

ALFRED NOBEL UNIVERSITY, DNIPRO

**STUDY PROGRAMME
APPLIED LINGUISTICS (Master's degree)
COURSE CATALOGUE**

2020-2021 academic year

Dnipro 2020

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MANDATORY COURSES

MODERN TENDENCIES OF GENERAL LANGUAGE THEORY DEVELOPMENT IN THE ASPECT OF APPLIED LINGUISTICS				
Language of teaching	Semester/ Duration	ECTS credits / Type of course (mandatory, elective)	Course coordinator	Student workload
Ukrainian	1/ 14 weeks	5 / mandatory	Svitlana Zharko, Ph.D. (Candidate of Science), Associate Professor	150 hours (20 h. lectures, 8 h. practical, 122 h. self-study time)
The aim of this course is to provide general theoretical and practical training for master's degree students with basic concepts, general methodological principles and new directions and modern trends of applied linguistics.				
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)
1) demonstrate mastery of software for linguistic research; 2) to define and actually formulate problems, offering their definition in the form of theses, chooses and substantiates variants of the decision of problems; 3) constantly increase the level of terminological knowledge; 4) establish logical connections between knowledge and its application; 5) adhere to time limits and perform tasks on time Learning outcomes 1-3 Learning outcomes 4-5		Lectures, seminars, self-study activity, internet search, problem solving, (case-study) Lectures, practical classes, discussion on the basis of lecture materials and students' reading Discussion on the materials of the studied literature sources, seminar-debate, seminar-dialogue, problem solving, work in microgroups, Practical classes, case study, workshop practical classes, case study		Participation in the seminar/discussion (FAS) Participation in the discussion, case study, tests (FAS) Essay, presentation, tests (FAS) Participation in the discussion, case study (FAS) Peer small group presentation, case study (FAS)

		Mid-term control (FAS)
		Final exam (FAS)
Assessment		
100% final grade based on the final exam (40%) and continuous assessment (60%)		
40% Final exam (written assignments)		
60% Continuous assessment:		
10% active participation in the discussions		
20% completion of individual practical assignments (homework)		
20% Presentation (oral, multimedia)		
10% project implementation		
Contents		
MODULE 1.		
Topic 1. Paradigmatic space of modern linguistics.		
Topic 2. General methodological principles of modern linguistics.		
Topic 3. New linguistic directions of the XX-XXI centuries.		
Topic 4. Applied linguistics and directions of its research.		
Topic 5. Applied areas of computer linguistics.		
MODULE 2.		
Topic 6. Applied direction of translation studies.		
Topic 7. Applied aspects of psycholinguistics.		
Topic 8. The applied value of the development of communicative influence.		
Topic 9. Neurolinguistic programming and forensic linguistics.		
Topic 10. Applied aspects of sociolinguistics. Content analysis.		
Literature		
<i>Language of teaching Ukrainian</i>		
Compulsory reading		
1. Селіванова О.О. Сучасна лінгвістика: напрями та проблеми: Підручник. –Полтава: Довкілля - К, 2008. – 712 с.		
2. Davies A. An introduction to Applied Linguistics.- Second Edition, Edinburg University Press, 2007.-214 p.		
Recommended reading		
1. Бацевич Ф. С. Нариси з комунікативної лінгвістики : [монографія]. – Львів: Видавничий центр ЛНУ ім. Івана Франка, 2003. – 281 с.		
2. Карпіловська Є.А. – Вступ до прикладної лінгвістики: комп'ютерна лінгвістика: Підручник. – Донецьк: ТОВ «Юго-Восток, Лтд», 2006. – 188 с.		
3. Коптілов В. Теорія і практика перекладу. – К. : Юніверс, 2002. – 280 с.		
4. Методичні вказівки та матеріали до наукового семінару «Основи соціолінгвістики» для студентів IV курсу спеціальності «Прикладна лінгвістика» / Уклад. канд. філол. н., доц. Ю. В. Крапива. –Харків, 2011.–18 с.		
5. Почепцов Г.Г. Теорія комунікації. – К. : Видавничий центр «Київський університет», 1999. – 301 с.		
6. Різун В.В., Непийвода Н.Ф., Корнев В.М. Лінгвістика впливу: Монографія.– К. : Видавничий центр «Київський університет», 2005. – 148 с.		
Електронна енциклопедія «Вікіпедія» (запроси по темам курсу):		
http://en.wikipedia.org/wiki/Linguistics ,		
http://uk.wikipedia.org/wiki/Linguistics		

