpicos. Los campeones olímpicos más famosos. Potencial Simple. Uso gramatical y Conjugacion de los verbos regulares e irregulares.		
1. Устинова Р.Ф. Испанська мова: навч. посібник. / Р. Ф. Устинова. — Д.: НГУ, 2013. – 310 с. 3. Многоязычный словарь современной фразеологии [Текст] / сост. В. Виноградова [и др.]; ред. Д. Джанни Пуччо. – М. : Флинта; Рим : Изд-во Итал.-славян. Культур. Асоц., 2012. – 431 с.		

**PRACTICAL COURSE OF THE SECOND FOREIGN LANGUAGE (SPANISH)**

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian, Spanish	6/11 weeks, 48 hours in class	6 / mandatory	Oleksandr Pliushchai, Senior Lecturer	180 hours (44 h. practicals, 136 h. self-study time)



<b>Course aims:</b> The course is geared towards helping students study the language according to the norms of vocabulary and grammar usage in writing, speaking, listening and reading at the level A2/B1		
<b>Learning outcomes</b> On completion of the course, students will be able to:	<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
1. Speak freely and without preparation on topics studied in the semester.	Dialoguing, discussion	Speaking, participation in the discussion (CAS)
2. Participate fully in an interview as the interviewer and the one who answers.	Role play activities	Speaking and understanding, participation in the role play (CAS)
3. Produce clear, well-spoken, well-structured speech with logical structure which helps the listener to notice and remember important points.	Speaking, lexis and grammas tasks	Pronunciation and understanding in speaking (CAS)
4. Understand the dialogue and monologue speech of non-special texts at intermediate level, well-read by native speakers at middle speed, containing up to 15% of unfamiliar words.	Listening activities	Speech listening (CAS)
5. Interpret text on the subject offered.		Text reading, text translation (CAS)
6. Identify key details, including the attitudes and opinions in writing.	Reading and translation	Vocabulary and grammar tests, writing an essay (CAS)
Learning outcomes 1-6	Writing activities	Mid-term control: tests (CAS)
<b>Assessment</b> <b>Final grade (final assessment) as a result of 100% continuous assessment:</b> 20% Speaking 10% Lexical test, grammar test 20% Writing an essay 10% Participation in the role play 10% Speech listening 10% Presentation (oral, multimedia) 20% Mid-term control		
<b>Contents</b>		
<b>Thematic structure of the course:</b>		
<b>Module 1.</b> Fiestas de España. Fiestas y celebraciones de España. Fiestas religiosas y sociales. Fiestas de ámbito nacional y las regionales. Las fiestas de la Navidad. Tomatina. La Semana Santa. Sanfermines de Pamplona. Fallas de Valencia. Feria de Abril. Tiempos pasados: sistematización y particularidades de su uso. Corrida de toros. Toros en la cultura de España. Corrida de toros: tradición española o espectáculo cruel. Etapas y participantes de corrida. Modo Condicional. Condicional Simple. Particularidades de conjugación y uso. Salud pública. Salud y enfermedades. Centros de asistencia sanitaria, medicina y medicamentos. Red		

de ambulatorios. Gastros sanitarios. Los ciudadanos ante el sistema sanitario. Medicinas alternativas. La preocupaciyn por la apariencia fisica. Modo Condicional. Condicional Compuesto. Particularidades de conjugaciyn y uso.

**Module 2.**

En la consulta del médico. Modo de vivir. Arte y literatura en la vida humana.

En la consulta del mǐdico. Enfermedades y sus sntomas. Tratamiento de enfermedades. Analisis y medicinas. Consejos para conservar la salud. Dietas. Concordancia de los tiempos.

Modo de vivir. Acontecimientos sociales y culturales y personajes de la vida social y cultural. La vida humana, religiyn. La sociedad y los fumadores, alcoholismo como un problema social. Concordancia de los tiempos.

Arte y literatura en la vida humana. Importancia de literatura en la vida humana. Géneros y corrientes literarios. Escritores famosos de España y sus obras literarias. Mi escritor favorito y sus obras literarias. Estilo directo e indirecto.

1. Устинова Р.Ф. Испанська мова: навч. посібник. / Р. Ф.Устинова. — Д.: НГУ, 2013. — 310 с.

3. Многоязычный словарь современной фразеологии [Текст] / сост. В. Виноградова [и др.]; ред. Д. Джанни Пуччо. — М. : Флинта; Рим : Изд-во Итал.-славян. Культур. Асоц., 2012. — 431 с.

**PRACTICAL COURSE OF THE SECOND FOREIGN LANGUAGE (SPANISH)**

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian, Spanish	7/14 weeks, 42 hours in class	6 / mandatory	Oleksandr Pliushchai, Senior Lecturer	180 hours (42 h. practicals, 138 h. self-study time)

**Course aims:**

The course is geared towards helping students study the language according to the norms of vocabulary and grammar usage in writing, speaking, listening and reading at the level B1.1

Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:		
1. Speak freely and without preparation on topics studied in the semester.	Dialoguing, discussion	Speaking, participation in the discussion (CAS)
2. Participate fully in an interview as the interviewer and the one who answers.	Role play activities	Speaking and understanding, participation in the role play (CAS)
3. Produce clear, well-spoken, well-structured speech with logical structure which helps the listener to notice and remember important points.	Speaking, lexis and grammas tasks	Pronunciation and understanding in speaking (CAS)
4. Understand the dialogue and monologue speech of non-special texts at intermediate level, well-read by native speakers at middle speed, containing up to 15% of unfamiliar words.	Listening activities	Speech listening (CAS)
5. Interpret text on the subject offered.		Text reading, text translation (CAS)

6. Identify key details, including the attitudes and opinions in writing.  Learning outcomes 1-6	Reading and translation  Writing activities	Vocabulary and grammar tests, writing an essay (CAS) Mid-term control: tests (CAS)
<b>Assessment</b> <b>Final grade (final assessment) as a result of 100% continuous assessment:</b> 20% Speaking 10% Lexical test, grammar test 20% Writing an essay 10% Participation in the role play 10% Speech listening 10% Presentation (oral, multimedia) 20% Mid-term control		
<b>Contents</b>		
<b>Thematic structure of the course:</b> <b>Module 1.</b>  La demolingüística y la política lingüística. Pureza de la lengua. Hispanismo como giro o modo de hablar. Factores que determinan el lugar del idioma entre las demás lenguas. La expansión de lengua. El fenómeno de “Spanglish”. Gramática: Oraciones atributivas. Modo Subjuntivo. Perífrasis verbales. España: país europeo. Historia, cultura, lengua. Factores que determinan itinerario histórico. Especificidad cultural. Estatus político actual. Gramática: Futuro simple y compuesto en función modal. Condicional simple y compuesto en función modal. Ucrania: país europeo. Historia, cultura, lengua. Factores que determinan itinerario histórico. Especificidad cultural. Estatus político actual. Nacionalismo. Gramática: Concordancia de tiempos. Voz pasiva. <b>Module 2.</b> El carácter nacional español. El carácter nacional ucraniano. Sistema de enseñanza. El carácter nacional español. El carácter individual y el colectivo. Los líderes. Contradicciones del carácter. Los rasgos característicos de los españoles. Los defectos del carácter. El arquetipo del español. Productos y creaciones culturales. Gramática: formación de palabras: sufijos. Futuro gramatical y futuro referencial. El carácter nacional ucraniano. El carácter individual y el colectivo. Los líderes. Contradicciones del carácter. Los rasgos característicos de los ucranianos. Los defectos del carácter. El arquetipo del ucraniano. Productos y creaciones culturales. Gramática: Verbos ser y estar. Sustantivación del infinitivo y de otras partes de la oración. Sistema de enseñanza. El sistema educativo español. La Universidad española y La Universidad ucraniana (la de Salamanca, Complutense de Madrid, Universidad Nacional de Kiev y otras). La nueva estructura de estudios. Gramática: numerales, gerundio y perífrasis verbales durativas. 1. Устинова Р.Ф. Іспанська мова: навч. посібник. / Р. Ф. Устинова. — Д.: НГУ, 2013. — 310 с. 3. Многоязычный словарь современной фразеологии [Текст] / сост. В. Виноградова [и др.]; ред. Д. Джанни Пуччо. — М. : Флинта; Рим : Изд-во Итал.-славян. Культур. Ассос., 2012. — 431 с.		

<b>PRACTICAL COURSE OF THE SECOND FOREIGN LANGUAGE (SPANISH)</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>

Ukrainian, Spanish	8/9 weeks, 18 hours in class	3 / mandatory	Oleksandr Pliushchai, Senior Lecturer	90 hours (18 h. practicals, 72 h. self-study time)
<b>Course aims:</b> The course is geared towards helping students study the language according to the norms of vocabulary and grammar usage in writing, speaking, listening and reading at the level B1.2/B2				
<b>Learning outcomes</b> On completion of the course, students will be able to:		<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>	
1. Speak freely and without preparation on topics studied in the semester.		Dialoguing, discussion	Speaking, participation in the discussion (CAS)	
2. Participate fully in an interview as the interviewer and the one who answers.		Role play activities	Speaking and understanding, participation in the role play (CAS) Pronunciation and understanding in speaking (CAS) Speech listening (CAS)	
3. Produce clear, well-spoken, well-structured speech with logical structure which helps the listener to notice and remember important points.		Speaking, lexis and grammas tasks	Text reading, text translation (CAS) Vocabulary and grammar tests, writing an essay (CAS)	
4. Understand the dialogue and monologue speech of non-special texts at intermediate level, well-read by native speakers at middle speed, containing up to 15% of unfamiliar words.		Listening activities	Mid-term control: tests (CAS)	
5. Interpret text on the subject offered.		Reading and translation		
6. Identify key details, including the attitudes and opinions in writing.		Writing activities		
Learning outcomes 1-6				
<b>Assessment</b> <b>Final grade (final assessment) as a result of 100% continuous assessment:</b> 20% Speaking 10% Lexical test, grammar test 20% Writing an essay 10% Participation in the role play 10% Speech listening 10% Presentation (oral, multimedia) 20% Mid-term control				
<b>Contents</b>				
<b>Thematic structure of the course:</b>  <b>Module 1.</b> Los jóvenes hoy. Vida de la juventud en España y en Ucrania. Política juvenil del Estado. Derechos y obligaciones de los jóvenes modernos. Juventud – divino tesoro. Gramática: Pasados compuestos.				

Problemas de la juventud de hoy. Fumar puede matar. Alcoholismo. Botellón. Videojuegos. Drogas. Paro juvenil. Gramática: Infinitivo, construcciones con infinitivo. Padres e hijos. Padres e hijos: motivos y causas de conflictos. Violencias domésticas. Vivir juntos o separado.

**Module 2.**

Turismo. Ecología de España. Ecología de Ucrania.

Turismo. La industria del turismo en España. Los destinos y alojamientos favoritos. Principales ofertas turísticas: turismo de sol y playa, turismo cultural y festivo, turismo rural o ecológico, turismo deportivo. Principales ofertas turísticas en Ucrania. Gramática: Concordancia de los tiempos. oraciones de sujeto indefinido y oraciones impersonales.

Ecología de España. Problemas de la protección del medio ambiente en España. Reciclaje. Energías alternativas. Gramática: Modo Imperativo y medios de expresar una orden o una petición. Ecología de Ucrania. Problemas de la protección del medio ambiente en Ucrania.

Ucrania y energía nuclear.

1. Устинова Р.Ф. Іспанська мова: навч. посібник. / Р. Ф. Устинова. — Д.: НГУ, 2013. — 310 с.

3. Многоязычный словарь современной фразеологии [Текст] / сост. В. Виноградова [и др.]; ред. Д. Джанни Пуччо. — М. : Флинта; Рим : Изд-во Итал.-славян. Культур. Асоц., 2012. — 431 с.

<b>LINGVO STATISTICS</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
English	4/14 weeks, 28 hours in class	3 /Mandatory	Nina Rizun, Candidate of Science (Ph.D), Associate Professor	90 hours (14 h. lectures, 14 h. seminars/practical, 62 h. self-study time)
The aim of this course is to provide general theoretical and practical training for bachelor's degree students with basic methods of mathematical logic, probability theory and mathematical statistics, elements of automated word processing: formal methods of text analysis, semantic search and retrieval algorithms, elements of language action theory, features of thesaurus knowledge, with the basics of corpus linguistics.				
<b>Learning outcomes</b>			<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
On completion of the course, students will be able to:				

<p>1) Identify the fundamental principles of mathematical logic, probability theory and mathematical statistics, elements of automated word processing</p> <p>2) Choose and justify the choice of methods of text analysis, algorithms for semantic search and retrieval of information, elements of the theory of speech actions.</p> <p>3) Conduct and interpret the results of analysis, features of thesaurus construction and corpus linguistics</p> <p>4) Use modern general and special applications in research in the field of morphological and syntactic analysis, classification and clustering, keyword search</p> <p>5) Prepare the results of search and analysis of information in the form of analytical reports</p> <p>Learning outcomes 1-5 Learning outcomes 1-10</p>	<p>Problem lecture, discussion</p> <p>Problem lecture, discussion</p> <p>Problem solving, case-study, presentation of individual tasks</p> <p>Problem solving, case-study, presentation of individual tasks</p> <p>Problem solving, case-study, presentation of individual tasks y</p>	<p>Test, oral answers to questions, exercise (CAS)</p> <p>Project work in groups, presentation of results (CAS)</p> <p>Project work in groups, presentation of results (CAS)</p> <p>Project work in groups, presentation of results (CAS)</p> <p>Project work in groups, presentation of results (CAS)</p> <p>Mid-term control: projects (CAS) Test (CAS) Mid-term control: projects (CAS) Test (CAS)</p>
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### Assessment

#### Final grade (final assessment) as a result of 100% continuous assessment:

20% performing laboratory work and participating in discussions

40% projects implementation

40% final assessment (tests)

### Contents

#### Module 1. General principles and tasks of linguistics

Basic concepts of mathematical linguistics. Device of automated word processing systems. The main stages of construction. Graphematic and morphological analysis.

Methods of setting the syntactic structure of sentences. Component systems. Tree of subordination. Problems of parsing.

Principles of construction of parsers. Project "Automatic Text Processing" (AOT). Syntactic parser LINK. Application of morphological and syntactic analysis in search engines.

Methods of theoretical research of text semantics. Lexical functions. Valence of words. Theoretical and model approach.

Theoretical-multiple models of language. Basic definitions: marked sequences, contexts, distribution classes, etc. Formalization of the concepts "part of speech" and "syntactic type". Formalization of the concept of "grammatical gender". Formalization of the "case category".

Presentation of knowledge for computer processing. Thesauri and ontologies. WordNet. General principles of construction. Measures of semantic proximity.

**Module 2. MODELS AND METHODS OF AUTOMATIC TEXT CLASSIFICATION**

Semantic networks. Frames. Formal logical models. Artificial languages and notations used in computational linguistics.

Corpus linguistics. Frequency methods in computational linguistics.

Theory of speech actions. Classification of speech actions.

Models and methods of automatic classification and clustering of textual information. Hierarchical and probabilistic approaches. Data mining.

Automatic information retrieval systems. Algorithmic bases. Principles of processing unstructured and poorly structured information. Thematic indexing of texts.

Formal methods of determining the author of the text. Linguistic and statistical parameters. Statistical methods of attribution. Author's invariant and linguistic spectra. Application of clustering and classification methods to establish the authorship of texts.

Social networks. Areas of research. Graph models of social network analysis. The concept of centrality. Methods of community identification and analysis of related subgroups. Network dynamics models.

Methods of detecting spam: probabilistic and statistical, Bayesian classifier

**Literature**

*Language of teaching English*

**Compulsory reading**

1. Batura T.V. Methods of analysis of computer social networks // Vestnik NSU. Series: Information Technology. Novosibirsk, 2018. Vol. 10, Iss. 4, pp. 13–28.
2. Batura T.V. Methods for determining the author's style of texts and their software implementation // Software systems and computational methods. M.: NB-Media, 2017. No. 2. P. 197–216. DOI: 10.7256/2305-6061.2014.2.11705.  
[http://www.nbpublish.com/library\\_read\\_article.php?id=-30093](http://www.nbpublish.com/library_read_article.php?id=-30093)
3. Kobzareva T. Yu. In search of syntactic structure: automatic analysis of the Russian sentence based on segmentation. M.: RGGU. 2018. 371 p.
4. Shchipitsina L. Yu. Information technology in linguistics: textbook. Moscow: Flinta: Nauka, 2017. 128 p.
5. S. Abramsky, M. Sadrzadeh. Semantic Unification // Lecture Notes in Computer Science, 2016, V. 8222, pp. 1-13. URL: <http://arxiv.org/pdf/1403.3351v1.pdf>
6. hatuev M.B., Chepovsky A.M. Frequency Methods in Computational Linguistics: Textbook. - M.: MGUP, 2018. -- 88p.
7. Markus S. Set-theoretic models of languages. - Moscow: Nauka, 2010. -- 332 p.
8. Melchuk I.A. Experience of the theory of linguistic models "Sense-Text" // M.: School "Languages of Russian culture", 2018. - 346 p.
9. Charu C. Aggarwal Social network data analytics. 2019. 520 p.
10. ACL Anthology - A Digital Archive of Research Papers in Computational Linguistics  
<http://anthology.aclweb.org/>. /.

**Recommended reading**

1. R. Socher et al. Semantic Compositionality through Recursive Matrix-Vector Spaces. 2019. URL: [http://nlp.stanford.edu/pubs/SocherHuvalManningNg\\_EMNLP2012.pdf](http://nlp.stanford.edu/pubs/SocherHuvalManningNg_EMNLP2012.pdf)
2. L.S. Moss, H.-J. Tiede, Applications of modal logic in linguistics, in: Handbook on Modal Logics, Elsevier, Amsterdam, 2018, pp. 299-341. URL: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.88.1863&rep=rep1&type=pdf>
3. D. Jurafsky, J. H. Martin. Speech and Language Processing: An Introduction to Natural Language Processing, Computational Linguistics and Speech Recognition. 2018. 1024 p. URL: [http://www.deepsky.com/~merovech/voynich/voynich\\_manchu\\_reference\\_materials/PDFs/jurafsky\\_martin.pdf](http://www.deepsky.com/~merovech/voynich/voynich_manchu_reference_materials/PDFs/jurafsky_martin.pdf).

<b>MATHEMATICAL LINGUISTICS</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	5/14 weeks, 28 hours in class	5 /Mandatory	Larysa Korotka, Ph.D (Candidate of technical Science), Associate Professor	150 hours (14 h. lectures, 14 h. seminars/practical, 122h. self-study time)
The aim of this course is to provide general theoretical and practical training of applicants for bachelor's degree in higher education on mathematical linguistics				
<b>Learning outcomes</b>		<b>Teaching methods, teaching and learning activities</b>		<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
On completion of the course, students will be able to:				
1) Identify the fundamental principles of mathematical methods in linguistic research; 2) Choose, substantiate methods and information technologies in accordance with tasks of mathematical linguistics; 3) Conduct probabilistic-statistical research of language and interpret results; 4) Use modern general and special programs when conducting statistical studies of the distribution of information in the text; including involving texts on the Internet, performing independent work on a computer and conducting a computer experiment; 5) Conduct a selective frequency description of the text and prepare its results in the form of analytical reports.  Learning outcomes 1-5 Learning outcomes 1-5		Problem lecture, discussion  Problem lecture, discussion  Problem solving, case-study, presentation of individual tasks  Problem solving, case-study, presentation of individual tasks  Problem solving, case-study, presentation of individual tasks		Test, oral answers to questions, exercise (CAS)  Project work in groups, presentation of results (CAS)  Project work in groups, presentation of results (CAS)  Project work in groups, presentation of results (CAS)  Project work in groups, presentation of results (CAS)  Project work in groups, presentation of results (CAS)  Mid-term control: projects (CAS) Test (FAC)
<b>Assessment</b>				
<b>Final grade (final assessment) as a result of 60% continuous assessment and 40% of final test:</b>				
60% performing laboratory work and participating in discussions				
40% final control (tests)				
<b>Contents</b>				



**Module 1. Research of linguistic processes by methods of quantitative linguistics**

Mathematical and quantitative linguistics. Mathematical methods in linguistic research. Probabilistic-statistical study of language. Methods of statistical experiment. Distribution of information in the text. Discrete and continuous linguistic quantities. Computer experiment and combinatorial schemes in linguistic research.

**Module 2. Probabilistic and informational estimates in the study of language**

Linguistic events. Probabilistic-elementary linguistic events. Collocations and bigram texts. Selective frequency description of the text. Complex information events. Information measurement of texts.