ENGLISH FOR PROFESSIONAL PURPOSES				
Language of teaching	Semester/ Duration	ECTS credits / Type of course (mandatory, elective)	Course coordinator	Student workload
English	I st semester/ 14 weeks II nd semester /14 weeks	4 / Mandatory 3/ mandatory	Oleg Tarnopolsky, Doctor of Science, Full Professor,	120 hours (28 h. practical, 92 h. self-study time) in the 1st semester; 90 hours (22 h. practical, 68 h. self-study time) in the 2nd semester
<p>The goal of the course for the first year of its study by students majoring in Applied Linguistics is combined and foresees development by learners of their English communication skills at advanced (C1) level. This level is to be developed in all the four core skills in English (speaking, listening, reading, and writing) and ensures fluent and unimpeded advanced level communication in General English.</p>				
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 at C1 level at such a rate of speaking and at such a level of fluency and spontaneity that makes speech fully comprehensible, clear, and distinct; clearly speak about all the topics discussed in the course, express their ideas on those topics and defend those ideas with relevant arguments; take part in dialogues and polylogues with a sufficient (for C1 command of the language) level of freedom, fluency, and spontaneity; take part in lengthy discussions in familiar contexts expressing their views and ideas; present in monological speaking clear utterances concerning an extended circle of issues in their field of interests; express in a monologue their points of view on a proposed familiar topic;</p> <p>2) read with understanding the principal ideas and details of texts on different topics, understand articles and information on contemporary issues, popular science texts, literary texts;</p> <p>3) listen with understanding to utterances and presentations following even sophisticated argumentation on sufficiently well-known topics, understand news and programs on current affairs;</p> <p>4) write competently using language and</p>		<p>1) practical classes, discussions, brainstorming, role-play, students' presentations, workshops, Internet search;</p> <p>2) reading texts, Internet search;</p> <p>3)listening to different kinds of audio materials;</p>	<p>1) Participation in practical classes, brainstorming, discussions, role-play, students' presentations, workshops, Internet search (CAS);</p> <p>2) reading texts (CAS);</p> <p>3)listening to different kinds of audio materials (CAS);</p>	

<p>communication materials on well-known topics, write informal (personal) and formal letters, compositions and essays on well-known topics demonstrating intercultural understanding;</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>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>Learning outcomes 1-6</p>	<p>4) writing different kinds of written assignments (letters, essays, compositions, etc.), self-study, dictations and tests students' presentations, workshops;</p> <p>5) students' presentations, workshops;</p> <p>6) students' presentations, workshops;</p>	<p>4)writing different kinds of written assignments (letters, essays, compositions, etc.), self-study, dictations and tests (CAS);</p> <p>5)students' presentations, workshops (CAS);</p> <p>6)students' presentations, workshops (CAS);</p> <p>Mid-term control: language tests, speaking, reading, writing, and listening tasks (CAS)</p>
<p>Assessment</p> <p>Continuous assessment (CAS):</p> <p>20% Individual assignment defense</p> <p>10% Homework</p> <p>10% Module test №1</p> <p>10% Module test №2</p> <p>20% Writing different kinds of written assignments (letters, essays, compositions, etc.)</p> <p>30% Participation in students' presentations and workshops</p>		
<p>Contents</p>		
<p style="text-align: center;">I semester</p> <p>MODULE 1. Topic 1. Fit for Life</p> <p>MODULE 2. Topic 2. Live and Learn</p> <p style="text-align: center;">II semester</p> <p>MODULE 1. Topic 3. The Image Business</p> <p>MODULE 2. Topic 4. Shop around</p>		