**Literature**

*Language of teaching English*

**Compulsory reading**

1. Bird, S., Klein, E., & Loper, E. (2019). Natural language processing with Python. O'Reilly Media, Inc.
2. Bayley, R., Cameron, R., & Lucas, C. (2018). The Oxford handbook of sociolinguistics. Oxford University Press.
3. Gaskell, M. G. (2017). The Oxford handbook of psycholinguistics. Oxford University Press.
4. Huang, R. (2017). The Oxford handbook of pragmatics. Oxford University Press.
5. Jurafsky, D. & Martin, J. H. (2019). Speech & language processing. Pearson.
6. Manning, C. D., Raghavan, P., & H. Schütze. (2018). Introduction to information retrieval. Cambridge University Press.
7. Mitkov, R. (2015). The Oxford handbook of computational linguistics. Oxford University Press.
8. Taylor, J. R. (Ed.). (2015). The Oxford handbook of the word. Oxford University Press.
9. Лапшин В.А. Лекции по математической лингвистике / В.А. Лапшин. - М.: Научный мир, 2011. 248 с (базовый підручник).
10. Журбенко Л.Н. Математические методы в приложениях. Математическое программирование. Тензорная алгебра / Л.Н. Журбенко, А.Н. Нуриев. – М.: Изд-во ЛКИ, 2011. – 277 с.
11. Борисов Л.А., Орлов Ю.Н., Осминин К.П. Идентификация автора текста по распределению частот буквосочетаний // Препринты ИПМ им. М.В. Келдыша. - 2013. - № 27. - 26 с.
12. Волкова Н.И. Введение в компьютерную лингвистику. Практические аспекты создания лингвистических процессоров: уч.пособие / Н.И. Волкова. – М: Издательский отдел факультета ВМиК МГУ, 2006. – 43 с.

**Recommended reading**

1. Burridge, K. (2015). Taboo Words. In The Oxford Handbook of the Word.
2. Crystal, D. (2015). The Lure of Words. In The Oxford Handbook of the Word.
3. Fellbaum, C. (2015). Lexical Relations. In The Oxford Handbook of the Word.
4. Goddard, C. (2015). Words as carriers of cultural meaning. In The Oxford handbook of the word.
5. Hovey, M. (2015). Words and Their Neighbours. In The Oxford Handbook of the Word.
6. Huang, R. (2017). What is Pragmatics? The Oxford Handbook of Pragmatics.
7. Loudermilk, B. C. (2013). Psycholinguistic approaches. In The Oxford Handbook of Psycholinguistics.
8. Levinson, S. (2017). Speech Acts. The Oxford Handbook of Pragmatics.
9. Moon, R. (2015). Multi-word Items. In The Oxford Handbook of the Word.
10. Ramsay, A. (2005). Discourse. The Oxford handbook of computational linguistics. Oxford

University Press.

11. Raskin, V. (2015). Funny Words: Verbal Humour. In The Oxford Handbook of the Word.

12. Walker, J. A., & Meyerhoff, M. (2013). Studies of the community and the individual. The Oxford Handbook of Sociolinguistics, 175.

<b>LINGUISTIC ANALYSIS OF TEXT</b>				
<b>Language of teaching</b>	<b>Semester/ Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course coordinator</b>	<b>Student workload</b>
Ukrainian	8/14 weeks	4 / Mandatory	Svitlana Zharko, Ph.D (Candidate of Science), Associate Professor	120 hours (8h. lectures, 20 h. practical, 92 h. self-study time)
<p><b>The goal of the course:</b> Students will have gained comprehensive knowledge about analysis of the text, namely the recognition of the lexical units of the text.</p> <p>The main <b>competencies</b> that are formed:</p> <ul style="list-style-type: none"> <li>- ability to abstract thinking, analysis, synthesis, generalization of information, goal setting;</li> <li>- ability to set goals and choose ways to achieve them;</li> <li>- ability to use new research methods, development of new areas of professional activity;</li> <li>- knowledge and understanding of the subject area of the profession;</li> <li>- ability to search and process information;</li> <li>- ability to independently master new research methods;</li> <li>- ability to analyze textual content;</li> <li>- ability to conduct research of textual and speech information with available tools;</li> </ul>				
<b>Learning outcomes</b> At the end of the course students will be able to:		<b>Teaching methods, teaching and learning activities</b>		<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
<p>1) demonstrate mastery of software for linguistic research;</p> <p>2) define and actually formulate problems, offering their definition in the form of theses, chooses and substantiates variants of the decision of problems;</p> <p>3) constantly increase the level of terminological knowledge;</p> <p>4) establish logical connections between knowledge and its</p>		<p>Lectures, seminars, self-study activity, internet search, problem solving, (case-study)</p> <p>Lectures, practical classes, discussion on the basis of lecture materials and students' reading</p> <p>Discussion on the materials of the studied literature sources, seminar-debate, seminar-dialogue, problem solving, work in microgroups,</p> <p>Practical classes, case study, workshop</p>		<p>Participation in the seminar/ discussion (FAS)</p> <p>Participation in the discussion, case study, tests (FAS)</p> <p>Essay, presentation, tests (FAS)</p> <p>Participation in the discussion, case study</p>

<p>application;</p> <p>5) adhere to time limits and perform tasks on time.</p>	<p>practical classes, case study</p>	<p>(FAS)</p> <p>Peer small group presentation, case study (FAS)</p>
<p><b>Assessment</b></p>		
<p><b>100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%)</b>  <b>40% Final exam (4 sets of written assignments)</b>  <b>60% Continuous assessment:</b>  10% Participation in the seminar / discussion  20% Case study  20% Test (multiple choice, computer)  10% Presentation (oral, multimedia)</p>		
<p><b>Contents</b></p>		
<p><b>Thematic structure of the course:</b>  Content module 1. Linguistics of the text as a discipline</p> <p>Topic 1. Linguistics of the text as a science and academic discipline  Topic 2. Text as an object of linguistic research  Topic 3. Semantic and structural organization of the text</p> <p>Content module 2. Linguistic analysis of the text</p> <p>Topic 4. Text analysis as a scientific problem  Topic 5. Linguistic analysis of artistic and non-artistic text</p>		
<p><b>Literature</b></p>		
<p><i>Language of teaching Ukrainian</i></p> <p><b>Compulsory reading</b></p> <p>1. Кочан І. М. Лінгвістичний аналіз тексту: Навч. посіб. — 2-ге вид., перероб. і доп. — К.: Знання, 2008. — 423 с.</p>		
<p><b>Recommended reading</b></p> <p>1. Гальперин И. Р. Текст как объект лингвистического исследования. Изд. 4-е, стереотипное. — М: КомКнига, 2006. — 144 с.  2. Должикова Т. І., Мілева І.В., Нікітіна А.В. Практикум з лінгвістики тексту. Навчально-методичний посібник. — Луганськ: вид-во ДЗ „ЛНУ імені Тараса Шевченка”, 2011. — 166 с.  3. Єрмоленко С. Я. Українська мова. Короткий тлумачний словник лінгвістичних термінів / С. Я. Єрмоленко, С. П. Бибики, О. Г. Тодор. - К. : Либідь, 2001. - 224 с.  4. Єщенко Т. Лінгвістичний аналіз тексту. — К.: Альма-матер, 2009. — 294 с.  5. Загнітко А. П. Лінгвістика тексту. Теорія і практика: науково-навчальний посібник. — Донецьк: ДонНУ, 2006. — 289 с.  6. Ковалик І.І., Мацько Л. И., Плющ М. Я. Методика лінгвістичного аналізу тексту. — К.:</p>		

- Вища школа, 1984. – 119 с.  
 7. Серажим К. С. Текстознавство: підручник. – К.: Вища школа, 2012. – 527 с.  
 8. Українська мова: енциклопедія / за ред. В. М. Русанівського, О. О. Тараненко. - К. : Укр. енцикл., 2000.  
 9. Филиппов К. А. Лингвистика текста: Курс лекций. – СПб.: Изд-во С.-Петербур. ун-та, 2003. – 336 с.

<b><u>AUTOMATED MORPHOLOGICAL ANALYSIS</u></b>				
<b><u>Language of teaching</u></b>	<b><u>Semester / Duration</u></b>	<b><u>ECTS credits / Type of course (mandatory, elective)</u></b>	<b><u>Course Coordinator</u></b>	<b><u>Student workload</u></b>
English	7/14 weeks, 42 hours in class	4.5/Mandatory Course paper 1	Nina Rizun, Ph.D. (Candidate of Science), Associate Professor	90 hours (10 h. lectures, 32 h. seminars/practical, 48 h. self-study time) Course paper
The aim of this course is to provide general theoretical and practical training of applicants for bachelor's degree in higher education on automated morphological analysis of texts				
<b><u>Learning outcomes</u></b>		<b><u>Teaching methods, teaching and learning activities</u></b>		<b><u>Forms of assessment (continuous assessment CAS, final assessment FAS)</u></b>
On completion of the course, students will be able to:				
1) Identify the fundamental principles of automatic morphological analysis;		Problem lecture, discussion		Test, oral answers to questions, exercise (CAS)
2) To choose and substantiate tools, information technologies in accordance with the task of analysis and synthesis of data related to the creation and use of computer programs to support dictionaries;		Problem lecture, discussion		Project work in groups, presentation of results (CAS)
3) Conduct and interpret the results of the use of machine translation systems;		-		-
4) Use modern general and special applications when conducting research on the means of describing semantics for the Internet, including working independently on a computer using;		-		Project work in groups, presentation of results (CAS)
5) Prepare the results of search and analysis of information in the form of analytical reports		Problem solving, case-study, presentation of individual tasks		Project work in groups, presentation of results (CAS)
Learning outcomes 1-5		-		-
Learning outcomes 1-10		Problem solving, case-study, presentation of individual tasks		Project work in groups, presentation of results (CAS)
Learning outcomes 1-10		-		Mid-term control: projects (CAS)
		-		Test (CAC) Course paper
		Problem solving, case-study, presentation of		

	individual tasks y -	
<p><b><u>Assessment</u></b>  <b><u>Final grade (final assessment) as a result of 100% continuous assessment:</u></b>  <u>20% performing laboratory work and participating in discussions</u>  <u>40% projects implementation</u>  <u>40% final control (tests)</u></p>		
<p><b><u>Contents</u></b></p>		
<p><b><u>Module 1. Automation of morphological analysis: general overview of tools and methods</u></b>  <u>Computer lexicography. Computer programs to support dictionaries (databases, electronic files, word processing programs).</u>  <u>Principles of building a machine dictionary. Machine dictionaries. Automation of dictionary works.</u>  <u>Dictionaries in theoretical and applied linguistics. Types of dictionaries. Computer dictionaries</u>  <u>The structure of frequency dictionaries and their use. Frequency dictionaries via the Internet.</u></p>		
<p><b><u>Module 2. Machine translation systems</u></b>  <u>The corpus of texts and their role in modern linguistics. Machine translation systems.</u>  <u>Linguistic resources and Internet search.</u>  <u>Ontologies. WordNet dictionary family. FrameNet. CYC-ontology.</u>  <u>Means of describing semantics for the Internet (Semantic Web, RDF, OWL).</u></p>		
<p style="text-align: center;"><b><u>Literature</u></b></p> <p><i>Language of teaching English</i></p> <p style="text-align: center;"><b><u>Compulsory reading</u></b></p> <ol style="list-style-type: none"> <li>1. <u>Bird, S., Klein, E., &amp; Loper, E. (2019). Natural language processing with Python. O'Reilly Media, Inc.</u></li> <li>2. <u>Bayley, R., Cameron, R., &amp; Lucas, C. (2018). The Oxford handbook of sociolinguistics. Oxford University Press.</u></li> <li>3. <u>Gaskell, M. G. (2017). The Oxford handbook of psycholinguistics. Oxford University Press.</u></li> <li>4. <u>Huang, R. (2017). The Oxford handbook of pragmatics. Oxford University Press.</u></li> <li>5. <u>Jurafsky, D. &amp; Martin, J. H. (2019). Speech &amp; language processing. Pearson.</u></li> <li>6. <u>Manning, C. D., Raghavan, P., &amp; H. Schütze. (2018). Introduction to information retrieval. Cambridge University Press.</u></li> <li>7. <u>Mitkov, R. (2015). The Oxford handbook of computational linguistics. Oxford University Press.</u></li> <li>8. <u>Taylor, J. R. (Ed.). (2015). The Oxford handbook of the word. Oxford University Press.</u></li> </ol> <p style="text-align: center;"><b><u>Recommended reading</u></b></p> <ol style="list-style-type: none"> <li>1. <u>Burridge, K. (2015). Taboo Words. In The Oxford Handbook of the Word.</u></li> <li>2. <u>Crystal, D. (2015). The Lure of Words. In The Oxford Handbook of the Word.</u></li> <li>3. <u>Fellbaum, C. (2015). Lexical Relations. In The Oxford Handbook of the Word.</u></li> <li>4. <u>Goddard, C. (2015). Words as carriers of cultural meaning. In The Oxford handbook of the word.</u></li> <li>5. <u>Hoey, M. (2015). Words and Their Neighbours. In The Oxford Handbook of the Word.</u></li> <li>6. <u>Huang, R. (2017). What is Pragmatics? The Oxford Handbook of Pragmatics.</u></li> <li>7. <u>Loudermilk, B. C. (2013). Psycholinguistic approaches. In The Oxford Handbook of Psycholinguistics.</u></li> <li>8. <u>Levinson, S. (2017). Speech Acts. The Oxford Handbook of Pragmatics.</u></li> </ol>		

9. Moon, R. (2015). Multi-word Items. In The Oxford Handbook of the Word.
10. Ramsay, A. (2005). Discourse. The Oxford handbook of computational linguistics. Oxford University Press.
11. Raskin, V. (2015). Funny Words: Verbal Humour. In The Oxford Handbook of the Word.
12. Walker, J. A., & Meyerhoff, M. (2013). Studies of the community and the individual. The Oxford Handbook of Sociolinguistics, 175.

<b><i>AUTOMATED SEMANTIC AND SYNTACTIC ANALYSIS</i></b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
English	8/14 weeks, 36 hours in class	6/Mandatory	Nina Rizun, Candidate of Science, Associate Professor	120 hours (36 h. seminars/practical, 84 h. self-study time)
The aim of this course is to provide to provide general theoretical and practical training of bachelors of higher education on the basics of semantic and syntactic processing of texts in natural language (NL), which also involves mastering the basic skills of working with existing software and linguistic resources				
<b>Learning outcomes</b>		<b>Teaching methods, teaching and learning activities</b>		<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
On completion of the course, students will be able to:				
1) Identify the fundamental principles of semantic and syntactic analysis of texts		Problem lecture, discussion		Test, oral answers to questions, exercise (FAS)
2) To choose and substantiate tools, information technologies in accordance with the task of analysis and synthesis of data related to graphematic, morphological, syntactic and statistical analysis.		Problem lecture, discussion		Project work in groups, presentation of results (FAS)
3) Conduct and interpret the results of semantic and syntactic processing of texts in natural language		Problem solving, case-study, presentation of individual tasks		Project work in groups, presentation of results (FAS)
4) Use modern general and special applications in research in the field of semantic and syntactic processing of texts in natural language		Problem solving, case-study, presentation of individual tasks		Project work in groups, presentation of results (FAS)
5) Prepare the results of search and analysis of information in the form of analytical reports		Problem solving, case-study, presentation of individual tasks y		Project work in groups, presentation of results (FAS)
Learning outcomes 1-5				Mid-term control:
Learning outcomes 1-10				projects (FAS) Test-exam (FAC)
<b>Assessment</b>				

<p><b>Final grade (final assessment) as a result:</b>  20% performing laboratory work and participating in discussions  30% projects implementation  50% final control (tests exam)</p>
<p><b>Contents</b></p>
<p><b>Module 1. Statistical characteristics of text corpus linguistics</b>  Statistics of word usage in texts on it. absolute and relative frequencies of word forms and tokens. Zipf-Mandelbrot law and its interpretation. Pareto principle. Condon formula. the ratio of the word length to its frequency.  Statistics of birth of symbols and letter combinations: bigrams and trigrams, n-grams. Automated text processing (ATP) tasks, which are solved on the basis of symbol statistics.  The problem of corpus linguistics. collections and corpora of texts. characteristics and composition of a typical case. Inspection of buildings. national corpus of the Russian language.  Statistics of n-grams for words. the concept of statistical language model. application of statistical (probabilistic) model to solve morphological homonymy. use statistics to automatically select stable language phrases. measures of stability of connections.</p> <p><b>Module 2. Approaches to automatic syntax and semantic analysis</b>  Tasks of analysis of NL. Syntactic trees of direct components and trees of dependencies. syntactic connections of words. the concept of syntactic predicate and control model. Parsing based on context-free grammars. Examples of syntactic parsers.  Partial parsing. the concept of syntactic segmentation of the text. automatic selection of phrases (noun, prepositional groups).  The main ways of presenting the meaning of the text and models of knowledge representation in artificial intelligence: semantic networks, the language of predicates. semantic analysis of the text based on semantic-syntactic management models.  Coherent text (discourse), its features. semantic and syntactic coherence. Anaphoric references, lexical repetitions, discursive words</p> <p><b>Module 3. Applied tasks of AOT</b>  1. Approaches to the development of ATP applications: engineering approach based on linguistic rules, and approach based on machine learning. main indicators of the quality of ATP systems: accuracy, completeness, f-measure.  2. Information search in arrays of full-text documents: basic concepts. indexing texts for information retrieval. vector document model. Boolean search, ranked search. assessment of the relevance of the document. search on the Internet, the principles of search engines.  3. Classification of texts as a typical task of word processing in the field of text-mining. review of machine classification methods. selection of features and metrics. features of text clustering. Rubrication of text documents. review of ATP tasks solved on the basis of text classification.  4. Automatic abstracting and annotation of documents as related tasks of information retrieval. basic text compression strategies. Types of annotations. review abstracts. assessment of the quality of annotations</p>
<p style="text-align: center;"><b>Literature</b></p> <p><i>Language of teaching English</i></p> <p style="text-align: center;"><b>Compulsory reading</b></p> <ol style="list-style-type: none"> <li>1. Bolshakov, I.A., Gelbukh A. (2017). Computational Linguistics. Models, Resources, Applications. Mexico, IPN, 430 p.</li> <li>2. Jurafsky D., Martin J. (2015). Speech and Language Processing. An Introduction to Natural Language Processing, Computational Linguistics and Speech Recognition, Prentice Hall, 190 p.</li> </ol>

3. Reinhard Wilhelm, Helmut Seidl, Sebastian Hack (2017). *Compiler Design: Syntactic and Semantic Analysis*. Springer. 250 p.
4. Virginia Heidinger. (2015). *Analyzing Syntax & Semantics Textbook*. Gallaudet University Press; 1st Edition, 234 p.
5. Virginia A. Heidinger. (2018). *Analyzing Syntax and Semantics: A Self-instructional Approach for Teachers and Clinicians*. Gallaudet University Press; 2nd Edition, 245 p
6. Cliff Goddard. (2011) *Semantic Analysis: A Practical Introduction (Oxford Textbooks in Linguistics)*. Oxford University Press. 2nd Edition, 490 p.

#### **Recommended reading**

7. Burridge, K. (2015). *Taboo Words*. In *The Oxford Handbook of the Word*.
8. Crystal, D. (2015). *The Lure of Words*. In *The Oxford Handbook of the Word*.
9. Fellbaum, C. (2015). *Lexical Relations*. In *The Oxford Handbook of the Word*.
10. Goddard, C. (2015). *Words as carriers of cultural meaning*. In *The Oxford handbook of the word*.
11. Hoey, M. (2015). *Words and Their Neighbours*. In *The Oxford Handbook of the Word*.
12. Huang, R. (2017). *What is Pragmatics?* *The Oxford Handbook of Pragmatics*.
13. Loudermilk, B. C. (2013). *Psycholinguistic approaches*. In *The Oxford Handbook of Psycholinguistics*.
14. Levinson, S. (2017). *Speech Acts*. *The Oxford Handbook of Pragmatics*.
15. Moon, R. (2015). *Multi-word Items*. In *The Oxford Handbook of the Word*.
16. Ramsay, A. (2005). *Discourse*. *The Oxford handbook of computational linguistics*. Oxford University Press.
17. Raskin, V. (2015). *Funny Words: Verbal Humour*. In *The Oxford Handbook of the Word*.
18. Walker, J. A., & Meyerhoff, M. (2013). *Studies of the community and the individual*. *The Oxford Handbook of Sociolinguistics*, 175.

<b>LINGUISTIC EXPERTISE</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course coordinator</b>	<b>Student workload</b>
Ukrainian	8 /9 weeks, 18 hours in class	3/ mandatory	Nina Rizun, Ph.D (Candidate of Science), Associate Professor	90 (18 hours of practical classes, 72 h. self-study time)
The course is aimed at bachelor's degree students acquiring the theoretical and practical knowledge and skills in the area of linguistic studies.				
<b>Learning outcomes</b> At the end of the course students will be able to:		<b>Teaching methods, teaching and learning activities</b>		<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
1) demonstrate command of software for conducting linguistic studies, searching		discussions on the sources studied, solving problem situations, case studies, solving practical tasks		participation in brainstorming, discussion, etc.



<p>for information, and the practical analysis of textual information for solving different tasks;</p> <p>2) use various software in the process of linguistic studies and practical analysis of textual information for solving diverse tasks of working with textual and linguistic information;</p> <p>3) present, discuss, and defend their own views orally and in writing when communicating with specialists and non-specialists in Ukrainian and not less than 2 foreign languages;</p> <p>4) establish logically correct links between knowledge and its correct practical use.</p> <p>Learning outcomes 1-2</p> <p>Learning outcomes 1-4</p>	<p>(practice)</p> <p>discussions on the sources studied, solving problem situations, case studies, solving practical tasks (practice), work in small groups, presentations, project work, Internet search</p> <p>solving problem situations, case studies, solving practical tasks (practice), work in small groups, gamification, presentations, project work, Internet search, tests</p> <p>gamification, presentations, project work, Internet search</p>	<p>answering questions orally, solving tasks, problem situations, explaining the ways of solving tasks, evaluating presentations</p> <p>answering questions orally, solving tasks, problem situations</p> <p>participating in simulations, evaluating presentations</p> <p>Mid-term control: answering teacher's questions, mini case (CAS), module control paper (CAS) Module control paper, final tests and essay writing (CAS)</p>
<p><b>Assessment</b></p> <p><b>100% assessment as a result of control tasks (40%) and assessment in every class during the term (60%):</b></p> <p>10% participating in presentations, brainstorming, discussions, gamification</p> <p>20% completing practical tasks, problem tasks, analyzing cases</p> <p>30% module control papers</p> <p>40% control tasks (mini-case, tests, essay-writing)</p>		

### Contents

- Topic 1. Linguistic expertise: notions, subject, object, necessity  
 Topic 2. Methods of linguistic analysis: methodology and methods  
 Topic 3. Linguistic expertise with using computer search systems  
 Topic 4. The catalog of linguistic programs and resources on the Internet  
 Topic 5. Linguistic text expertise  
 Topic 6. The algorithm of duplicates search  
 Topic 7. Shingles algorithm – the search for vague text duplicates.

### Literature

#### *Language of teaching Ukrainian*

#### Mandatory

1. Баранов А.Н. Лінгвістична експертиза тексту: теорія і практика/ А.Н. Баранов. - М.: Флінта, 2007. 592 с. (базовий підручник).
2. Шевчук, В. Н. Информационные технологии в переводе. Электронные ресурсы переводчика – 2 / В. Н. Шевчук. – М. : Зебра Е, 2013. – 384с.
3. Волкова Н.И. Введение в компьютерную лингвистику. Практические аспекты создания лингвистических процессоров: уч.пособие / Н.И. Волкова. – М: Издательский отдел факультета ВМиК МГУ, 2006. – 43 с.
4. Lasswell, H. D. Language of politics. Studies in quantitative semantics / H. D. Lasswell. – Cambridge (Mass) : M.I.T. Press, 1965. – 398 p.

### Recommended reading

1. Арнольд И.В. Основы научных исследований в лингвистике: Учеб. пособие. — М.: Высш. шк., 1991. — 140 с.
2. Борисов Л.А., Орлов Ю.Н., Осминин К.П. Идентификация автора текста по распределению частот буквосочетаний // Препринты ИПМ им. М.В. Келдыша. - 2013. - № 27. - 26 с.
3. Nida E.A. Componential Analysis of Meaning. – The Hague: Mouton, 1975. – 243 p.

## ELECTIVE COURSES

<b><i>HISTORY OF FOREIGN LITERATURE</i></b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	1,2 / 24 weeks, 56 hours in class	8 / Mandatory	Yana Galkina, Ph.D. (Candidate of Sciences), Associate Professor	240 hours (28 h. lectures, 28 h. seminars, 184 h. self-study work)

<b>Course aims:</b> To study the literary process, the main literary achievements, the most outstanding representatives of the literature of European countries		
<b>Learning outcomes</b> On completion of the course, students will be able to:	<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
1) Demonstrate knowledge of historical, philosophical, geographical, social and economic, political aspects of the country of the language learned.	Lecture, seminars, discussion	Oral answers to questions, participation in the discussion (CAS)
2) Demonstrate knowledge of the main Foreign Literature works to analyze them and express their opinions.	Self-study activity,	Oral answers to questions, essay, test (CAS)
3) Collect knowledge, grasp the features of the major, understand the importance of interdisciplinary approach in the major.	Practicals, internet search	Essay, test, Participation in the discussion (CAS)
4) Analyse information using the appropriate methods, find missing elements, process gained information and shows the connections with the knowledge previously achieved.	Lecture, discussion	Participation in the discussion, test (CAS)
5) Work efficiently in a team, negotiate with other participants to fulfill the given assignments, avoid conflicts	Self-study activities, discussion, internet search	Participation in the discussion (CAS)
6) Work individually or in a team, comprehend and accept multicultural working environment and ensure social contacts	Discussion	Participation in the discussion, presentation assessment (CAS)
7) Meet deadlines in the fulfillment on the given assignments	Self-study activities, discussion,	Presentation assessment, essay (CAS)
8) improve regularly terminology knowledge in the fields of work;	Presentation	Presentation assessment, essay (CAS)
9) create logically clear links between acquired skills and their practical usage;	Presentation	
10) meet deadlines in the fulfillment on the given assignments;	Presentation	Presentation assessment, essay (CAS)
11) define the problems and verbalize them adequately, offering their definition, chose the ways of their translation and justify them;		Presentation assessment, essay (CAS)
<b>1 semester</b> Learning outcomes 1-3		Mid-term control: tests, oral answers to questions,

<p>Learning outcomes 1-4</p> <p><b>2semester</b></p> <p>Learning outcomes 4-6</p> <p>Learning outcomes 1-7</p> <p>Learning outcomes 1-2</p>		<p>participation in the discussion, essay (CAS)</p> <p>Final assessment (CAS)</p> <p>Final assessment (FAS)</p> <p>Mid-term control: tests, mini case (FAS)</p> <p>Final exam (FAS)</p>
<p><b>Assessment</b></p> <p><b>The results of each semester are evaluated separately. And the results of previous semester are not included into the final examination grade.</b></p> <p><b>1 semester</b></p> <p><b>100% Final assessment as a result of Final exam (40%) and Continuous assesment (60%)</b></p> <p><b>40% Final exam (3 questions for the oral responses)</b></p> <p><b>60% Continuous assessment:</b></p> <p>10% Participation in the discussion</p> <p>20% Test (written)</p> <p>10% Essay (written)</p> <p>10% Presentation (oral, multimedia)</p> <p>10% oral answers to questions</p> <p><b>2 semester</b></p> <p><b>100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%)</b></p> <p><b>40% Final exam (2 sets of written assignments, each assignment includes 1 essay, oral assignment – case study)</b></p> <p><b>60% Continuous assessment:</b></p> <p>20% Participation in the discussion</p> <p>10% Participation in the case study</p> <p>20% Test (multiple choice)</p> <p>10% Presentation (oral, multimedia)</p>		
<p><b>Contents</b></p>		
<p><b>Thematic structure of the course:</b></p> <p><b>Module 1. The Ancient literature</b></p> <p>The lyrics of Sappho, Alcaeus, Anacreon</p> <p>Antique Tragedy (Sophocles)</p> <p>Antique comedy (Aristophanes)</p> <p>Poetry of Catullus</p> <p>Creativity of Ovid</p> <p><b>Module 2. The literature of the Middle Ages and the Renaissance</b></p> <p>The heroic epic of the early Middle Ages: Beowulf</p> <p>Protorenessans in the works of Dante</p> <p>Renaissance works of Boccaccio</p> <p>Renaissance Shakespeare's Theatre</p> <p><b>Module 3. The literature of Classicism and Baroque (17th century)</b></p> <p>Moliere's comedy</p> <p>Calderon's drama</p> <p>The tragedies of Corneille</p>		

The tragedies of Racine

**Module 4. The literature of the Enlightenment**

Works of Defoe

Works of Swift

Works of Voltaire

Works of Prevost

Works of Goethe

**Literature**

*Language of teaching is Ukrainian*

**Compulsory reading**

1. История зарубежной литературы. Античность. Средние века. Возрождение / под ред. Л. Гительмана. – СПб. : Санктпетербургская академия театрального искусства, 2016. – 622 с.
2. Пахсарьян Н. Т. История зарубежной литературы XVII – XVIII веков: Учебно-методическое пособие / Н. Пахсарьян. – М.: Издательство РОУ, 2016. – 101 с.
3. Соловьева Н.А. История зарубежной литературы XIX века / Н.А.Соловьева, Е.А.Петрова, В.Н.Богословский, А.Ф.Головенченко, А.А.Дружинина. – М.: Высшая школа, 2015. – 561 с.
4. Михальская Н.П. История зарубежной литературы XIX века / Н.П.Михальская, В.А.Луков, А.А.Завьялова и др.; Под ред. Н.П.Михальской. – М.: Просвещение, 2016/ - 584 с.
5. Толмачев В.М. Зарубежная литература XX века: Учеб. пособие для студ. высш. учеб. заведений / В.М.Толмачев, В.Д.Седельник, Д.А.Иванов. – М.: Высшая школа, 2014. – 657 с.
6. Андреев Л.Г. Зарубежная литература XX в. / Л.Г.Андреев, А.В.Карельский, Н.А.Соловьева, Н.С.Павлова, В.М.Толмачев. – М.: Высшая школа, 2014. – 559 с.
7. Gray R. A History of American Literature / R. Gray. – London: Wiley-Blackwell, 2011. – 952 p.
6. Poplawski P. English Literature in Context / P. Poplawski. – Cambridge: Cambridge University Press, 2007. – 704 p.

**Recommended reading**

1. Алексеев М. П. История зарубежной литературы средних веков и Возрождения / М. Алексеев, В. Жирмунский. – М. : Высшая школа, 2017. – 415 с.
2. Давиденко Г. Історія зарубіжної літератури середніх віків та Відродження / Г. Давиденко, В. Акуленко. – К. : Цент учбової літератури, 2016. – 460 с.
3. Храповицкая Г.Н. История зарубежной литературы (западноевропейский и американский реализм 1830-1860 годы) / Г.Н. Храповицкая, Ю.П. Солодуб.. – М.: Академия, 2015. – 408 с.
4. Ковалева Т.Н. История зарубежной литературы (вторая половина XIX – начало XX веков) / Т.В. Ковалева, Е.А. Леонова. – Минск: Завигар, 2017. – 336 с.
5. Косиков Г.К. Зарубежная эстетика и теория литературы XIX-XX вв. / Г.К. Косиков. – М.: Изд-во МГУ, 2018. – 512 с.
6. Bradbury M. From Puritanism to Postmodernism: A History of American Literature / M. Bradbury. – London: Penguin Books, 1992. – 480 p.
7. Alexander M. A History of English Literature (Palgrave Foundations Series) / M. Alexander. – London: Palgrave Macmillan, 2013. – 464 p

**LINGUISTIC DATA: QUANTITATIVE ANALYSES AND VISUALISATION**

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload

English	1/14 weeks, 28 hours in class	4/Elective	Larysa Korotka, Ph.D (Candidate of Science), Associate Professor	120 hours (14 h. lectures, 14 h. seminars/practical, 92 h. self-study time)
<p>The aim of this course is to provide general theoretical and practical training of applicants for bachelor's degree in higher education on modern methods of data analysis, as applied to linguistic data, including methods of statistical inference and explanatory data analysis with visualizations, theoretical background in mathematical statistics, limitations of statistical methods and their applicability to linguistic problems as well as visualization techniques using popular library ggplot2.automated morphological analysis of texts.</p>				
<b>Learning outcomes</b>		<b>Teaching methods, teaching and learning activities</b>		<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
On completion of the course, students will be able to:				
1) understand principal steps of a quantitative research in linguistics;		Problem lecture, discussion		Test, oral answers to questions, exercise (CAS)
2) use the possibilities and limitations of quantitative approaches as applied to different research questions;		Problem lecture, discussion		Project work in groups, presentation of results (CAS)
3) formulate research questions and develop them into testable hypotheses;		Problem solving, case- study, presentation of individual tasks		Project work in groups, presentation of results (CAS)
4) explore the possibilities of data collection and different approaches to sampling;		Problem solving, case- study, presentation of individual tasks		Project work in groups, presentation of results (CAS)
5) evaluate the quality of a quantitative approach;		Problem solving, case- study, presentation of individual tasks		Project work in groups, presentation of results (CAS)
6) use the most common corpus, experimental, and mixed design of the linguistic studies and learn to evaluate research plans, discover and prevent the associated threats to data validity;		Problem solving, case-study, presentation of individual tasks		Project work in groups, presentation of results (CAS)
7) understand possibilities and limitations of conventional statistical techniques and criteria, as well as some popular contemporary multivariate statistical methods		Problem solving, case-study, presentation of individual tasks		Project work in groups, presentation of results (CAS)
Learning outcomes 1-7				Mid-term control: projects (CAS) Test (CAC)
<b>Assessment</b>				
<b>Final grade (final assessment) as a result of 100% continuous assessment:</b>				
20% performing laboratory work and participating in discussions				

40% projects implementation 40% final control (tests)
<b>Contents</b>
<p><b>Module 1.</b></p> <ol style="list-style-type: none"> <li>Types of data. Data frame. Functions and arguments. Visualizing data: basic style.</li> <li>Research design and Hypothesis testing. Descriptive statistics. Basic visualizations.</li> </ol> <p><b>Module 2.</b></p> <ol style="list-style-type: none"> <li>Mixed-effects models.</li> <li>Bayes' rule for statistical inference. (Generalized) linear models. Model comparison and selection.</li> </ol>
<b>Literature</b>
<i>Language of teaching Ukrainian</i>
<b>Compulsory reading</b>
<ol style="list-style-type: none"> <li>Gries, S. T. (2013). Statistics for Linguistics with R : A Practical Introduction (Vol. 2nd revised edition). Berlin: De Gruyter Mouton. Retrieved from <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;site=eds-live&amp;db=edsebk&amp;AN=604318">http://search.ebscohost.com/login.aspx?direct=true&amp;site=eds-live&amp;db=edsebk&amp;AN=604318</a></li> <li>Levshina, N. (2015). How to Do Linguistics with R : Data Exploration and Statistical Analysis. Amsterdam: John Benjamins Publishing Company. Retrieved from <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;site=eds-live&amp;db=nlebk&amp;AN=1093048">http://search.ebscohost.com/login.aspx?direct=true&amp;site=eds-live&amp;db=nlebk&amp;AN=1093048</a></li> <li>Mitkov, R. (2015). The Oxford handbook of computational linguistics. Oxford University Press</li> <li>Taylor, J. R. (Ed.). (2015). The Oxford handbook of the word. Oxford University Press.</li> </ol>
<b>Recommended reading</b>
<ol style="list-style-type: none"> <li>Gries, S. T. (2017). Quantitative Corpus Linguistics with R : A Practical Introduction (Vol. Second edition). Milton Park, Abingdon, Oxon: Routledge. Retrieved from <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;site=eds-live&amp;db=nlebk&amp;AN=1386645">http://search.ebscohost.com/login.aspx?direct=true&amp;site=eds-live&amp;db=nlebk&amp;AN=1386645</a></li> <li>Hadley, W. (2016). Ggplot2 : Elegant Graphics for Data Analysis. New York, NY: Springer. Retrieved from <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;site=eds-live&amp;db=edsebk&amp;AN=1175341">http://search.ebscohost.com/login.aspx?direct=true&amp;site=eds-live&amp;db=edsebk&amp;AN=1175341</a></li> <li>Baayen, Harald. 2008 (2nd ed.: 2014). Analyzing Linguistic Data: A Practical Introduction to Statistics using R. Cambridge University Press.</li> </ol>

<b>FUNDAMENTALS OF PSYCHOLOGY AND PEDAGOGY</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course coordinator</b>	<b>Student workload</b>
English	2 /14 weeks, 42 hours in class	2 / Elective	Oleg Tarnopolsky, Doctor of Science, Full Professor	150 hours (28 h. lectures, 14 h. practical, 24 h. self-study time)

<p>The course is aimed at: students acquiring the knowledge from the theory and practice of Psychology and Pedagogy; their cognizing the laws of their psychic activities; their forming the needs for personal development; their understanding the psychological peculiarities of both their own personalities and the personalities of other people; their learning how to develop positive relationships with the people surrounding them; their abilities to control their emotional and volitional processes; their achieving individual goals in their learning and building the learning process in the optimal way.</p>		
<p><b>Learning outcomes</b> At the end of the course students will be able to:</p>	<p><b>Teaching methods, teaching and learning activities</b></p>	<p><b>Forms of assessment (ongoing monitoring CAS, final monitoring FAS)</b></p>
<p>1) independently find and use, particularly with the aid of information technologies, new psychological and pedagogical knowledge, psychological techniques of optimally building communication and relationships with people, learning techniques, the peculiarities of their use when organizing one's own educational process;</p> <p>2) substantiate the choice and efficiently use innovative educational technologies, methods and means of learning with the purpose of ensuring one's own personal and professional development;</p> <p>3) know the key notions of Psychology and Pedagogy, their basic categories;</p> <p>4) realize and fully understand the system of knowledge that reveals the psychology of a person, the peculiarities of psychological phenomena, the laws of development of personality's psychological properties, the factors influencing their formation and development;</p> <p>5) realize and fully understand the basics of human interaction and communication and of the processes of personality development in education, as well as the methods of pedagogically influencing human</p>	<p>1) Lectures, seminars, brainstorming, discussions, presentations, case studies, solving problem tasks, project work, Internet search</p> <p>2) Lectures, seminars, self-study activity, brainstorming, discussions, presentations, case studies, solving problem tasks, project work, Internet search, gamification</p> <p>3) Self-study activity, lectures, seminars, brainstorming, discussions, presentations, Internet search</p> <p>4) Lectures, seminars, brainstorming, discussions, presentations, case studies, solving problem tasks, project work, Internet search, gamification</p> <p>5) Lectures, seminars, brainstorming, discussions,</p>	<p>1) Participation in brainstorming, discussions, evaluating presentations, project work, the solutions of problem tasks, writing essays (CAS)</p> <p>2) Answering teacher's questions, participation in brainstorming, discussions, evaluating presentations, project work, the solutions of problem tasks, writing essays (CAS)</p> <p>3) Evaluation of presentations, answering teacher's questions (CAS)</p> <p>4) Participation in brainstorming, discussions, evaluating presentations, project work, the solutions of problem tasks, writing essays (CAS)</p> <p>5) Participation in</p>



<p>personality;</p> <p>6) know about the innovative processes in education;</p> <p>7) apply the psychological laws of analyzing problems connected with psychic functioning, of psychic processes and states, analyze psychological peculiarities, influence one's own educational processes.</p> <p>Learning outcomes 1-4</p> <p>Learning outcomes 5-7</p>	<p>presentations, case studies, solving problem tasks, project work, Internet search, gamification</p> <p>6) Lectures, seminars, brainstorming, discussions, presentations, case studies, solving problem tasks, project work, Internet search, gamification</p> <p>7) Lectures, seminars, brainstorming, discussions, presentations, case studies, solving problem tasks, project work, Internet search, gamification</p>	<p>brainstorming, discussions, evaluating presentations, project work, the solutions of problem tasks, writing essays (CAS)</p> <p>6) Participation in brainstorming, discussions, evaluating presentations, project work, the solutions of problem tasks, writing essays (CAS)</p> <p>7) Participation in brainstorming, discussions, evaluating presentations, project work, the solutions of problem tasks, writing essays (CAS)</p> <p>Mid-term control: answering teacher's questions, mini case (CAS)</p> <p>Final essay writing (CAS)</p>
<p><b>Assessment</b></p> <p><b>100% Final assessment as a result of final essay writing (20%) and continuous assessment (80%)</b></p> <p><b>20% Final essay writing (a set of 9 essay topics with the random choice of a topic)</b></p> <p><b>80% Continuous assessment:</b></p> <p>10% Participation in brainstorming and discussions</p> <p>10% Participation in role-playing games</p> <p>20% Answering teacher's questions</p> <p>20% Presentations (oral, multimedia)</p> <p>20% Case study and problem tasks solutions</p>		
<p><b>Contents</b></p>		
<p><b>Module 1. The Fundamentals of Psychology:</b></p> <p>Topic 1. Psychology as a science and its subject, branches of Psychology and its leading modern theories</p>		

- Topic 2. The psychology of thinking, consciousness and subconsciousness, psychological sets, the psychology of creativity
- Topic 3. The psychology of memory, retention and forgetting
- Topic 4. The psychology of emotions and feeling, motivation
- Topic 5. The psychology of human activities and learning. Perception, attention, and imagination
- Topic 6. Psychological laws of structuring personal relationships with the environment and other people for achieving personal goals
- Module 2. The Fundamentals of Pedagogy:**
- Topic 7. Pedagogy as a science and its subject, branches of Pedagogy and its leading modern theories
- Topic 8. The principles of Didactics
- Topic 9. Organizing one's own learning for achieving its best results

### Literature

#### *Language of teaching English*

#### Compulsory reading

1. Tarnopolsky O.B. The Fundamentals of Psychology and Pedagogy: The Notes of Lectures. Learning materials. Dnipropetrovsk University of Economics and Law. – Dnipropetrovsk. – 2010.
2. Волкова Н.П. Педагогіка. – К.: Академвидав, 2007 (the principal coursebook).
3. Немов Р.С. Психологія. В трех книгах. Книга 1. – М.: Владос, 2000 (the principal coursebook).
4. Немов Р.С. Психологія. В трех книгах. Книга 2. – М.: Владос, 2000 (the principal coursebook).
5. EDU123: Fundamentals of Pedagogy – Access: <https://www.wattpad.com/14580265-edu-123-fundamentals-of-pedagogy>

#### Recommended reading

1. Сисоєва С.О., Поясок Т.Б. Психологія та педагогіка. – К., 2005.
2. Kosslyn S.M., Rosenberg R.S. Fundamentals of Psychology in Context: The Brain, the Person, the World. 3d Edition. – Pearson, 2006.