Topics for reading, listening and discussion: *health, fitness, medicine, sport, exercise, educational issues, shopping, advertising, money.*

Topics for using language: *verb forms; negatives & questions; what clauses, reported speech and reporting verbs.*

Topics for vocabulary: *the human body; problems; treatments; sports; playing areas; collocations; idioms; fixed phrases with under; phrasal verbs.*

Topic for writing: *a job application, making appointments.*

**Literature
Compulsory reading**

1. Virginia Evans-Bob Obee. Upstream /Advanced. Student's book. - Express Publishing: 2018. - 264p.

2. Virginia Evans-Bob Obee. Upstream/Advanced. Workbook.-Express Publishing: 2018. - 136p.

Recommended reading

1. Справа багатї жїнки. Вїсім оповїдань: книга для читання англїйською мовою для студентїв факультетїв їноземних мов ї фїлологїчних факультетїв. Агата Крїстї – адаптація, технологїя роботи з текстом ї фїлологїчний коментар В.В. Євченко ї С. І. Сидоренко. Вїнниця: Нова книга, 2017. – 264 с.

2. 3. Evans V. On Screen C1: Student's Book / V. Evans, J. Dooley. – Newbury: Express Publishing, 2014. – 192 p.

3. 4. Evans V. On Screen C1: Workbook and Grammar Book / V. Evans, J. Dooley. –

4. Newbury: Express Publishing, 2014. – 184 p.

5. Oscar Wilde. The Picture of Dorian Gray.- Dover Thrift Editions, 2018- 140p.

PEDAGOGY AND PSYCHOLOGY IN HIGHER EDUCATION

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course coordinator	Student workload
Ukrainian	1st semester/14 weeks, 56 hours in class	6 / Mandatory	Nataliia Volkova, Doctor of Science, Full Professor	180 hours (28 h. lectures, 28 h. seminars/practical, 124 h. self-study time)
	2 nd semester/ 11weeks, 44 hours in class	3,5/ Mandatory		105 hours (22h. lectures, 22 h. practical, 61h. self study)

Course aims:

The course is aimed at acquiring knowledge of the structure and content of the educational process in higher educational establishments, focusing on teachers' work, forms of educational interaction with students, planning, organization and analysis of various types of educational and extracurricular studies; peculiarities of the interaction between teachers and students in educational communication taking into consideration the following; students' age characteristics

; their structure and development as individuals and their individual characteristics; basic mechanisms for effective communication; the theory of modern psychology.