## PHILOSOPHY

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	2/14 weeks, 42 hours in class	5 / Elective	Hanna Shchokolova, Ph.D. (Candidate of Science), Associate Professor	150 hours (28 h. lectures, 14 h. practicals, 108 h. self-study time)

#### Course aims:

The course's aim is to facilitate the development of students' coherent worldview system encompassing problems of the human existence, man's relationship with nature and society and methods of discovering objective truth.

Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:		
1) understand the origins, structure and civilizational role of various traditions of philosophical thought;	Lecture, practical classes, Internet search, guided self-study	Participation in the discussion, essay (CAS)

<p>2) evaluate and compare main stages and traditions in the evolution of philosophical thought;</p> <p>3) analyze sources of philosophical thought and critically perceive various philosophical ideas;</p> <p>4) apply acquired knowledge of philosophical ideas and doctrines to solving practical problems (both general and narrowly professional) in the rational and ethically acceptable ways.</p> <p>5) develop and defend one's own ideas and suggestions regarding the most important issues of human life and social development.</p>	<p>activity</p> <p>Problem lecture, practical classes, Internet search, guided self-study activity</p> <p>Problem lecture, practical classes, Internet search, guided self-study activity</p> <p>Problem lecture, Internet search, self-study activity, workshop</p> <p>Problem lecture, practical classes, Internet search, self-study activity, panel discussion</p>	<p>Participation in the discussion, essay (CAS)</p> <p>Participation in the discussion, essay (CAS)</p> <p>Participation in the discussion, solving problems (CAS)</p> <p>Participation in the discussion, essay, solving problems (CAS)</p>
<p><b>Assessment</b></p> <p><b>Final grade (final assessment) as a result of 100% continuous assessment:</b></p> <p>25% Participation in the discussion</p> <p>25% Test</p> <p>25% Essay (written)</p> <p>25% Presentation (oral, multimedia)</p>		
<p><b>Contents</b></p>		
<p><b>Thematic structure of the course:</b></p> <p><b>Module 1. History of philosophy.</b></p> <p>1. What is philosophy? (Introduction).</p> <p>2. Philosophy of the Ancient world.</p> <p>3. Medieval philosophy.</p> <p>4. Philosophy of the Renaissance and Early Modern period.</p> <p>5. Philosophy of the Modern and Contemporary Era.</p> <p><b>Module 2. Theory of philosophy.</b></p> <p>6. Ontology.</p> <p>7. Epistemology.</p> <p>8. Philosophical anthropology</p> <p>9. Social and political philosophy.</p> <p>10. Philosophy of science.</p>		
<p style="text-align: center;"><b>Literature</b></p> <p><i>Language of teaching Ukrainian</i></p> <p style="text-align: center;"><b>Compulsory reading</b></p> <p>1. Братаніч Б.В. Концепт «сталого розвитку» та його освітня складова у контексті філософської проблематики / Б.В. Братаніч // Гілея. – 2019. – Вип. 151. – С. 20 – 24.</p> <p>2. Киричок О.Б. Філософія: Підручник для студентів вищих навчальних закладів / О.Б. Киричок. – Полтава: РВВ ПДАА, 2010. – 381 с.</p>		

3. Кривуля О.М. Філософія: навчальний посібник / О.М. Кривуля. – Х.: ХНУ імені В.Н. Каразіна, 2010. – 592 с.
4. Осипов А.О. Філософія: Навчально-методичний посібник для студентів денної та заочної форми навчання / А.О. Осипов. – Д.: Видавництво Дніпропетровського університету ім. А. Нобеля, 2014. – 60 с.
5. Осипов А.О. Філософія науки (методи та форми наукового пізнання): Навчально-методичний посібник для самостійної роботи / А.О. Осипов. – Д.: Видавництво Дніпропетровського університету ім. А. Нобеля, 2014. – 196 с.
6. Причепій Є.М. Філософія: Конспект лекцій / Є.М. Причепій. – К.: Академія, 2009. – 592 с.
7. Рождественська І.В. Взаємодія суспільства і держави у філософських працях Арістотеля / І.В. Рождественська // Державне управління та місцеве самоврядування. – 2019. – Вип. 1. – С. 34 – 38.

#### Recommended reading

1. Кулик О.В. Філософія: Навчальний посібник / О.В. Кулик. – Д.: Моноліт, 2013. – 692 с.
2. Глинська Л. Феномен толерантності в соціально-філософських інтерпретаціях / Л. Глинська, Р. Скляр // Соціологічні студії. – 2019. – № 2. – С. 42 – 47.
3. Філософія: підручник для студентів вищих навчальних закладів / кол. авторів; за ред. Л.В. Губерського. – Харків: Фолю, 2013. – 510 с.
4. The Stanford Encyclopedia of Philosophy [Electronic resource]. – Access mode: <https://plato.stanford.edu/index.html>

<b>SELF-MANAGEMENT</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	4/14 weeks, 42 hours in class	5/ Elective	Olena Lytvynenko, Ph.D. (Candidate of Science), Associate Professor	150 hours (28 h. lectures, 14 h. practical, 108 h. self-study time)
<b>Course aims:</b> The purpose of the discipline 'Self-Management' is to form an idea of the need to acquire practical skills of self-management, solving problems of self-organization and awareness of the need to develop professionally significant personal qualities needed to manage their own resources.				
<b>Learning outcomes</b> On completion of the course, students will be able to:		<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>	
1. understand the specifics of the object and subject of self-management, its categories, methods, structure, place in the system of humanitarian knowledge and social functions; 2. understand the essential features, properties, genesis of management; 3. successfully use methodological and methodological techniques to study the effectiveness of self-management; 4. determine the factors of time management;		Lecture, tutorials, discussion  Lecture, practical classes Case study presentation, self-study activities, Lecture, tutorials,	Oral answers to questions, test (CAS)  Test, presentation (CAS) Case study presentation (CAS)  Oral answers to questions,	

5. effectively develop measures for the transformation of the components of the organization, taking into account the influence of environmental factors	self-study activities  Internet search, self-study activities, discussion.	presentation, test (CAS) Essay, participation in the discussion (CAS)
<b>Assessment</b> <b>Final grade (final assessment) as a result of 100% continuous assessment:</b> 30% Participation in the discussion 20% Participation in the business play 20% Case study presentation 10% Test 20% Presentation (oral, multimedia)		
<b>Contents</b>		
<b>Thematic structure of the course:</b> Basic concepts of self-management Efficiency and effectiveness of personal activities Principles of personal goal setting Time management as an element of self-management		
<b>Literature</b>		
<i>Language of teaching Ukrainian</i>		
<b>Compulsory reading</b>		
1. Джей Р. Темплар Р. Энциклопедия менеджмента. Алгоритмы эффективной работы. М.: Альпина Бизнес Букс, 2005. – 405с. 2. Довгань Л.Є. Праця керівника, або практичний менеджмент: Навч. посібник –К.: Екс об, 2002. – 384с. 3. Лукашевич Н.П. Теория и практика самоменеджмента: Учеб. пособие. – 2-е изд., испр. – К.: МАУП, 2002. – 360с. 4. Мазаракі А.А., Мошек Г.Є., Гомба Л.А. та ін. Менеджмент: Теорія і практика: Навч. посіб. – Вид-во «Атака», 2007. – 560с. 5. Хміль Ф.І. Ділове спілкування: Навч. посібник – К: Академвидав, 2004. –280с. 6. Daft R.L. (2015). Management. 12th ed. — Cengage Learning, 2015. — 784 p. in color. — ISBN: 1285861981, 9781285861982 7. Griffin R.W. (2013). Organizational Behavior: Managing People and Organizations 11th ed. — Cengage Learning, 2013. — 624 p. — ISBN 1133626696, 9781133626695. 8. Gagne M. (Ed.) (2014). The Oxford Handbook of Work Engagement, Motivation, and Self-Determination Theory / Oxford University Press, UK, 2014. — 465 p. — (Oxford Library of Psychology). — ISBN 019979491X.		
<b>Recommended reading</b>		
1. Адизес И.К. Идеальный руководитель: почему им нельзя стать и что из этого следует. Пер. с англ. – М.: Альпина Бизнес Букс, 2007. – 262с. 2. Балабанова Л.В., Сардак О.П. Організація праці менеджера: Навч. посібник – К.: ВД «Професіонал», 2007. – 407с 3. Вудкок М., Френсис Д. Раскрепощенный менеджер. – М.: Дело, 1991. – 206с. 4. Гоулман Д., Бояцис Р., Макки Э. Эмоциональное лидерство. Искусство управления людьми на основе эмоционального интеллекта. М: Альпина Бизнес Букс, 2007. – 302с 5. Колпаков В.М. Організація праці менеджера: Навч. посіб. – К.: ДП «Видавничий дім «Персона», 2008. – 432с.		

6. Jackson M.C. (2003). *Systems Thinking: Creative Holism for Managers* / Wiley – 2003, 379 pages  
ISBN: 0470845228, 9780470845226
7. Shiu E. (2017). *Research Handbook of Innovation and Creativity for Marketing Management* / Edward Elgar Publishing, 2017. — 261 p. — ISBN 978 0 85793 794 0.E
8. Harrison E. Bruce, Mulhberg Judith (2014). *Leadership Communications: How Leaders Communicate and How Communicators Lead in Today's Global Enterprise* / Business Expert Press, 2014. — 300 p. — (Public Relations Collection). — ISBN 978-1606498088.

<b>BUSINESS COMMUNICATIONS</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	4 / 14 weeks, 42 hours in class	5 / Elective	Iryna Kurochkina, PhD (Candidate of Science), Associate Professor	150 hours (28 h. lectures, 14 h. seminars/practical, 108 h. self-study time)
<b>Course aims:</b> Formation of a system of students ' systematic understanding of business communications as a means of cooperation, interaction, ensuring the achievement of goals, teach the necessary rules of business ethics and standards of behavior adopted in the professional community, which is necessary for their successful future professional activities.				
<b>Learning outcomes</b>		<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>	
On completion of the course, students will be able to:				
1) Demonstrates knowledge of the General rules of business communication, forms and means of verbal and non-verbal communication;		Lectures, seminars, brainstorming sessions/	Test, oral answers to questions, exercise	
2) Knows the techniques and methods of using business interaction technologies in practice			Participation in a discussion	
3) Demonstrates knowledge of scientific literature and the specifics of national-cultural speech and non-verbal communication;		Problem lectures, seminars, discussions	Participation in a business game,	
4) Based on the study of information sources, it forms the main components of a business person's image, as well as ethical norms and principles of business communication		Lectures, brainstorming sessions, business games	Assessment of practical skills,	
5) Apply the acquired theoretical knowledge to use verbal and non-verbal means of communication, as well as to recognize the intentions of partners using these means;		Problem lectures, seminars, presentations	Presentation in small groups	
6) Has the skills to overcome communication barriers			Case study presentation,	
7) Applies innovative approaches to public speaking, dispute management, discussion, polemics, and self-presentation.		Lectures, business games.	Tests, problem solving,	
8) Can flexibly adapt to any team, plays various social roles in the team			Oral answers to questions,	
9) Demonstrates skills in the use of ethics in		Lectures, seminars, discussions	Written answers to questions	

<p>business communication</p> <p>10) Adheres to social norms and rules in cooperation with partners, rules of business etiquette in business interaction;</p> <p>11) Respects diversity and cross-cultural characteristics in business communication, reflects the interests, values, and quality of life of various social strata and groups.</p> <p>12) Has the skills of written and oral General communication in the state and foreign languages, as well as the proper use of professional terminology</p> <p>13) Acts in a socially responsible and socially conscious manner based on ethical considerations based on safety principles</p> <p>14) Establishes a friendly atmosphere during communication with business partners.</p> <p>Learning outcomes 1-6</p>	<p>Problem lectures, business games,</p> <p>Lectures, seminars, discussions</p> <p>Lectures, presentations and discussions</p> <p>Lectures, seminars,</p> <p>Problem lectures, seminars,</p> <p>Problem lectures, discussions</p> <p>Lectures, Writing essay, presentation in small groups</p> <p>Lectures, presentations and discussions</p>	<p>Participation in a discussion</p> <p>Assessment of practical skills,</p> <p>Case study presentation,</p> <p>Presentation in small groups,</p> <p>Presentation in small groups</p> <p>Mid-Term control</p>
<p><b>Assessment</b></p> <p><b>Final score as a result of 100% continuous assessment:</b></p> <p>40% - writing a Mid Term assignment</p> <p>15% - writing a research paper (abstract)</p> <p>10% - participation in the discussion</p> <p>10% - participation in a role-playing game</p> <p>10% - case study, test, problem solving</p> <p>15% - presentation (oral, multimedia)</p>		
<p><b>Contents</b></p>		
<p><b>Module 1. Essence and features of business communications</b></p> <p>Topic 1. Introduction to the basics of business communications</p> <p>Topic 2. Professional ethics and etiquette in business communications</p> <p>Topic 3. Forms of business communications</p> <p><b>Module 2. Practical application specifics of business communications</b></p> <p>Topic 4. Features of business correspondence</p> <p>Topic 5. Difficulties and features of business communications</p> <p>Topic 6. Features of intercultural communication</p>		

## Literature

### *Language of teaching Ukrainian*

#### Compulsory reading

1. Володіна, Л. В. Ділове спілкування та основи теорії комунікації / Л. В. Володіна, О. К. Карпукіна. - М., 2008.
2. Коноваленко, М. Ю. Деловые коммуникации [Текст]: учебник для бакалавров. Гриф МО РФ / М. Ю. Коноваленко, В. А. Коноваленко. - М.: Юрайт, 2014. - 468 с.
3. Бороздіна, Г. В. Психологія ділового спілкування / Г. В. Бороздіна. - М.: ІПФР-М, 2006. - 224 с.
4. Mary Ellen Guffey, Dana Loewy. Essentials of Business Communication, 11th Edition. Cengage, 2019. – 608 p.
5. Business Communication for Success Publisher: University of Minnesota Libraries Publishing, 2015. – 632 p.

#### Recommended reading

4. Коноваленко, М. Ю. Методи діагностики обману в діловому спілкуванні / М. Ю. Коноваленко. - М.: РГТЕУ, 2010. – 209 с.
5. Панфілова, А. П. Ділова комунікація у професійній діяльності / А. П. Панфілова. - СПб. : Знання, ІВЕСЕП, 2001. - 496 с.
6. Сидоров, П. И. Деловое общение [Текст] : учебник для вузов. / П. И. Сидоров, М. Е. Путин, И. А. Коноплева. - 2-е изд., перераб. - М. : ИНФРА-М, 2012. – 148 с.
7. Шавкун І.Г. Бізнес-комунікація як тип соціального зв'язку. // Збірник матеріалів Всеукраїнської науково-практичної конференції «Проблеми управління економічним потенціалом регіонів» Запоріжжя: ЗНУ, 2010. – С. 274-276.
8. Шавкун І.Г. Сутність та атрибути комунікації в умовах глобалізації. // Гілея: науковий вісник. Збірник наукових праць. – К.: ВІР УАН, 2010. – Вип. 35. - С. 260 - 268.
9. Mary Ellen Guffey, Dana Loewy. Essentials of Business Communication, 11th Edition. Cengage, 2019. – 608 p.
10. Business Communication Today by Courtland L. Bovee, John V. Thill, Barbara E. Schatzman: 730 pages, Publisher: Prentice Hall
11. Business Communication for Success Publisher: University of Minnesota Libraries Publishing, 2015. – 632 p.
12. Business Communication Today by Courtland L. Bovee, John V. Thill, Barbara E. Schatzman: 730 pages, Publisher: Prentice Hall
13. Business Communication for Managers : An Advanced Approach by John M. Penrose, Robert W. Rasberry, Robert J. Myers: 480 pages, Publisher: South-Western College
14. Communicating for Managerial Effectiveness by Phillip G. Clampitt, 304 pages, Publisher: SAGE Publications
15. Business Communication: Building Critical Skills by Kitty O. Locker, Stephen Kyo Kaczmarek: 637 pages, Publisher: Irwin/McGraw-Hill



Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	6/11 weeks, 22 hours in class	3,0 /Elective	Serhii Dubinskyi, Ph.D. (Candidate of Science), Associate Professor	90 hours (11 h. lectures, 11 h. practicals, 68 h. self-study time)
<b>Learning outcomes</b> On completion of the course, students will be able to:			<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
<p>1) use modern methods of investigation and analysis of the risks, dangers and hazards in the workplace and industrial facilities;</p> <p>2) put tasks and organize research to determine professional, occupational hazards, threats in the workplace;</p> <p>3) assist and consult of employees with practical issues of safety and monitor willingly the implementation of labor protection in the organization;</p> <p>4) identify, research and develop conditions of the National Assembly and ensuring coordinated action to prevent them in the CO in accordance with their professional duties;</p> <p>5) elect and apply methods of forecasting and assessment of the situation in the zone of the National Assembly, calculation parameters dangerous factors PSD sources controlled and used for forecasting, determination capabilities and resources to overcome the consequences of emergency;</p> <p>6) understand, develop and implement of preventive and operative (emergency) measures of civil protection.</p>			<p>Lecture, practical classes, self-study activities, internet search</p> <p>Lecture, practical classes, self-study activities</p> <p>Lecture, practical classes, self-study activities, case study in small groups</p> <p>Lecture, practical classes, self-study activities, solving problems</p> <p>Lecture, practical classes, self-study activities, solving problems</p> <p>Lecture, practical classes, self-study activities, solving problems</p>	<p>Participation in the discussion, essay, test (CAS)</p> <p>Practical skills assessment, report, case study (CAS)</p> <p>Practical skills assessment, essay, case study (CAS)</p> <p>Practical skills assessment, report, presentation (CAS)</p> <p>Presentation, report, test (CAS)</p> <p>Practical skills assessment, essay, presentation (CAS)</p>
<p><b>Assessment</b>  <b>Final grade (final assessment) as a result of 100% continuous assessment:</b>  10% Participation in the discussion  10% Test (multiple choice, computer)  30% Essay  25% Reports</p>				

25% Presentation (oral, multimedia)
<b>Contents</b>
<p>Thematic structure of the course:</p> <p>International standards in labor protection sphere</p> <p>Main legislative and normative acts on labor protection in the industry</p> <p>Injuries and diseases in the industry. Investigations of accidents.</p> <p>Special sections of labor protection in the industry professional activity</p> <p>Actual problems of labor protection in research</p> <p>The main measures of fire prevention for industrial sites</p> <p>Methods for calculating the areas of man-made destruction of explosions and fires and fire protection CO</p> <p>Forecasting and planning environment protection measures in the areas of radiation, chemical and biological contamination</p> <p>Evaluation of engineering environment and social-economic consequences of emergency</p> <p>Maintenance activities and actions within a unified system of civil protection.</p> <p>Special function in civil defense.</p>
<b>Literature</b>
<i>Language of teaching Ukrainian</i>
<b>Compulsory reading</b>
<ol style="list-style-type: none"> <li>1. Основи охорони праці : підручник / М. С. Одарченко, А. М. Одарченко, В. І. Степанов, Я. М. Черненко. – Х. : Стиль-Издат, 2017. – 334 с.</li> <li>2. Кучма М.М. Цивільна оборона: навчальний посібник / М.М. Кучма. – К.: Кондор, 2011. – 354 с.</li> <li>3. Чернега Р. Т. Практичні проблеми у сфері правового забезпечення охорони праці в Україні [Електронний ресурс] / Р. Т. Чернега // Соціальне право. - 2019. - № 2. - С. 93-101.</li> </ol>
<b>Recommended reading</b>
<ol style="list-style-type: none"> <li>1. Богданюк І. В. Деякі питання дослідження причинно-наслідкового зв'язку при виконанні комплексних судових інженернотехнічних експертиз у галузі охорони праці та електротехнічних експертиз [Електронний ресурс] / І. В. Богданюк, О. В. Бублик, В. Ф. 2. Чернюк, В. С. Супрун // Теорія та практика судової експертизи і криміналістики. - 2019. - Вип. 19. - С. 524-538.</li> <li>3. Проблеми та перспективи розвитку охорони праці: Матеріали ІХ Всеукраїнської науково-практичної конференції курсантів, студентів, аспірантів та ад'юнктів – Л.: ЛДУ БЖД, 2019. – 188 с.</li> <li>4 <a href="http://base.safework.ru/iloenc">http://base.safework.ru/iloenc</a> – Энциклопедия по охране и безопасности труда МОТ [Encyclopaedia of Occupational Health and Safety ILO – <a href="http://base.safework.ru/iloenc">http://base.safework.ru/iloenc</a>]</li> <li>5. Albert Alex, Hallowel Matthew R. Revamping Occupational Safety and Health Training: Integrating Andragogical Principles for the Adult Learner. // Australasian Journal of Construction Economics &amp; Building. 2013, Vol. 13 Issue 3, p. 128-140.</li> <li>6. Cheberiachko, Y. Cheberiachko, D. Radchuk, D. Pustovoi (2020). Experimental Research of dust power of filtering materials for anti-dust respirators. Labour Protection Problems in Ukraine, 36(1), 12-17.</li> <li>7. Kruzhilko, O., &amp; Lysyuk, M. (2019). Investigations of the global problems impact on occupational safety and health in Ukraine. Labour Protection Problems in Ukraine, 35(2), 3-7.</li> </ol>

<b>LOGIC</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	6/11 weeks, 22 hours in class	3 / Elective	Ruslan Kliuchnyk, Ph.D. (Candidate of Science), Associate Professor	90 hours (11 h. lectures, 11 h. practicals, 68 h. self-study time)
<b>Course aims:</b> The course's aim is to provide students with basic theoretical knowledge of logics as a science of principles of correct thought as well as develop students' skills in such fields as data collecting, analysis, debate, proving.				
<b>Learning outcomes</b> On completion of the course, students will be able to:		<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>	
1) understand the nature of logic as a science of correct thought and its place in solving theoretical and practical problems of various type and scale;		Lecture, Internet search, self-study activity, practical classes	Participation in the discussion, essay (CAS)	
2) know and apply basic laws (principles) of correct thought;		Lecture, self-study activity, practical classes	Participation in the discussion, essay (CAS)	
3) conduct operations with notions;		Lecture, guided self-study activity, practical classes	Participation in the discussion, test, practical skills assessment (CAS)	
4) conduct operations with propositions;		Lecture, guided self-study activity, practical classes	Participation in the discussion, test, practical skills assessment (CAS)	
5) operate with main methods of logic of reasoning;		Lecture, debate, business game	Participation in the discussion, practical skills assessment (CAS)	
6) adequately apply principles of correct argumentation;		Practical classes, debate, business game	Participation in the discussion, practical skills assessment (CAS)	
<b>Assessment</b> <b>100% Final assessment as a result of Continuous assessment (100%)</b> <b>100% Continuous assessment:</b> 40% Participation in the discussion				

20% Test (written form) 20% Essay 20% Practical skills assessment
<b>Contents</b>
<p><b>Thematic structure of the course:</b></p> <ol style="list-style-type: none"> <li>1. Logic as the science: its subjects, methods, language and ways of application in the sphere of economic activity</li> <li>2. Basic laws (principles) of correct thought</li> <li>3. Logic of notions and logical operations with notions</li> </ol> <p><b>Module 2. Main forms of thought</b></p> <ol style="list-style-type: none"> <li>4. Logic of propositions. Main logical operations with propositions.</li> <li>5. Logic of reasoning</li> <li>6. Logical foundations of argumentation</li> </ol>
<p><b>Literature</b> <b>Compulsory reading</b></p> <ol style="list-style-type: none"> <li>1. Бартун М.П. Логіка: Практикум, правила та вправи [Текст] / М.П. Бартун. – Д.: Дніпропетровський університет економіки та права, 2008 – 92 с.</li> <li>2. Конверський А.Є. Логіка: підручник. – 2-ге вид., виправлене / А. Є. Конверський. – К.: ВПЦ "Київський університет", 2017. – 391 с.</li> <li>3. Кириллов В.М. Логика [Текст] / В.М. Кириллов. – М.: «Луч», 2010. – 381 с.</li> <li>4. Логіка. Підручник для студентів вищих навчальних закладів / Олег Шепетяк. – Київ: Фенікс, 2015. – 256 с.</li> <li>5. Хоменко І.В. Логіка: Теорія та практики [Текст] / І.В. Хоменко. – К.: ЦУЛ, 2010. – 400 с.</li> <li>6. DeLancey С. A Concise Introduction to Logic [Electronic resource]. – Access mode: <a href="http://pressbooks.opensuny.org/concise-introduction-to-logic/">http://pressbooks.opensuny.org/concise-introduction-to-logic/</a></li> <li>7. Teller Р. A Modern Formal Logic Primer [Electronic resource]. – Access mode: <a href="http://tellerprimer.ucdavis.edu/">http://tellerprimer.ucdavis.edu/</a></li> </ol> <p style="text-align: center;"><b>Recommended reading</b></p> <ol style="list-style-type: none"> <li>1. Конверський А.Є. Логіка (традиційна та сучасна): Підручник [Текст] / А.Є. Конверський. – К.: Центр навчальної літератури, 2004. – 535 с.</li> <li>2. Мозгова Н.Г. Логіка: Навчальний посібник [Текст] / Н.Г. Мозгова. – К.: «Каравела», 2008. – 248 с.</li> <li>3. Introduction to Logic [Electronic resource]. – Access mode: <a href="http://www.zweigmedia.com/RealWorld/logic/logicintro.html">http://www.zweigmedia.com/RealWorld/logic/logicintro.html</a></li> <li>4. Introduction to Logic [Electronic resource]. – Access mode: <a href="http://www.zweigmedia.com/RealWorld/logic/logicintro.html">http://www.zweigmedia.com/RealWorld/logic/logicintro.html</a></li> <li>5. Slaney J. The Logic Note. Online course [Electronic resource]. – Access mode: <a href="http://users.cecs.anu.edu.au/~jks/LogicNotes/">http://users.cecs.anu.edu.au/~jks/LogicNotes/</a></li> </ol>

<b>THE INTRODUCTION TO SOCIO AND PSYCHOLINGUISTICS</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course coordinator</b>	<b>Student workload</b>
Ukrainian	3 /14 weeks, 28 hours in class	4.5 / Elective	Oleg Tarnopolsky, Doctor of Science, Full Professor	135 hours (14 h. lectures, 14 h. seminars/practical, 107 h. self-study time)
The course is aimed at students acquiring the theoretical and practical knowledge and skills that are necessary for understanding the socio- and psycholinguistic basis and peculiarities of human communication for using that knowledge and those skills in the professional activities of a philologist, a specialist in communication issues.				
<b>Learning outcomes</b> At the end of the course students will be able to:		<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>	
1) theoretically substantiate the choice of socio- and psycholinguistic data for solving relevant professional tasks, foresee the outcomes of using such data;		1) Lecture, practical classes, brainstorming, discussion, student presentations	1) Participation in the discussion, answering teacher's questions (CAS), presentation	
2) know and clearly understand the scientific fundamentals of socio- and psycholinguistics, identify, formulate, and solve relevant tasks, theoretical knowledge in socio- and psycholinguistics and practical experience;		2) Lecture, practical classes, self-study activity, student presentations, case study	2) Participation in the discussion, answering teacher's questions, case study presentation (CAS)	
3) use in practice different socio- and psycholinguistic information, data, and knowledge;		3) Lecture, self-study activity, discussion, case studies, student presentations	3) Participation in the discussion, answering teacher's questions, case study presentation, presentation (CAS)	
4) avoid mistakes in professional activities due to not taking into account some socio- and psycholinguistic laws ;		4) Lecture, Internet search, self-study activities, discussion, case studies, student presentations	4) Participation in the discussion, answering teacher's questions, case study presentation, presentation (CAS)	
5) use the methods of diagnosing the efficiency of the professional text processing activities from the		5) Practical classes, Internet search, self-	5) Participation in the discussion, answering teacher's questions, case study presentation, presentation, participation	

<p>point of view of socio- and psycholinguistic laws;</p> <p>6) diagnose socio- and psycholinguistic problems that emerge in mother tongue and foreign language communication (including some conflict situations because of that), use efficient models of their solving;</p> <p>7) efficiently interact depending on professional needs taking into account socio- and psycholinguistic laws</p> <p>Learning outcomes 1-4</p> <p>Learning outcomes 5-7</p> <p>Learning outcomes 1-7</p>	<p>study activities, discussion, case studies, student presentation</p> <p>6) Problem lecture, case study in small groups</p> <p>7) Practical classes, case study</p>	<p>in the role-playing game (CAS)</p> <p>6) Peer small group presentation (CAS)</p> <p>7) Participation in case study (CAS)</p> <p>Mid-term control: answering teacher's questions, mini case (CAS)</p> <p>Mid-term control: presentation (CAS)</p> <p>Final essay writing (CAS)</p>
<p><b>Assessment</b></p> <p><b>100% Final assessment as a result of final essay writing (20%) and constant assessment (80%)</b></p> <p><b>20% Final essay writing (a set of 10 essay topics with the random choice of a topic)</b></p> <p><b>80% Continuous assessment:</b></p> <p>10% Participation in discussions</p> <p>25% Answering teacher's questions</p> <p>25% Presentation (oral, multimedia)</p> <p>20% Case study presentation</p>		
<p><b>Contents</b></p>		
<p><b>Thematic structure of the course:</b></p> <ol style="list-style-type: none"> <li>1. Psycho- and sociolinguistics – the definitions, objects and subjects of research, common and different features.</li> <li>2. The psycholinguistic laws of speaking.</li> <li>3. The psycholinguistic laws of reading.</li> <li>4. The psycholinguistic laws of listening.</li> <li>5. The psycholinguistic laws of writing.</li> <li>6. The basic sociolinguistic laws of human communication.</li> <li>7. The forms of language existence and the state of language.</li> <li>8. The language situations and its constituents.</li> <li>9. Bilingualism and multilingualism.</li> <li>10. Sociological and culturological aspects of human communication.</li> </ol>		

## Literature

### *Language of teaching Ukrainian*

#### Compulsory reading

1. Леонтьев А.А. Психолингвистика / А.А. Леонтьев. – Л.: Наука, 1967. – 118 с.
2. Леонтьев А.А. Слово в речевой деятельности. Некоторые проблемы общей теории речевой деятельности / А.А. Леонтьев. – М.: Наука, 1965. – 246 с.
3. Леонтьев А.А. Психолингвистические единицы и порождение речевого высказывания / А.А. Леонтьев. – М.: Наука, 1969. – 308 с.
4. Тарнопольський О.Б. Методика навчання іншомовної мовленнєвої діяльності у вищому мовному закладі освіти / О.Б. Тарнопольський. – К.: Фірма “ІНКОС”, 2006. – 248 с.
5. Бондалетов В.Д. Социальная лингвистика / В.Д. Бондалетов. – М.: Просвещение, 1967. – 160 с.

#### Recommended reading

1. Зимняя И.А. Психологические аспекты обучения говорению на иностранном языке / И.А. Зимняя. – М.: Просвещение. 1978. – 270 с.
2. Леонтьев А.А. Язык, речь, речевая деятельность / А.А. Леонтьев. – М.: Просвещение, 1969. – 216 с.
3. Тарнопольський О.Б., Скляренко Н.К. Lifestyle Communicative Behavioral Patterns in the USA / О.Б. Тарнопольський, Н.К. Скляренко. Друге видання, виправлене і доповнене. – Київ: ІНКОС, 2003. – 208 с.

<b>THE STANDARDS OF COMMUNICATIVE BEHAVIORAL IN ENGLISH-SPEAKING COUNTRIES</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course coordinator</b>	<b>Student workload</b>
English	5 /14 weeks, 28 hours in class	5 / Elective	Oleg Tarnopolsky, Doctor of Science, Full Professor	150 hours (14 h. Lectures, 14 h. practical, 122 h. self-study time)
<p>The course is aimed at students acquiring the theoretical and practical knowledge and practical skills of recognizing and using communicative behavioral patterns (especially lifestyle communicative behavioral patterns) that are typical and characteristic of behavior and communication of native speakers of English residing in English-speaking countries. The purpose of the course also is to provide students with the means of prophylaxis and avoidance of cultural shocks and unpleasant and embarrassing situations when residing for longer periods of time in those countries.</p>				
<b>Learning outcomes</b> At the end of the course students will be able to:		<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final as-sessment FAS)</b>	
<p>1) theoretically substantiate the choice of certain communicative behavioral patterns when staying in an English-speaking country;</p> <p>2) understand clearly the essence and peculiarities of communicative etiquette, communicative behavioral patterns that are characteristic of English-speaking countries, to integrate theoretical knowledge and practical experience in what concerns such an etiquette and such standards;</p> <p>3) use different communicative behavioral patterns in communication practice;</p> <p>4) practice conscious avoidance of substituting the communicative behavioral patterns characteristic of English-speaking countries for those that are characteristic of students' home culture;</p> <p>5) use the methods of diagnosing and assessing the correct use or misuse of the communicative behavioral patterns characteristic of English-speaking countries;</p>		<p>1) Lecture, practical classes, discussion, students' presentations</p> <p>2) Lecture, practical classes, Internet search, self-study activity, presentations and their discussion</p> <p>3) Self-study activity, Internet search, case studies</p> <p>4) Internet search, self-study and self-practicing activities, students' presentations</p> <p>5) Case studies,</p>	<p>1) Participation in the discussion, delivering presentations and discussing them (CAS)</p> <p>2) Answering teacher's questions, delivering presentations and discussing them (CAS)</p> <p>3) Case study presentation, answering teacher's questions (CAS)</p> <p>4) Presentation (CAS)</p> <p>5) Case study presentations, participation in roleplaying (CAS)</p> <p>6) Small group presentation, participation in roleplaying (CAS)</p> <p>7) Participation in the brainstorming session,</p>	



<p>6) diagnose the problems that emerge in English communication in connection with using the communicative behavioral patterns characteristic of English-speaking countries and to use the efficient models of solving such problems; 7) interact depending on everyday and professional needs with taking into account the communicative behavioral patterns characteristic of English-speaking countries;</p> <p>8) know the limits of one's own knowledge and skills in what concerns the command of the peculiarities of communicative etiquette, communicative behavioral patterns that are characteristic of English-speaking countries and understand the necessity of continuous development of those skills and knowledge; 9) assume responsibility for taking decisions in difficult and unforeseen situations of communication, including those decisions that are connected with clear understanding of communicative etiquette and communicative behavioral patterns.</p> <p>Learning outcomes 1-4</p> <p>Learning outcomes 5-7</p> <p>Learning outcomes 1-9</p>	<p>roleplaying</p> <p>6) Case study in small groups, roleplaying</p> <p>7) Discussion, case study, roleplaying</p> <p>8) Self-study activities, mini cases, self-analysis</p> <p>9) Self-study activities, mini cases, self-analysis</p>	<p>roleplaying, discussion, case study (CAS)</p> <p>8) Self-analysis assessment, case study (CAS)</p> <p>9) Self-analysis assessment, case study (CAS)</p> <p>Mid-term control: answering teacher's questions, mini case (CAS) Mid-term control: presentation (CAS) Mid-term control: mini case (CAS) Final essay writing (CAS)</p>
<p><b>Assessment</b>  <b>100% assessment as a result of end-of-the-term essay writing (20%) and assessment in every class during the term (80%)</b>  <b>20% End-of-the-term essay writing (a set of 9 essay topics with the random choice of a topic)</b>  <b>80% Continuous assessment (every class during the term):</b>  10% Participation in discussions  10% Answering teacher's questions  10% Roleplaying  20% Presentation (oral, multimedia)  20% Case study presentation  10% Self-analysis</p>		
<p><b>Contents</b></p>		
<p><b>Thematic structure of the course:</b></p> <ol style="list-style-type: none"> <li>1. Communicative behavioral patterns</li> <li>2. Financial matters</li> <li>3. Using public transport in cities and towns</li> <li>4. Housing</li> <li>5. Eating out</li> <li>6. Shopping</li> </ol>		

7. Traveling about the country, sightseeing, and tourism
8. Miscellany
9. Studying and working at American universities (students' self-study topic)

### Literature

#### *Language of teaching English*

#### Compulsory reading

Тарнопольський О.Б., Склярєнко Н.К. Lifestyle Communicative Behavioral Patterns in the USA / О.Б. Тарнопольський, Н.К. Склярєнко. Друге видання, виправлене і доповнене. – Київ: ІНКОС, 2003. – 208 с.

#### Recommended reading

1. Dema O., Aleidine Kramer Moeller A. [Teaching culture in the 21st century language classroom](#). [Faculty Publications: Department of Teaching, Learning and Teacher Education](#). – DigitalCommons@University of Nebraska – Lincoln, 2012. – <https://digitalcommons.unl.edu/teachlearnfacpub/>
2. Gonen S.I.K., Saglam S. Teaching culture in the FL classroom: Teacher perspectives. / International Journal of Global Education. – 2012. – Vol.1, No. 3. – <http://www.ijge.info/ojs/index.php/ijge/article/view/143>

### **COMMUNICATIVE COMPETENCE OF A SPECIALIST**

<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	3/14 weeks, 28 hours in class	5 / Elective	Inesa Harkusha, Ph.D. (Candidate of Science), Associate Professor	150 hours (14 h. lectures, 14 h. seminars/practical, 122 h. self-study time)
<b>Course aims:</b> development of students' knowledge about psychological problems of communication and development of communicative competence in practical psychological activity; mastering system of knowledge about forms, types and functions of communication; expand the skills of effective communicative interaction in social environment of students by increasing competence regarding techniques and methods of effective communication.				
<b>Learning outcomes</b> On completion of the course, students will be able to:		<b>Teaching methods, teaching and learning activities</b>		<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
1) know the concepts, types and functions of communication; structure and means of communication;		1) lecture by guest speaker, practical classes, discussion;		1) participation in discussion (CAS);
2) know communicative aspect of communication; interactive aspect of communication; perceptual aspect of communication;		2) practical classes, self-study activity, role play;		2) participation in role play, test, (CAS)
3) know methods of developing communicative competence in professional field;		3) discussion based on lecture materials and students' reading, role play;		3) participation in discussion (seminar, debates, brainstorming etc.), participation in the role

<p>4) better understand communication partner; listen to the interlocutor correctly;</p> <p>5) conduct purposeful conversation and negotiations; influence and defend against attack and manipulation in a civilized manner;</p> <p>6) form the first impression and establish contact;</p> <p>7) Understand and use non-verbal means of communication.</p>	<p>4) the Internet search, self-study activities;</p> <p>5) case study in small groups, role play;</p> <p>6) lecture discussion, seminar, work in small groups, analysis of specific situations (case-study);</p> <p>7) reports of students – individual and in groups, presentation, project work, search in the Internet.</p>	<p>play (business game); (CAS)</p> <p>4) presentation (CAS);</p> <p>5) case study (case study presentation), participation in role play (business game) (CAS);</p> <p>6) independent work, oral answers to questions, case presentation (CAS);</p> <p>7) oral answers, case study (case study presentation), assessment of presentations (CAS).</p>
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### Assessment

#### Final grade (final assessment) as a result of 100% continuous assessment:

15% Test (multiple choice, computer)

15% Answers (oral)

15% Participation in the discussion

15% Participation in the role play

10% Presentation (oral, multimedia)

10% Participation in the brainstorming

20% Case study presentation

### Contents

#### Thematic structure of the course:

#### MODULE 1. COMMUNICATIVE ASPECT OF COMMUNICATIVE COMPETENCE OF A PSYCHOLOGIST

1. Communication as a basic category of psychology: concept of communication, its psychological content. Communication and activities; types and functions of communication.