<p style="text-align: center;">Learning outcomes</p> <p>At the end of the course students will be able to:</p>	<p style="text-align: center;">Teaching methods, teaching and learning activities</p>	<p style="text-align: center;">Forms of assessment (continuous assessment CAS, final assessment FAS)</p>
<p>1) apply methods and techniques of pedagogical influence on personality;</p> <p>2) use knowledge of pedagogy in organizing training, managing staff, promoting social activity of personality;</p> <p>3) apply methods of pedagogical research in studying and implementing effective forms and methods of training and educating;</p> <p>4) create and maintain favorable socio-psychological atmosphere for successful educational activities;</p> <p>5) use methods, techniques of educational and cognitive activity of students (conversation, dialogue, discussion, brainstorming session, role-playing game, group work, etc.);</p> <p>6) apply innovative methods and technologies of teaching, methods of assessment of knowledge and skills (give examinations and tests) methodology of course and diploma planning;</p> <p>7) apply the methods of scientific and pedagogical research in work with students;</p> <p>8) orientate in modern psychological issues of higher educational establishments;</p> <p>9) take into account psychological peculiarities of a student group during the teaching process;</p> <p>10) take into account the personality requirements of higher education specialists in organizing the process of professional development of a student;</p> <p>11) understand the formulation and solution of psychological issues, related to the organization of professional activities;</p> <p>12) perfect the operation of psychological</p>	<p>1) Lecture by guest speaker, tutorials, discussion</p> <p>2) Practical, self-study activity, role-playing game</p> <p>3) Self-study activity, case study</p> <p>4) Internet search, self-study activities</p> <p>5) Lecture, tutorials, role-playing game</p> <p>6) Problem lecture, case study in small groups</p> <p>7) Interactive lecture, discussion, case study</p> <p>8) Self-study activities, mini cases</p> <p>9) Lecture, work in pairs to solve problems</p> <p>10) role-playing game, work in pairs to solve problems</p> <p>11) Practical classes, discussion on the basis of lecture materials and students' reading</p> <p>12) Student reports by individuals, self-</p>	<p>1) Participation in the discussion (CAS)</p> <p>2) Participation in the role-playing game, test (CAS)</p> <p>3) Case study presentation, test (CAS)</p> <p>4) Presentation (CAS)</p> <p>5) Participation in the role-playing game, test (CAS)</p> <p>6) Peer small group presentation (CAS)</p> <p>7) Participation in the brainstorming session (CAS)</p> <p>8) Practical skills assessment, case study (CAS)</p> <p>9) Oral answers to questions, explanation solving problems (CAS)</p> <p>10) Participation in the role-playing game, explanation solving problems (CAS)</p> <p>11) Practical skills assessment, participation in the discussion (CAS)</p> <p>12) Student reports assesment, practical skills assessment</p>

<p>aspects of professional education;</p> <p>13) analyze psychological phenomena and processes in higher education;</p> <p>14) effectively use subjective interaction between teachers and students in educational communication;</p> <p>15) quickly and efficiently find optimal ways of preventing and overcoming contradictions and conflicts in the process of pedagogical interaction</p> <p>Learning outcomes 1-4</p> <p>Learning outcomes 5-7</p> <p>Learning outcomes 8-11</p> <p>Learning outcomes 1-15</p>	<p>study activities</p> <p>13) Seminar, case study</p> <p>14) Roundtable, brainstorming session</p> <p>15) Student reports by individuals, discussion on the basis of lecture materials and students' reading, work in pairs to solve problems</p>	<p>(CAS)</p> <p>13) Practical skills assessment, solving problems (CAS)</p> <p>14) Oral answers to questions, practical skills assessment (CAS)</p> <p>15) Report, participation in the discussion, solving problems (CAS)</p> <p>Mid-term control: tests, mini case (CAS)</p> <p>Mid-term control: presentation, test (CAS)</p> <p>Mid-term control: tests, mini case (CAS)</p> <p>Final exam (FAS)</p>
<p>Assessment</p> <p>1st semester 100% assessment as a result of continuous assessment (CAS):</p> <p>10% participating in presentations, brainstorming, discussions, gamification</p> <p>20% completing practical tasks, problem tasks, analyzing cases, completing individual tasks</p> <p>30% module control papers</p> <p>40% control tasks (mini-case, tests, essay-writing)</p> <p>2nd semester 100% Final assessment as a result of final exam (40%) and constant assessment (60%)</p> <p>40% Final exam (4 sets of written assignments, each assignment includes 2 essays and computer multiple choice tests)</p> <p>60% Continuous assessment:</p> <p>10% Participation in the discussion</p> <p>10% Participation in the role-playing game</p> <p>10% Test (multiple choice, computer)</p> <p>10% Presentation (oral, multimedia)</p> <p>10% Participation in the brainstorming session</p> <p>10% Case study presentation</p>		
<p>Contents</p>		
<ol style="list-style-type: none"> 1. Theoretical and methodological basis of higher educational pedagogy 2. Methods and techniques of modern scientific-pedagogical research 3. System of higher education as a special institution 		