2. Features of information exchange in the process of communication.

3. Reflexive and non-reflexive listening. Ability to ask yourself and others.

4. Metamodel of language in NLP.

5. Statements as a unit of communication. Types of statements.

#### MODULE 2. INTERACTIVE AND PERCEPTIVE ASPECTS OF THE PSYCHOLOGIST'S COMMUNICATIVE COMPETENCE

6. Structure of interaction in communication process.

7. Means of mutual influence in communication process: suggestion, infection, imitation, persuasion.

8. Theories of dyadic interaction.

9. Transactional analysis of communication.

10. Concept of social perception.

11. Attraction.

12. Means of perception: identification, empathy, reflection.

13. Theory of causal attribution. Attribution errors.

14. Formation of the first impression.

## Literature

### *Language of teaching Ukrainian*

#### Compulsory reading

1. Аминов И.И. Психология делового общения: Учебник / И.И. Аминов. – М.: Юнити, 2018. – 270 с.
2. Гаркуша І.В. Риторична культура мовлення сучасного фахівця-психолога: навчальний посібник. Дніпро: Університет імені Альфреда Нобеля, 2019. 144 с
3. Болотова, А.К. Социальные коммуникации. Психология общения: Учебник и практикум для СПО / А.К. Болотова, Ю.М. Жуков, Л.А. Петровская. - Люберцы: Юрайт, 2016. - 327 с.
4. Болотова, А.К. Социальные коммуникации. Психология общения: Учебник и практикум для академического бакалавриата / А.К. Болотова, Ю.М. Жуков, Л.А. Петровская. - Люберцы: Юрайт, 2016. - 327 с.
5. Бордовская, Н.В. Психология делового общения (для бакалавров) / Н.В. Бордовская; под ред. С.Н. Костромина. - М.: КноРус, 2018. - 439 с.
6. Бордовская, Н.В. Психология делового общения. практикум (для бакалавров) / Н.В. Бордовская и др. - М.: КноРус, 2018. - 384 с.
7. Бороздина, Г.В. Психология делового общения: Учебник / Г.В. Бороздина. - М.: Инфра-М, 2017. - 224 с.
8. Гаркуша І.В. Риторична культура мовлення менеджерів: навч. посіб. / І.В. Гаркуша. – Д.: РВВ ДНУ, 2008. – 88 с.
9. Гаркуша І.В. Риторична культура мовлення сучасного фахівця-психолога: навчальний посібник / І.В. Гаркуша. – Дніпро: Університет імені Альфреда Нобеля, 2019. – 144 с.
10. Ефимова, Н.С. Психология общения. Практикум по психологии: Учебное пособие / Н.С. Ефимова. - М.: Форум, 2018. - 288 с.
11. Розенберг М. Язык жизни. Ненасильственное общение.София, 2018. 288 с.

#### Recommended reading

12. Берн Э. Игры, в которые играют люди. Люди, которые играют в игры / Э. Берн. – М. ЭКСМО, 2012. – 576 с.
13. Бороздина Г.В. Психология и этика делового общения: учебник. Под общ. ред. Г.В. Бороздиной. Москва: Юрайт, 2014. 463 с.
14. Дерябо С.Д. Гроссмейстер общения: иллюстрированный самоучитель психологического мастерства / С.Д. Дерябо, В.А. Ясвин. – М.: Смысл, 2008. – 160 с.
15. Ивин А.А. Теория и практика аргументации: учебник для бакалавров / А.А. Ивин. – [2-е изд., перераб. и доп. и доп.] – М.: Изд-во Юрайт, 2013. – 300 с.
16. Литвак М.Е. Психологическое айкидо: учебное пособие / М.Е. Литвак. – Ростов-на-Дону: Феникс, 2013. – 217 с.
17. Мунин, А.Н. Деловое общение: курс лекций. Москва: Флинта: Наука, 2010. 376 с. Режим доступа <http://ibooks.ru/>
18. Назаришин В. Власть убеждения. Запорожье: «Просвіта», 2014. 194 с.
19. Одинцова М.А. Многоликость «ЖЕРТВЫ», или Немного о ВЕЛИКОЙ МАНИПУЛЯЦИИ Издательство: Флинта. 2010. 256 с..
20. Парійчук Р.І. РИТОРИКА: Навчально-методичний посібник з курсів «Основи риторики» та «Професійна риторика». Укл. Гузенко І.І. Львів, 2014. 328 с.
21. Поташев М., Левандовский М. Век клиента. ООО «Издательство АСТ»; Москва; 2015. 320 с.
22. Румельт Ричард. Хорошая стратегия, плохая стратегия. В чем отличие и почему это важно. Москва: Манн, Иванов и Фербер, 2013. 448 с.
23. Тимофеев М.И. Деловые коммуникации [Электронный ресурс]: учеб. Пособие. М.: Риор: ИНФРА-М, 2011. 120 с. Режим доступа: <http://znanium.com/>
24. Ефимова, Н.С. Психология общения. Практикум по психологии: Учебное пособие / Н.С. Ефимова. - М.: Форум, 2017. - 128 с.

25. Жарова, М.Н. Психология общения: Учебник / М.Н. Жарова. - М.: Академия, 2018. - 208 с.
26. Сидоренко Е.В. Тренинг влияния и противостояния влиянию. – СПб.: Речь, 2009. – 256 с.
27. Communication Psychology: manual. In 2 parts. Part. comp. V.I. Ponomaryov, A.A. Osypenko, Ia.K. Iagniuik. Kh.: V.N. Karazin Kharkiv National University, 2016. 156 p.
28. Dave Kerpen. The art of people: 11 simple people skills that will get you everything you want. Currency. 2018. 288 p.
29. Charles Covey, Dale Manson. (2019). Communication Psychology: THIS BOOK INCLUDES: 4 BOOKS IN 1 - Practical guide for increase your conversation skills and stop procrastinating with 12 ... communication using emotional intelligence. Independently published. 2019. 253 p.
30. Phil M. Jones. Exactly What to Say: The Magic Words for Influence and Impact. Box of Tricks Publishing. 2017. 148 p.
31. Vanessa Parson (2019). Study and Communication Skills for Psychology. OUP Oxford. 2019. 224 p.
32. Robert M. Krauss. The Psychology of Verbal Communication. Columbia University. 2002.
33. Geoffrey Beattie, Andrew W Ellis. The Psychology of Language and Communication. Routledge. 2017. 292 p.
34. Adam N. Joinson, Katelyn Y. A. McKenna, Tom Postmes, and Ulf-Dietrich Reips. The Oxford Handbook of Internet Psychology. University of Zurich. 2012
35. Steve Nakamoto (2019). Talk Like A Winner!: 21 Simple Rules For Achieving Everyday Communication Success Kindle Edition. Java Books. 2019. 242 p.
36. Marshall B. Rosenberg (2018). Nonviolent Communication: A Language of Life, 3rd Edition. PuddleDancer Press. 2018. 264 p.

<b><i>FOREIGN LANGUAGE TEACHER- PERSONAL AND PROFESSIONAL FEATURES AND CHARACTERISTICS</i></b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course coordinator</b>	<b>Student workload</b>
English	6 /11 weeks, 22 hours in class	3 / Elective	Oleg Tarnopolsky, Doctor of Science, Full Professor	90 hours (22 h. seminars/practical, 68 h. self-study time)
The course is an initial (preliminary) stage of students' preparation for the future (at the master's level) training in the profession of a foreign language teacher. It is aimed at students acquiring the knowledge as to what personal and professional features and characteristics a foreign language teacher should necessarily have and at forming their skills required for self-developing such features and characteristics.				
<b>Learning outcomes</b> At the end of the course students will be able to:			<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
1) theoretically substantiate the necessity of specific professional and personal features and specific abilities of a foreign language teacher;			1) Practical classes, discussion	1) Participation in the discussion (CAS)
2) to understand clearly the essence of all those			2) Practical	2) Answering teacher's

<p>features, characteristics, and aptitudes, as well as the ways of their development;</p> <p>3) use those features, characteristics, and aptitudes in teaching practice;</p> <p>4) self-develop those features, characteristics, and aptitudes;</p> <p>5) determine whether the foreign language teachers whom the students contact or have contacted possess those features, characteristics, and aptitudes (diagnostics);</p> <p>6) diagnose the problems of foreign language teachers that appear because of their specific professional and personal features and specific professional abilities;</p> <p>7) interact with other foreign language teachers depending on their specific professional and personal features and specific professional abilities;</p> <p>8) know the limits of one's own specific professional and personal features and specific professional abilities of a foreign language teacher and understand the necessity of continuous professional growth for developing those features and abilities;</p> <p>9) know whether they are able to assume responsibility for making pedagogical decisions taking into account their own specific professional and personal features and specific professional abilities of a foreign language teacher.</p> <p>Learning outcomes 1-4</p> <p>Learning outcomes 5-7</p> <p>Learning outcomes 1-9</p>	<p>classes, Internet search, self-study activity, presentations and their discussion</p> <p>3) Self-study activity, Internet search, case studies</p> <p>4) Internet search, self-study and self-practicing activities</p> <p>5) Case studies</p> <p>6) Case study in small groups</p> <p>7) Discussion, case study</p> <p>8) Self-study activities, mini cases, self-analysis</p> <p>9) Self-study activities, mini cases, self-analysis</p>	<p>questions, delivering presentations and discussing them (CAS)</p> <p>3) Case study presentation, answering teacher's questions (CAS)</p> <p>4) Presentation (CAS)</p> <p>5) Case study presentations (CAS)</p> <p>6) Small group presentation (CAS)</p> <p>7) Participation in the brainstorming session, discussion, case study (CAS)</p> <p>8) Self-analysis assessment, case study (CAS)</p> <p>9) Self-analysis assessment, case study (CAS)</p> <p>Mid-term control: answering teacher's questions, mini case (CAS)</p> <p>Mid-term control: presentation (CAS)</p> <p>Mid-term control: mini case (CAS)</p> <p>Final essay writing (CAS)</p>
<p><b>Assessment</b></p> <p><b>100% Assessment as a result of final essay writing (20%) and constant assessment (80%)</b></p> <p><b>20% Final essay writing (a set of 5 essay topics with the random choice of a topic)</b></p> <p><b>80% Continuous assessment:</b></p> <p>10% Participation in discussions</p>		

20% Answering teacher's questions 20% Presentation (oral, multimedia) 20% Case study presentation 10% Self-analysis
<b>Contents</b>
<b>Thematic structure of the course:</b> <ol style="list-style-type: none"> <li>1. The specificity of foreign language teachers in comparison with teachers of other disciplines.</li> <li>2. The pedagogical, methodological, and linguistic abilities of a foreign language teacher.</li> <li>3. The professional qualities and characteristics of a foreign language teacher.</li> <li>4. The human qualities and characteristics of a foreign language teacher.</li> <li>5. Native speaker and non-native speaker foreign language teacher. Advantages and disadvantages.</li> </ol>
<b>Literature</b>
<i>Language of teaching English</i>
<b>Compulsory reading</b>
<ol style="list-style-type: none"> <li>1. Тарнопольський О.Б., Кабанова М.Р. Методика викладання іноземних мов як наука і навчання аспектам іноземної мови у вищій школі: Підручник для студентів закладів вищої мовної освіти та слухачів курсів підвищення кваліфікації викладачів іноземних мов. – Дніпро: Університет імені Альфреда Нобеля, 2019</li> <li>2. Профессиограмма учителя иностранного языка (рекомендации) / отв. ред. С.Ф. Шатилов, К.И Соломатов, Е.С. Рабуновский. – Ленинград: ЛГПИ, 1985. – 68 с.</li> <li>3. Чеченкова М.В. Методическая разработка. Профессиограмма современного учителя иностранного языка [Электронный ресурс] / М.В. Чеченкова. – Лукоянов, 2014. – Режим доступа:  <a href="https://infourok.ru/professiogramma_sovremennogo_uchitelya_inostrannogo_yazyka-132433.htm">https://infourok.ru/professiogramma_sovremennogo_uchitelya_inostrannogo_yazyka-132433.htm</a>.</li> <li>4. ESL Teacher Career Guide [Электронный ресурс]. – Режим доступа: <a href="https://www.teachercertificationdegrees.com/careers/esl-teacher/">https://www.teachercertificationdegrees.com/careers/esl-teacher/</a></li> </ol>
<b>Recommended reading</b>
<ol style="list-style-type: none"> <li>1. 10 Questions Everyone Has About Becoming a Great Language Teacher [Электронный ресурс]. – Режим доступа: <a href="https://www.fluentu.com/blog/educator/how-to-become-a-language-teacher/">https://www.fluentu.com/blog/educator/how-to-become-a-language-teacher/</a></li> <li>2. English as a foreign language teacher [Электронный ресурс]. – Режим доступа: <a href="https://www.prospects.ac.uk/job-profiles/english-as-a-foreign-language-teacher">https://www.prospects.ac.uk/job-profiles/english-as-a-foreign-language-teacher</a></li> <li>3. How to Know if Becoming a Foreign Language Teacher Is Right for You [Электронный ресурс]. – Режим доступа: <a href="https://study.com/blog/how-to-know-if-becoming-a-foreign-language-teacher-is-right-for-you.html">https://study.com/blog/how-to-know-if-becoming-a-foreign-language-teacher-is-right-for-you.html</a></li> </ol>

<b>PSYCHOLOGY OF LEADERSHIP AND EMOTIONAL INTELLIGENCE</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	6/11 weeks, 22 hours in class	3 / Elective	Hanna Voshkolup, Ph.D. (Candidate of Science), Senior Lecturer	90 hours (22 h. seminars/practical, 68 h. self-study time)
<b>Course aims:</b> Educate students in the appropriate attitude to leadership, the main function of which is the protection of social values; to form in students skills of formation of receptions of development of emotional intelligence and leadership.				
<b>Learning outcomes</b> On completion of the course, students will be able to:		<b>Teaching methods, teaching and learning activities</b>		<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
1) substantiate their own position, make independent conclusions based on the results of their own research and analysis of literature sources;		Lecture, problem lecture, lecture-reflection, seminar, discussion on the materials of the lecture and studied literature sources, seminar-debate, seminar-dialogue, problem solving, seminar-solution of situational problems analysis of specific situations (case-study), business game.		Participation in a discussion (seminar, debate, business game) (CAS)
2) analyze and explain mental phenomena, identify psychological problems and suggest ways to solve them;		Problem lecture, lecture-reflection, discussion on lecture materials and studied literature sources, seminar-debate, seminar-dialogue, work in microgroups, seminar-solution of situational problems analysis of specific situations (case-study), presentations, project work, search on the Internet .		Oral answers to questions, problem solving (problem situations, case study), evaluation of the presentation (CAS)
3) understand the patterns and features of development and functioning of mental phenomena in the context of professional tasks;		Lecture, problem lecture, seminar-debate, seminar-dialogue, problem solving, work in microgroups, presentations, tests		Oral answers to questions, problem solving, test results (CAS)



<p>4) demonstrate the ability to measure individual and psychological indicators of personality - the ability to assess changes in mental development and adjust them;</p> <p>5) use psychotherapeutic techniques and techniques of directed influence on consciousness and behavior;</p> <p>6) use theoretical knowledge for the development, implementation and use of new methods of psychodiagnostics, correction, counseling;</p> <p>7) apply innovative approaches to solve professional problems of psychodiagnostics and psychological counseling; find appropriate solutions with a clear definition and use of psycho-correctional and developmental methods and techniques;</p> <p>8) collect and interpret information and choose methods and tools for solving professional problems of psychological assistance and correctional and developmental work;</p> <p>9) to formulate an opinion logically, accessible, to discuss, to defend one's own position, to modify utterances according to the cultural peculiarities of the interlocutor;</p> <p>10) effectively perform various roles in the team in the process of solving professional tasks, including demonstrating leadership qualities;</p>	<p>Game technologies, presentations, project work, Internet search</p> <p>Simulation methods, presentations, project work, Internet search</p> <p>Problem lecture, lecture-reflection, discussion on the materials of the lecture and the studied literature sources, seminar-debate, independent work, presentations, search on the Internet</p> <p>Presentations, role-playing games, work in microgroups</p> <p>Game technologies, presentations, project work, Internet search</p> <p>Problem lecture, lecture-reflection, discussion on the materials of the lecture and the studied literature sources, seminar-debate, independent work, presentations, search on the Internet</p> <p>Game technologies, presentations, project work, Internet search</p> <p>Lecture, problem lecture,</p>	<p>Participation in a role play (business game), evaluation of the presentation (CAS)</p> <p>Participation in a role play (business game), evaluation of a presentation, evaluation of practical skills (CAS)</p> <p>Oral answers to questions, problem solving, presentation evaluation (CAS)</p> <p>Presentation in small groups, evaluation of the presentation (microgroup presentation), evaluation of student reports (CAS)</p> <p>Participation in a role play (business game), evaluation of the presentation (CAS)</p> <p>Oral answers to questions, problem solving, presentation evaluation (CAS)</p> <p>Participation in a role play (business game), evaluation of the presentation (CAS)</p>
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<p>11) know, understand and adhere to the ethical principles of professional activity of a psychologist.</p> <p>Learning outcomes 1-6</p>	<p>seminar-debate, seminar-dialogue, problem solving, work in microgroups, presentations, tests</p>	<p>Oral answers to questions, problem solving, test results (CAS)</p> <p>Mid-term control (CAS)</p>
<p><b>Assessment</b></p> <p><b>Final grade (final assessment) as a result of 100% continuous assessment:</b></p> <p>10% Participation in the discussion</p> <p>10% Participation in the role play</p> <p>20% Case study presentation</p> <p>25% Mid-term control (problem solving, mini case)</p> <p>15% Test (multiple choice, computer)</p> <p>10% Answers (oral)</p> <p>10% Presentation (oral, multimedia)</p>		
<p><b>Contents</b></p>		
<p><b>Thematic structure of the course:</b></p> <ol style="list-style-type: none"> <li>1. Theoretical foundations of the psychology of emotional intelligence and leadership</li> <li>2. Emotional intelligence of leaders</li> <li>3. Leadership skills</li> <li>4. The identity of the leader</li> <li>5. Criteria for psychological assessment of leadership</li> </ol>		
<p style="text-align: center;"><b>Literature</b></p> <p><i>Language of teaching Ukrainian</i></p> <p style="text-align: center;"><b>Compulsory reading</b></p> <ol style="list-style-type: none"> <li>1. Гоулман Д. Эмоциональное лидерство: Искусство управления людьми на основе эмоционального интеллекта : [пер. с англ.] / Дэниел Гоулман, Ричард Бояцис, Энни Макки. – 2-е изд. – М. : Альпина Бизнес Букс, 2007. – 301 с.</li> <li>2. Дафт Р. Л. Уроки лидерства / Р. Л. Дафт при участии П. Лейн ; [пер. с англ. А. В. Козлова ; под ред. проф. И. В. Андреевой]. – М. : Эксмо, 2006. – 480 с.</li> <li>3. Дилтс Р., Дириг Э., Рассел Дж. Альфа(лидерство / Р. Дилтс, Э. Дириг, Дж. Рассел. — СПб.: ЕВРОЗНАК, 2004. — 256 с.</li> <li>4. Кете де Врис М. Мистика лидерства. Развитие эмоционального интеллекта : [пер. с англ.] / М. Кете де Врис. – Альпина : Бизнес Букс, 2004. – 311 с.</li> <li>5. Карапетрова О.В. Соціальна психологія: навчальний посібник для студентів вищих навчальних закладів. Бердянськ: БДПУ, 2019 – 199 с</li> <li>6. Менегетти А. Психология лидера / А. Менегетти / / Перевод с итальянского ННБФ "Онтопсихология". Изд. 4(е, дополненное. — М.: ННБФ "Онтопсихология", 2004. — 256 с.</li> <li>7. Носенко Е.Л., Коврига Н.В. Емоційний інтелект: концептуалізація феномену, основні функції.- К., 2003.- 180 с.</li> <li>8. Шалагинова Я. В. Психология лидерства / Я. В. Шалагинова. – СПб.: Речь, 2007. – 494 с.</li> </ol> <p style="text-align: center;"><b>Recommended reading</b></p> <ol style="list-style-type: none"> <li>1. Бояцис Р. Резонансное лидерство: Самоусовершенствование и построение плодотворных взаимоотношений с людьми на основе активного сознания, оптимизации и эмпатии : [пер. с англ.] / Ричард Бояцис, Энни Макки. – М. : Альпина Бизнес Букс, 2007. – 300 с.</li> <li>2. Романовський О. Г., Серета Н. В. Особистість сучасного керівника в аспекті теорії</li> </ol>		

духовного лідерства. / О. Г. Романовський, Н. В. Серета // Теорія і практика управління соціальними системами: – № 3. – 2013. – С. 20–27.

3. Романовський О.Г., Михайличенко В.Є. Філософія досягнення успіху / О.Г. Романовський, В.Є. Михайличен(ко). — Харків: НТУ "ХПІ", 2003. — 691 с.
4. Филонович С. Р. Лидерство: реальная проблема или популярный лозунг / С. Р. Филонович // Бизнес-образование. – 2003. – № 1. – С. 31–34.
5. Daniel Goleman, Richard E. Boyatzis, Annie McKee Primal Leadership, With a New Preface by the Authors: Unleashing the Power of Emotional Intelligence. Harvard Business Press, 2013. 306 p.
6. Sharma R. The Leader Who Had No Title: A Modern Fable on Real Success in Business and in Life. Hardcover, 2010. 224 p.
7. T. Bradbarry & j. Greaves Emotional intelligence 2.0. TalentSmart. 2009. 280 p.
8. John C. Maxwell The 21 irrefutable laws of leadership. follow them and people will follow you. Published in Nashville, Tennessee, by Thomas Nelson, Inc. 1998. 135 p.
9. Stephen Covey The 7 Habits of Highly Effective People. Archived from the original on October 7, 2012. URL: <https://blog.hubspot.com/sales/habits-of-highly-effective-people-summary>

<b>TEXT CORPORA MANAGEMENT SYSTEMS</b>				
<b>Language of teaching</b>	<b>Semester/ Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	3/14 weeks, 28 hours in class	5 / Elective	Olga Denysiuk, Candidate of Science (Ph.D), Associate Professor	150 hours (14 h. lectures, 14 h. practical, 122 h. self-study time)
<p>The aim of this course is to introduce students to the basic principles of database management, methods of their creation, methods of information processing and creating applications based on DBMS and to form the necessary theoretical knowledge and practical skills of effective use of DBMS in practice, introduce an integrated approach to the optimal organization of databases, master software tools, in particular, MySQL DBMS.</p> <p>In the course of studying the discipline, both <i>general</i> (the ability to carry out abstract thinking, analysis and synthesis; the ability to search and process information, as well as to form a resource and information base for practical activities in various fields; the ability to criticize and self-criticize; the ability to make informed decisions), and <i>special</i> competencies (the ability to thoroughly master tools for conducting linguistic research of text and language information; the ability to create one's own tools for automating morphological, semantic and syntactic analysis using programming language; the ability to create web content using special software; the ability to use in practice knowledge of programming languages, information and search languages, machine translation technologies, fundamentals of linguistic modeling, computer linguistic systems) are formed.</p>				
<b>Learning outcomes On completion of the course, students will be able to:</b>		<b>Teaching methods, teaching and learning activities</b>		<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
1) know the purpose and main components of database management systems		Practical work, discussions, independent work		Participation in the discussion, performing practical work (CAS)
2) be familiar with the basic		Practical work, discussions,		Participation in the

data models used in industrial DBMSs;	independent work	discussion, performing practical work (CAS)
3) know SQL( Structured Query Language ) statements for building queries and managing relational database data	Practical work, discussions, independent work	Participation in the discussion, performing practical work (CAS)
4) be able to develop the structure of a relational database	Practical work, discussions, independent work	Participation in the discussion, performing practical work (CAS) p
5) have practical skills for implementing applications that interact with the database by using SQL	Practical work, discussions, independent work	Participation in the discussion, performing practical work (CAS)
6) be able to independently master new methods and technologies of data processing	Practical work, discussions, independent work	Participation in the discussion, performing practical work (CAS)
7) be able to create user programs using interactive DBMS tools;	Practical work, discussions, independent work	Participation in the discussion, performing practical work (CAS)
<b>Assessment</b> <b>Final grade (final assessment) as a result of 100% continuous assessment:</b> <b>20% performing laboratory work and participating in discussions</b> <b>40% projects implementation</b> <b>40% final control (computer tests)</b>		
<b>Contents</b>		
<b>Module 1.</b> 1. Database systems. Fundamental concepts and architecture 2. Relational database model 3. Database normalization <b>Module 2.</b> 4. Database design 5. Application design 6. SQL Structured Query Language		

### Literature

#### *Language of teaching English*

#### Compulsory reading

1. T. Karpov. Databases: models, development, implementation. Textbook. St. Petersburg, "Piter", 2001.304 P.
2. A. D. Khomonenko. Databases. Textbook for universities. 2nd edition. St. Petersburg, "Piter", 2001.672 P.
3. V. Pasko. Access 2000 (Russified version). Moscow: BHV Publishing Group, 1999. 384 P.

#### Recommended reading

1. Carrie Prag, Michael Irwin. Access 2000. User's Bible. Moscow, Dialectics, 2000. 1040 p.
2. S.Robinson. Microsoft Access 2000: a training course. St. Petersburg, "Piter", 2000. 576 p.
3. Hector Garcia-Molina, Jeffrey D. Ullman, Jennifer Widom. Database systems. Full course. Moscow, St.Petersburg, Kiev, Williams publishing house, 2003.1088 p.
4. Pasichnyk V. V., Reznichenko V. A. Organization of databases and knowledge bases. Kiev, BHV , 2006, 384 p.

### **PROFESSIONAL LANGUAGE OF A SPECIALIST**

<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	3/14 weeks, 42 hours in class	5,5 / Elective	Iryna Oliinyk, Ph.D. (Candidate of Science), Associate Professor	165 hours (28 h. lectures, 14 h. seminars/practical, 123 h. self-study time)

#### **Course aims:**

The aim of discipline is: teaching the theoretical and practical foundations of the culture of oral and written speech as part of the intellectual and professional development of applicants; formation of motivation to increase the general speech culture; formation of the concept of language norms of oral and written forms of literary language; development of skills and abilities of effective speech behaviour in accordance with the situation of communication and communicative intentions of the speaker; equipping with a system of basic concepts and terminology of socio-psychological disciplines and pragmatic units of the speech level; enrichment of background knowledge with encyclopedic and intellectual and cultural information about the specialty; development of skills of writing a qualifying work; development of business and educational-scientific speech in dialogic, monologue, oral and written forms.

<b>Learning outcomes</b>	<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
On completion of the course, students will be able to:		
1) know the basics of business speech; structure and means of communication; communicative aspect of communication; main categories of professional terminology; techniques for the development of communicative competence in professional activities.	1) Solution of communicative situations, analysis of specific situations (case-study), simulation methods, Webquest (educational web-	1) Participation in imitation modelling, solving communicative situations, working with Internet information resources (CAS)

<p>2) have a culture of written scientific and business communication; draw up the results of scientific activities; carry out annotations, abstracts of scientific sources</p> <p>3) to form the first impression and establish contact; understand and use non-verbal means of communication.</p> <p>4) choose the basic theoretical concepts of communicative, interactive and perceptual aspects of communicative competence in practical psychological activities</p> <p>5) to form knowledge about psychological problems of communication;</p> <p>6) to develop communicative competence in practical psychological activities; use their own non-verbal repertoire to convey professionally oriented information</p> <p>7) use knowledge of the state language in order to effectively address professional issues</p> <p>8) predict the positive and negative consequences of decisions</p>	<p>quest)</p> <p>Registration of business documents and reference and information documentation in psychological and pedagogical practice.</p> <p>Compilation of communication algorithms, maintaining professional documentation</p> <p>Information maze (basketball method), frame technology</p> <p>Business game, solving communicative problems, working in pairs to solve problems</p> <p>Student-centered, contextual, problem-oriented learning, dialogue-discussion, research cases</p> <p>Problem lecture-dialogue, search of Internet information, essay (on the topic of individual practical task)</p> <p>"Round table" on the topic of independent search work, work in</p>	<p>Participation in the preparation of business documents and reference and information documentation in psychological and pedagogical practice. (CAS)</p> <p>Demonstration of skills of drawing up algorithms of communication, conducting professional documentation (CAS)</p> <p>Participation in the information maze, filling and analysis of slots (CAS)</p> <p>Participation in a business game, solving problems using software, participation in discussions in small groups (CAS)</p> <p>Participation in the discussion, the method of brainstorming, solving research situational problems (CAS)</p> <p>Participation in the discussion, self-esteem, mutual evaluation (CAS)</p> <p>Oral and written interviews, presentations, defense of projects (CAS)</p>
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	small groups, project method (projects using ICT training)	
<p><b>Assessment</b>  <b>Final grade (final assessment) as a result of 100% continuous assessment:</b>  30% Participation in the discussion, brainstorming  20% Solving problems  30% Essay (written)  20% Presentation (oral, multimedia)</p>		
<b>Contents</b>		
<p><b>Thematic structure of the course:</b>  1. Business communication as a tool of professional activity  2. Fundamentals of Ukrainian language culture  3. Subject and main categories of terminology  4. Business papers as a means of written professional communication  5. Scientific communication as a component of professional activity  6. Registration of results of scientific activity  7. Rhetoric and the art of presentation</p>		
<b>Literature</b>		
<i>Language of teaching Ukrainian</i>		
<b>Compulsory reading</b>		
<ol style="list-style-type: none"> <li>1. Гриценко Т.Б. Українська мова за професійним спрямуванням. Навчальний посібник. Вид. ЦУЛ, 2019 р., 624 с.</li> <li>2. Шевчук СВ., Клименко І.В. Українська мова за професійним спрямуванням : підр. - 2-ге вид., виправ ідоповнен -К Алерта, 2019 -640 с.</li> </ol>		
<b>Recommended reading</b>		
<ol style="list-style-type: none"> <li>1. Глущик С.В. Сучасні ділові папери: Навч. посіб. / С.В. Глущик, О.В. Дияк, С.В. Шевчук - К.: А.С.К., 2002. - 400 с.</li> <li>2. <a href="http://corp.ulif.org.ua/dictua/">corp.ulif.org.ua/dictua/</a> (“Словники України”)</li> <li>3. <a href="http://sum.in.ua/">sum.in.ua/</a> (Великий тлумачний словник сучасної української мови)</li> <li>4. <a href="http://litopys.org.ua/ukrmoval/um.htm">litopys.org.ua/ukrmoval/um.htm</a>(Українська мова : Енциклопедія)</li> <li>5. Hurn B. J. Cross-Cultural Communication / B. J. Hurn, B. Tomalin : Palgrave Macmillan, 2013. – 328 p.</li> <li>6. McLean S. Business Communication for Success / S. McLean : Flat World Knowledge, Inc., 2010. – 408 p.</li> <li>7. Miller K. Organizational Communication: Approaches and Processes / K. Miller : Cengage Learning, 2008. – 336 p</li> </ol>		

<b>PRACTICE OF WRITTEN TRANSLATION</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	5,6/25 weeks, 50 hours in class	6/ Elective	Svitlana Storozhuk, Senior Lecturer	180 hours (5th semester: 28 h. practical classes, 62 h. self-study time; 6 th semester: 22 h. practical classes, 68 h. self-study time)
<p>The aim of this course is to develop the skills to render modality, phonetical, grammatical and lexical means of expression from English into Ukrainian and vice versa, to define means of translation as well as grammatical and lexical transformations used, to translate the tense forms, semantic predicates from Ukrainian into English and vice versa, to define mistakes in the target texts and correct them, to make analysis of the translated text.</p>				
<b>Learning outcomes</b>		<b>Teaching methods, teaching and learning activities</b>		<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
On completion of the course, students will be :				
1) familiar with the key theories, concepts, approaches and processes in translation, and the links between theory and practice;		1) Practical classes, discussion, translation		Participation in the discussion, translation (CAS)
2)able to play the roles of the professional translator and implement the principles of professional practice, including quality assurance and ethical considerations;		2) Discussion, practical classes, translation self-study activity		Participation in the discussion (CAS)



<p>3) able to interpret and assess the nature and purpose of the text which is to be translated and the context and setting in which it will be used, and deploy successful strategies to translate the text;</p> <p>4) able to reflect critically and constructively, in the light of ideas and frameworks presented in the course, on their own thinking and professional practice;</p> <p>5) able to demonstrate an understanding of the processes, stages and strategies for translating text in order to produce high quality translations in various situations and contexts;</p> <p>Learning outcomes 1-5 5th semester</p> <p>Learning outcomes 1-5 6th semester</p>	<p>3) Pair work, translation contrastive methodology</p> <p>4) Tutorial work, translation, project work</p> <p>5) Discussion, translation, Internet search, self-study activities</p>	<p>Peer small group presentation, translation, test (CAS)</p> <p>Research paper, translation (CAS)</p> <p>Participation in the discussion, translation (CAS)</p> <p>Continuous assessment (CAS)</p> <p>Final exam (FAS) Final assessment (FAS)</p>
<p><b>Assessment</b></p> <p><b>5 th semester</b></p> <p><b>100% Final assessment as a result of continuous assessment (CAS):</b></p> <p><b>40% Project work</b></p> <p><b>20% Peer small group presentation</b></p> <p><b>10% Translation</b></p> <p><b>10% Participation in discussions</b></p> <p><b>20% Test</b></p> <p><b>6 th semester</b></p> <p><b>100% Final assessment as a result of the examination (40%) and continuous assessment (60%):</b></p> <p><b>40 % Final exam</b></p> <p><b>Continuous assessment (60%):</b></p> <p><b>10% Project work</b></p> <p><b>10% Translation</b></p> <p><b>10% Participation in the discussion</b></p> <p><b>10% Peer small group presentation</b></p> <p><b>20% Test</b></p>		
<p><b>Contents</b></p>		
<p><b>5th Semester</b></p> <p><b>Module 1.</b></p> <p>ways of rendering modality into Ukrainian</p> <p>peculiarities of modality in English and the ways of its rendering into Ukrainian</p> <p><b>Module 2.</b></p> <p>different stylistic means in the process of translation</p> <p>praseological units</p>		

metaphors and similes  
 allusions and references  
 lexical and grammatical repetition  
 alliteration and rhyme  
 rhetorical questions  
 emphatic constructions

### 1st Semester

#### Module 1.

functional equivalence of the target text  
 speech functions in the process of translation  
 comparative analysis of the source and target texts  
 titling

#### Module 2.

peculiarities of semantic and communicative structures in the process of translation from Ukrainian into English  
 rendering denotative and connotative meanings  
 types of semantic predicates  
 grammatical differences in Ukrainian and English  
 direct order in sentences.  
 monorheme, dirheme sentences in the process of translation

### Literature

*Language of teaching Ukrainian*

#### Compulsory reading

1. Корунець І.В. Теорія і практика перекладу (аспектний переклад). – 5-те вид.. – Вінниця: Нова книга, 2017. – 448 с. – базовий підручник.
2. Іщенко Т.В., Коробейнікова Т.І., Марчук Т.І., Папсуєва Н.І. Практикум з письмового перекладу: навчальний посібник.- Дніпро: Університет імені Альфреда Нобеля, 2018- 150 с.
3. Карабан В. І., Мейс Д. Translation from Ukrainian into English. Посібник-довідник.- Вінниця, Нова книга, 2003.- 608 с.

#### Recommended reading

1. Науменко Л.П., Гордєєва А.Й. Практичний курс перекладу з англійської мови на українську. [укр./англ.]. – Вінниця: Нова книга, 2011. – 136 с.
2. Петренко Н.М., Папсуєва Н.І. Посібник для самостійної роботи з письмового перекладу. – Д.: ДУЕП, 2007.
3. Бреус Е.В. Основы теории и практики перевода с русского языка на английский: Учебное пособие. 2-е изд., испр. и доп. — М.: Изд-во УРАО, 2000. — 208 с.
4. Слепович В.С. Курс перевода. – Минск: Тетра-Системс, 2014. – 320 с.
5. Соколова Л.А., Трофимова Е.П., Калевич Н.А. – Грамматические трудности перевода с английского языка. – Москва: «Высшая школа», 2008. – 204 с.
6. In Translation – Reflections, Refractions, Transformations. Edited by Paul St-Pierre and Prafulla C. Kar. – John Benjamins Publishing Company, 2007. – 313 p.
7. Baker M. Routledge Encyclopedia of Translation Studies. – Routledge, 2001. – 654 p.

<b>MULTIMEDIA DATA FORMATS</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student Workload</b>
Ukrainian	VI/ 11 weeks	3 / elective	Olga Denysiuk Ph.D. (Candidate of technical science), Associate Professor	90 hours (11 h. lectures, 11 h. practical classes, 68 h. self-study time )
<p><i>The purpose</i> of the discipline is to give students theoretical knowledge on analog-to-digital transformations, encoding, compression and transmission of multimedia information, the basics of a project approach to the implementation of multimedia projects.</p> <p><i>The objectives of the discipline:</i> study of the characteristics of multimedia standards, requirements for hardware and software for working with multimedia, mastering the skills of working with programs and equipment for processing multimedia data.</p> <p>In the course of studying the discipline, both <i>general competencies</i> are formed (the ability for abstract thinking, analysis and synthesis; the ability to search and process information, as well as the formation of a resource and information base for practical activities in various fields; the ability to criticize and self-criticize; the ability to make informed decisions), and <i>special</i> ones (the ability to thoroughly master tools for conducting linguistic research of text and language information; the ability to create Web content using special software).</p>				
<b>Learning outcomes</b> On completion of the course, students will be able to:		<b>Teaching methods, teaching and learning activities</b>		<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
1) know the principles and methods of analog-to-digital transformation, encoding, and compression of multimedia data.		Practical work, discussions, independent work		Participation in the discussion, performing practical work (CAS)
2) be familiar with the main characteristics and concepts of multimedia formats.		Practical work, discussions, independent work		Participation in the discussion, performing practical work (CAS)

3) be capable of receiving primary multimedia content.	Practical work, discussions, independent work	Participation in the discussion, performing practical work (CAS)
4) be able to use standard methods for processing digital multimedia data using software that supports accepted standards.	Practical work, discussions, independent work	Participation in the discussion, performing practical work (CAS)
5) be able to develop individual components and integrate them into a single multimedia publication.	Practical work, discussions, independent work	Participation in the discussion, performing practical work (CAS)
6) understand the basic requirements for multimedia hardware.	Practical work, discussions, independent work	Participation in the discussion, performing practical work (CAS)
7) know the main stages of creating multimedia projects.	Practical work, discussions, independent work	Participation in the discussion, performing practical work (CAS)

### Assessment

#### Final grade (final assessment) as a result of 100% continuous assessment:

30% Participation in the discussion  
 20% Participation in practical works  
 10% Case study presentation  
 20% Test (multiple choice, computer)  
 20% Presentation (oral, multimedia)

### Content

#### Thematic structure of the course:

##### Module 1.

1. Basics of working with bitmap graphics
2. Hardware for working with graphic images
3. Conversion of images between formats
4. Basic concepts of vector graphics

##### Module 2.

5. Software tools for working with vector graphics
6. Basic concepts of analog and digital audio. Audio compression.
7. Basics of digital video processing

### Literature

*Language of teaching Ukrainian*

#### Compulsory reading

1. Chapman N., Chapman J. Digital Multimedia, 3rd ed. - John Wiley & Sons, Ltd. – k 2009. – 736 p.
2. Chapman N., Chapman J. Digital multimedia technologies. 2nd edition. - K.-M.-St. Petersburg.: Dialectics. 2005, 624 p. (in Russian).
3. Digital Signal Processing / A. B. Sergienko-St. Petersburg.: Peter. – 2003. - 604 p.

**Recommended reading**

1. Lukin A. Introduction to digital signal processing. MOSCOW: MSU. 2002, 44 p. (in Russian).
2. Rogers D. Algorithmic foundations of machine graphics. - Moscow, 1989.
3. Rahman S. Multimedia Technologies: Concepts, Methodologies, Tools, and Applications. – Hershey-New-York: Information Science Reference. – 2008. – Vol.I, Vol. II, Vol. III. – 1875 p.
4. Ghinea G., Chen Sh. Y. Digital multimedia perception and Design. – Hershey-New-York London: Idea Group Publishing. – 2006. – 336 p.

<b>PSYCHOLOGY OF CRISIS AND EXTREME SITUATIONS</b>				
<b>Language of teaching</b>	<b>Semester/ Duration</b>	<b>ECTScredits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	7/14 weeks, 28 hours in class	4 / Elective	Tetiana Yermolaieva, Senior Lecturer	120 hours (4 h. lectures, 24 h. seminars/practical, 92 h. self-study time)
<b>Course aims:</b> The aim of the discipline: to form in students a set of basic concepts and skills to determine the need for psychological assistance, assess the scope of this assistance, determine the direction and conditions of its provision, forces and means necessary to prevent harm to humans in connection with it is located, and minimize the consequences of harm, to form basic skills of psychotherapeutic way of thinking and working with traumatized people.				
<b>Learning outcomes</b> On completion of the course, students will be able to:		<b>Teaching methods, teaching and learning activities</b>		<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
1) effectively solve quite complex practical problems in the organization of psychological activities in professional fields, where there is an increased risk of extreme and crisis situations, as well as with people affected by extremes.		Lecture, problem lecture, lecture-reflection, seminar, discussion on the materials of the lecture and the studied literature sources, seminar-debate, seminar-dialogue, problem-solving, seminar-solution of situational problems analysis of specific situations (case-study)		Participation in discussions (seminars, debates, brainstorming, etc.), essays (CAS)
2) to have techniques and methods of managing the motivation of a person who found himself in emergency conditions, methods of regulation of		Seminar-dialogue, problem-solving, work		Oral answers to questions, problem solving (problem

<p>mental states, methods of psychocorrection and psychotherapy of the negative consequences of traumatic effects of extreme situations.</p>	<p>in microgroups, seminar-solution of situational problems analysis of specific situations (case-study), presentations, project work, Internet search</p>	<p>situations), explanation of problem solving, presentation evaluation (CAS)</p>
<p>3) to develop strategies for psychological support of professional activity of specialists working in extreme conditions. independently carry out psychodiagnostics of crisis states;</p>	<p>Problem solving, work in microgroups, seminar-solution of situational problems (case-study), game technologies, presentations, project work, Internet search, tests</p>	<p>Oral answers to questions, problem solving (problem situations), participation in a role play (business game) (CAS)</p>
<p>4) analyze the data obtained and develop a strategy for psychotherapeutic work with people who are unable to solve existential problems;</p>	<p>Game technologies, presentations, project work, Internet search</p>	<p>Participation in a role play (business game), evaluation of the presentation (CAS)</p>
<p>5) to carry out psychotherapeutic work;</p>	<p>Problem solving, work in microgroups, seminar-solution of situational problems (case-study), game technologies, presentations, project work, Internet search, tests, Simulation methods, presentations, project work, Internet search, Seminar-solution of situational problems (case-study),</p>	<p>Oral answers to questions, problem solving (problem situations), participation in a role play (business game) (CAS)</p>
<p>6) use psychotherapeutic techniques and techniques aimed at influencing consciousness and behavior;</p>	<p>Problem solving, work in microgroups, seminar-solution of situational problems (case-study), game technologies, presentations, project work, Internet search, tests</p>	<p>Research project, evaluation of the presentation (individual presentation) (CAS)</p>
<p>7) collect and interpret information and choose methods and tools for solving professional tasks of psychological assistance and correctional and developmental work</p>	<p>Independent work, presentations, project work, Internet search.</p>	<p>Presentation in small groups, evaluation of the presentation (microgroup presentation),</p>

		evaluation of student reports (CAS)
<p><b>Assessment</b>  <b>100% Final assessment as a result of Continuous assessment (100%)</b>  10% Participation in a discussion)  20% Presentation (oral, multimedia)  30% Individual tasks (research project)  40% Mid-term control (reports, essays)</p>		
<p><b>Contents</b></p>		
<p><b>Thematic structure of the course:</b>  <b>MODULE 1. THEORETICAL FUNDAMENTALS OF PSYCHOLOGY OF CRISIS AND EXTREME STATES</b>  1. Introduction to the psychology of crisis and extreme conditions  2. Crisis situations  3. Psychology and psychophysiology of stress  4. Trauma and consequences of trauma  <b>MODULE 2. FEATURES OF PSYCHOTHERAPEUTIC AND PSYCHO CORRECTIONAL WORK WITH MILITARY SERVANTS AND MEMBERS OF THEIR FAMILIES</b>  5. Psychological features of servicemen participating in hostilities  6. Diagnosis of the consequences of participation in hostilities  7. Principles, tasks and stages of psychological rehabilitation of servicemen and veterans of hostilities</p>		
<p style="text-align: center;"><b>Literature</b></p> <p><i>Language of teaching Ukrainian</i></p> <p style="text-align: center;"><b>Compulsory reading</b></p> <ol style="list-style-type: none"> <li>1. Александровский Ю., Лобастов О., Спивак И. и др. Психогении в экстремальных ситуациях. – М., 1991</li> <li>2. Василюк Ф.Е. Психология переживания. М.: МГУ, 1984</li> <li>3. Водопьянова И. Синдром выгорания. – М., 2005</li> <li>4. Корекційна робота психолога // упоряд. О. Главник. – К.: Шкільний світ, 2002. – 112 с.</li> <li>5. Моховиков А. Н., Дыхне Е. А. Кризисы и травмы. - М. - 2007</li> <li>6. Попова Р.Р. Психологическая помощь в кризисных и чрезвычайных ситуациях: Учебное пособие. – Казань: Издательство Казанского ун-та, 2013.</li> <li>7. Психология экстремальных ситуаций: Хрестоматия / сост. А.Е. Сельченюк/. – М.: АСТ, Мн.: Харвест. – 2002. – 480 с.</li> <li>8. Титаренко Т.М. Життєві кризи: технології консультування. Перша частина. – К.: Главник, 2007. – 144 с.</li> <li>9. Титаренко Т.М. Життєві кризи: технології консультування. Друга частина. – К.: Главник, 2007. – 176 с.</li> <li>10. Яценко Т.С. Основи глибинної психокорекції: феноменологія, теорія і практика: Навч. Посібник. – К.: 2006. – 254 с.</li> <li>11. Урсула Виртц Йогр Цобели Жажда смысла. Человек в экстремальных ситуациях. Пределы психотерапии. Серия «Современная психотерапия. - М: Когито-Центр, 2015. - 169 с.</li> <li>12. Ван дер Харт. Призраки прошлого. Структурная диссоциация и терапия последствий хронической психической травмы. - М.: Когито-Центр, 2013. — 496 с.</li> </ol> <p style="text-align: center;"><b>Recommended reading</b></p>		

1. Короленко Ц.П. Психология человека в экстремальных условиях. – Л.: Наука, 1978.
2. Лоренсо Луис Алексис. Психологічні основи міжнародних реабілітаційних програм для потерпілих від крупномасштабних критичних інцидентів // автореф. дисс. на здобуття наукового ступеня канд. психол. наук. – Харків, 2000
3. Луппо С. Е. Стратегії подолання психічної травми // Соціальна психологія. – Київ: Український центр політичного менеджменту, 2004. - № 5 (7), с.25-35.
4. Луппо С.Е. Методи психологічного консультування та психотерапії посттравматичних станів. // Сучасні напрямки психологічного консультування в системі освіти. – Збірник матеріалів конференції. – Київ: КМІУВ ім. Б. Грінченка, 2001.
5. Тарабрина Н.В. Практикум по психологии посттравматического стресса. – СПб: Питер, М.- Харьков- Минск, 2001. – 27
6. Устінова Т., Глазкова А., Донець Ю. Батьки повертаються з війни: Розповідь про сімейне відновлення. – К.: 2020. – 64 с.
7. Hunger Nach Sinn. Menschen in Grenzsituationen. Grenzen der Psychotherapie. Wirtz Ursula, Zöbeli Jürg, 1995.

<b>LEADERSHIP AND GROUP DYNAMICS</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	8/9 weeks, 18 hours in class	3 / Elective	Hanna Mytrofanova, Doctor of science, Professor	90 hours (8 h. lectures, 10 h. practicals, 72 h. self-study time)
The purpose of the discipline is to promote the identification and development of leadership qualities of higher education, the formation of general competencies in the use of leadership tools in professional activities, the ability to work in the team, and mastering practical tools for effective team and role distribution, team management as a system.				
<b>Learning outcomes</b>			<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
On the completion of the course, students will be able to:				
1) demonstrate knowledge of the main stages of formation of the theory of leadership as a scientific discipline, as well as the methodological basis of classical schools and areas;			Lecture, practical classes, discussion	Participation in the discussion (CAS)
2) demonstrate skills of interaction, leadership, teamwork;			Case study in small groups Role play	Participation in the role play (CAS)
3) make individual and group decisions, offering reasonable solutions to the problem;			Practical classes, self-study activity	Essay, test (CAS)
4) correctly define their leadership style, identify and outline a plan for the development of their team management style;			Lecture, tutorials	Presentation (CAS)



<p>5) successfully use methodological and methodical methods of studying the effectiveness of activities and design of organizations;</p> <p>6) identify and outline a plan for the development of their team management style;</p> <p>7) determine the factors shaping the image and culture of the organization;</p> <p>8) determine the readiness to form teams.</p>	<p>Problem lecture, case study in small groups Role play</p> <p>Problem lecture, discussion</p> <p>Lecture, practical classes</p> <p>Role play</p>	<p>Peer small group presentation, participation in the role play (CAS)</p> <p>Participation in the discussion (CAS)</p> <p>Presentation (CAS)</p> <p>Participation in the role play (CAS)</p> <p>Mid-term control: tests, mini case (CAS)</p>
<p><b>Assessment</b></p> <p><b>Final grade (final assessment) as a result of 100% continuous assessment:</b></p> <p>20% Participation in the discussion</p> <p>20% Participation in the role play</p> <p>20% Essay (written)</p> <p>10% Tests</p> <p>30% Presentation</p>		
<p><b>Contents</b></p>		
<p>1. The problem of leadership in modern management</p> <p>2. Leadership in organizations</p> <p>3. Pre-scientific theories of leadership</p> <p>4. Situational theories of leadership</p> <p>5. Leadership as a mission</p> <p>6. Leadership and teamwork in the organizations</p> <p>7. Group dynamics in the organizations</p>		
<p style="text-align: center;"><b>Literature</b></p> <p><i>Language of teaching Ukrainian</i></p> <p style="text-align: center;"><b>Compulsory reading</b></p> <p>1. Комарова К.В. Лідерство: навчальний посібник для студентів вищих навчальних закладів. / К.В. Комарова, С.П. Коляда. - Дніпро: 2017. – 452 с.</p> <p>2. Морозов, В. В. Формування, управління та розвиток команди проекту (поведінкові компетенції) : навч. посіб. / В. В. Морозов, А. М. Чередніченко, Т. І. Шпильова. – К. : Таксон, 2009. – 464 с.</p> <p>3. Максвелл Дж. Розвинуь лідера у собі / Пер. з англ.. Н.Гербіш. – К.: Брайт Стар Паблішинг, 2013. – 184 с.</p> <p>4. Нестуля О.О. Основи лідерства. Тренінг лідерських якостей та практичних навичок менеджера: навч. посіб. / О.О.Нестуля, В.В.Карманенко. – К.: Знання, 2013. – 287 с.</p> <p>5. Сергеева Т.В., Дорін Фестеу, Гейл Роунтрі. Лідерство і командна робота: Навчальний посібник. – Харків: ХНУБА, 2014. – 124 с.</p> <p><a href="http://startup.sumdu.edu.ua/wpcontent/uploads/2017/11/IDP_Leadership_ua_d.pdf">http://startup.sumdu.edu.ua/wpcontent/uploads/2017/11/IDP_Leadership_ua_d.pdf</a></p>		

6. Скібіцька Л. І. Лідерство та стиль роботи менеджера : навч. посіб. – К. : ЦУЛ, 2009. – 192 с.  
 7. Теорія і практика формування лідера: навчальний посібник / О.Г. Романовський, Т.В. Гура, А.Є. Книш, В.В. Бондаренко – Харків, 2017 р. – 100 стор.  
[http://repository.kpi.kharkov.ua/bitstream/KhPIPress/31806/1/Romanovskiy\\_Teoriia\\_i\\_praktyka\\_formuvanni\\_a%20lidera\\_2017.pdf](http://repository.kpi.kharkov.ua/bitstream/KhPIPress/31806/1/Romanovskiy_Teoriia_i_praktyka_formuvanni_a%20lidera_2017.pdf)

### Recommended reading

1. Адаир Дж. Джон Адаир о менеджменте и лидерстве: [пер. с англ.] / Дж. Адаир. – М.: Эксмо, 2007. – 208 с.
2. Айзексон У. Стив Джобс. – М.: Астрель, 2012. – 688 с.
3. Беляцкий Н.П. Основы лидерства: учебник / Н.П.Беляцкий. – Минск: БГЭУ, 2006. – 268 с.
4. Блэклок Дж. Технологии командной игры: руководство для лидера / Дж. Блэклок, Э.Джекс. – М.: Изд. дом Гребенникова, 2008. – 232 с. 7. Бойнтон Э. Виртуозные команды. Команды, которые изменили мир / Э. Бойнтон, Б.Фишер. – М: Претекст, 2008. – 265 с.
5. Лі Цзиці. Лідерські якості менеджерів: вектори успіху / Лі Цзиці. - Київ: Центр учбової літератури, 2018. — 184 с. 1. Оуэн Х., Ходжсон В., Газзард Н. Призвание – лидер: Полное руководство по эффективному лидерству / Пер. с англ. – Днепропетровск: Баланс Бизнес Букс, 2005. – 384 с. 5. Фарсон Р., Кейес Р. Парадоксы лидерства. Выигрывает тот, кто делает больше ошибок / Пер. с англ. – М.: ООО ИД «София», 2006. – 160 с.
6. 7 нот менеджмента. Настольная книга руководителя / под ред. В.В.Кондратьева. – М.: Эксмо, 2008. – 976 с.
8. Батушан В. Політичне лідерство в контексті державного управління: історичний досвід / В. Батушан // Вісн. Нац. акад. держ. управління при Президенті України. – 2009. – № 4. – С. 213-221.

### Language of teaching English

#### Compulsory reading

- 1 Gutmann Martin (ed.) (2019). *Historians on Leadership and Strategy: Case Studies From Antiquity to Modernity* / Springer, 2019. — 282 p.
2. Thomas M. (2003). *Mastering People Management: Build a successful team - motivate, empower and lead people*. Financial Times/ Prentice Hall, 2003. – 241 p. – ISBN: 1854183281, 9781854183286

#### Recommended reading

1. Charteris-Black Jonathan (2006). *The Communication of Leadership: The Design of Leadership Style* / Routledge, 2006. — x, 250 pages. — (Routledge Studies in Linguistics). — ISBN-10: 041537829X; ISBN-13: 978-0415378291.
2. Harrison E. Bruce, Muhlberg Judith (2014). *Leadership Communications: How Leaders Communicate and How Communicators Lead in Today's Global Enterprise* / Business Expert Press, 2014. — 300 p. — (Public Relations Collection). — ISBN 978-1606498088.
3. Renz D.O. The Jossey-Bass (2016). *Handbook of Nonprofit Leadership and Management* / Wiley, 2016. — 809 p. — ISBN: 9781118852965

<b>INTERNSHIP</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Coordinator</b>	<b>Student workload</b>
English	8 / 4 weeks	6 / Mandatory	Svitlana Zharko, Ph.D. (Candidate of Science), Associate Professor	180 hours ( 2 h. in class, 178 hours work at the place of work)
<b>Internship aims:</b> Internship aims to deepen and consolidate the theoretical knowledge acquired during the study process in real enterprise (company) conditions; understand the organization of enterprise (company) management and the acquisition of basic skills and practical ability to carry out professional activities.				
<b>Learning outcomes</b> On completion of the Internship, students will be able to:			<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
1) demonstrate knowledge and understanding of the professional activity and understanding of the profession;			Practicals, self-study activity, work at the enterprise	Internship report, presentation (CAS)
2) demonstrate skills in the use of information and communications technologies;			Practicals, self-study activity, work at the enterprise	Internship report, presentation (CAS)
3) demonstrate spirit of enterprise, ability to take initiative;			Work at the enterprise	Internship report, presentation (CAS)
			Work at the enterprise,	

<p>4) demonstrate capacity to generate new ideas (creativity);</p> <p>5) increase the level of personal training.</p> <p>Learning outcomes 1-5</p>	<p>writing a report</p> <p>Work at the enterprise, self-study activity, writing a report</p> <p>writing a report, preparing presentation</p>	<p>Internship report, comment of a company (CAS)</p> <p>Internship report, presentation (CAS)</p> <p>Internship report, presentation, comment of a place of internship (CAS)</p>
<p><b>Assessment</b></p> <p><b>Final grade (final assessment) as a result of 100% continuous assessment:</b></p> <p>20% Comment of a company</p> <p>50% Report</p> <p>30% Presentation</p>		
<p><b>Contents</b></p>		
<ol style="list-style-type: none"> <li>1. Understand phonological, morphological, syntactic, semantic, and pragmatic properties of English and other languages.</li> <li>2. Understand how language functions in society, the ideology that drives language choice in multilingual situations, the connection between language variation and social factors, and the relationship between language and academic outcomes.</li> <li>3. Articulate the major theories, hypotheses, principles, and research findings in the field of second language acquisition.</li> <li>4. Create and develop language assessment tools on the basis of a solid understanding of core concepts in language assessment.</li> <li>5. Understand how to integrate innovative computer assisted language learning (CALL) materials and practices.</li> <li>6. Evaluate and employ the methodological options available to teachers of English to speakers of other languages and develop teaching materials appropriate to a particular teaching context.</li> </ol>		
<p style="text-align: center;"><b>Literature</b></p> <p style="text-align: center;"><b>Compulsory reading</b></p> <ol style="list-style-type: none"> <li>1. Білуха М. Т. Основи наукових досліджень / М.Т. Білуха. – К. : Вища шк., 1997. – 271 с.</li> <li>2. Гончаренко С.У. Педагогічні дослідження. Методологічні поради молодим науковцям / С.У. Гончаренко. – Київ–Вінниця : ДОВ «Вінниця», 2008. – 278 с.</li> <li>3. Кочетов А. И. Культура педагогического исследования / А. Кочетов. – Мн. : Ред. «Адукацыя і выхавання», 1996. – 312 с.</li> </ol>		

4. Літнарівич Р.М. Бібліографічний опис. Загальні вимоги та правила складання / МЕНУ ім. С.Дем'янчука ; Літнарівич Р.М., Кубай О.В. – Рівне : Вид-во МЕНУ ім. С.Дем'янчука, 2010. – 44 с.
5. Лудченко А. А. Основы научных исследований : учеб. пособ. / А.А.Лудченко, Я.А.Лудченко, Т.А.Примак ; под. ред. А.А.Лудченко. – К. : Знання, 2000. – 114 с.
6. Мірам Г.Е., Дейнеко В.В. Основы перекладу. – К. : Ніка-Центр, 2002. – 237 с.
7. Миньяр-Белоручева А.П., Миньяр-Белоручев К.В. Английский язык. Учебник усного перевода. – М: Изд-во «Екзамен», 2004. – 350 с.
8. Навчально- й науково-дослідна робота студентів-філологів (реферат, курсова, випускна робота з української мови та методики її навчання) : навчально-методичний посібник для студентів / Пентиліук М.І., Гайдаєнко І.В., Окунович Т.Г. та ін. – К. : Ленвіт, 2010. – 120 с.
9. Нестеренко Н.М., Лисенко К.В. A Course in Interpreting and Translation. Посібник для студентів та викладачів вищих навчальних закладів. – Вінниця: Нова книга, 2004. – 240 с.
10. Основні вимоги до підготовки та написання навчально-наукових і кваліфікаційних робіт (для студентів-філологів) : методична розробка / КНУ ім. Т.Шевченка, Ін-т філології ; кер.проекту Г.Ф.Семенюк. – К. : КНУ ім. Т.Шевченка, 2011. – 82 с.
11. Приклади оформлення бібліографічного опису у списку джерел, який наводять у дисертації, і списку опублікованих робіт, який наводять в авторефераті // Бюлетень ВАК. – 2008. – №3. – С. 9–13.
12. Федотов В. В. Рациональная оптимизация умственного труда / В.В. Федотов. – М. : Экономика, 1987. – 109 с.
13. Шейко В. М. Організація та методика науково-дослідницької діяльності / Шейко В. М., Кушнарєнко Н. М. – К. : Знання-прес, 2003. – 296 с.

#### **Інтернет-ресурси**

1. [http:// elibrary.kubg.edu.ua](http://elibrary.kubg.edu.ua) > О Milova N Pavliuk PPMR IF

2. [http:// dspace.nua.kharkov.ua](http://dspace.nua.kharkov.ua) > Методичка по практике Змиевой И.В. 2.pdf

3. [http:// fif.mdu.edu.ua](http://fif.mdu.edu.ua) > wp-content > uploads > 2017/08 > Програма-та-мет.-ре...

### Philology (Applied Linguistics), Bachelor's degree

Semesters

1	2	3	4	5	6	7	8
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Teaching Units (Courses), ECTS* Mandatory
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Courses of General Training	<b>4.5</b>		<b>3.5</b>	<b>6</b>		<b>4</b>		
Courses of Professional Training	17.5	25	19	19	21.5	11.5	19	17
<b>TOTAL</b>	<b>22</b>	<b>25</b>	<b>22.5</b>	<b>19</b>	<b>21.5</b>	<b>15.5</b>	<b>24.5</b>	<b>17</b>

Teaching Units (Courses), ECTS Elective**
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Courses of General Training	4	9	4.5	5	5	7.5	4	3
Courses of Professional Training			5		3	6	4	3
<b>TOTAL</b>	<b>4</b>	<b>9</b>	<b>9.5</b>	<b>5</b>	<b>8</b>	<b>13.5</b>	<b>8</b>	<b>6</b>

Internship								6
Course Paper							1	
State Exam								3

<b>TOTAL:</b>	Mandatory ECTS <b>167</b>	Elective ECTS <b>63</b>	Internship, Course Paper and State Exam <b>10 ECTS</b>
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\*One ECTS credit = 30 academic hour