4. Regulatory requirements for educational process in higher education
5. Ukrainian students as a special socio-demographic group of young
6. Pedagogical culture of a teacher of higher education establishments
7. Organization of educational process in higher school
8. Components of educational process of higher educational establishments
9. Teaching methods in a higher education
10. Teaching methods and their classification
11. Methodological basis of teaching disciplines
12. Methodology of delivering lectures
13. Methodology for conducting practical studies and seminars
14. Assessment technique of knowledge, abilities and skills (passing examinations and tests)
15. Technique of arranging term and diploma papers
16. Organization of independent and individual work of students
17. Subject, tasks and methods of psychology high education
18. General psychological characteristics of students age
19. Professional formation of students as future specialists with higher education
20. Psychology of student groups
21. The difficulties and barriers in professional pedagogical communication of teachers and students
22. Psychology of professional education
23. Psychological analysis of student learning
24. Psychological education of students
25. Psychology of pedagogical communicative interactions of teachers with students
26. Psychological analysis of contradictions and conflicts in pedagogical interaction, ways of their prevention and resolution
27. Psychology of the individual and work of higher education teachers

Literature

Compulsory reading

1. Волкова Н.П. Інтерактивні технології навчання у вищій школі : навчально-методичний посібник. Дніпро: Університет імені Альфреда Нобеля, 2018. 360 с.
2. Каплінський В.В. Методика викладання у вищій школі: Навчальний посібник. Вінниця: ТОВ «Ніланд ЛТД», 2015. 224 с.
3. Козлова Г.М. Методика викладання у вищій школі: Навчальний посібник. Одеса: ОНЕУ ротапринт, 2014. 200 с.
4. Методика викладання у вищій школі : навчально-методичний посібник / Уклад. : В. І. Кобаль. Мукачево : Вид-во МДУ, 2016. 203 с.
5. Прищак М.Д., Залюбівська О. Б. Педагогіка, психологія та методика викладання у вищій школі: курс лекцій. Вінниця : ВНТУ, 2019. 150 с.

Recommended reading

1. Brown, C. E., & Sheerin, K. M. (2018). The role of graduate students as mentors in health service psychology programs. *Training and Education in Professional Psychology*, 12, 22–28. <https://doi.org/10.1037/tep0000165>
2. [Clark D. Campbell](#), [Jennifer A. Erickson Cornish](#) (2018) Forward to the Special Section in *Training and Education in Professional Psychology “Mentoring in Health Service Psychology”* *Training and Education in Professional Psychology*, 12(1), 2-3. <http://dx.doi.org/10.1037/tep0000189>
 1. 3. Teaching Methods for Higher Education. Edition: First. Publisher: Dept. of Management Studies, Infant Jesus College of Engineering, Keelavallanadu, Tuticorin, Tamilnadu.. Editor: Dr. A. Rangaswamy. 2014. ISBN: 978-93-81992-73-9.
 2. 4. Klug J, Bruder S, Kelava A, Spiel C, Schmitz B. Diagnostic competence of teachers: A process model that accounts for diagnosing learning behavior tested by means of a case

scenario. Teaching and Teacher Education. 2013; 30: 38-46.

3. 5. Khnyfr H. The higher education system in the world with strategy. Journal of Cultural Management. 2005; 3(9): 10.

4. 6. Mattes, W., (2007), Nastavne metode. 75 kompaktnih pregleda za nastavnike i učenike, Zagreb: Naklada Ljevak/

5. 7. McCarthy, P. (1992). Common Teaching Methods. Retrieved July 24, 2008

8. Typical Teaching Situations: A handbook for Faculty and Teaching Assistants (n.d.). Retrieved July 23, 2008

METHODS OF PROTECTING INFORMATION				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course coordinator	Student workload
Ukrainian	1 /14 weeks, 42 hours in class	4 / mandatory	Olga Denisiyuk, Ph.D. (Candidate of Technology), Associate Professor	120 (14 h. lectures, 28 h. practical, 78 h. self-study time)
The course is aimed at master's degree students acquiring the notions, theoretical and practical knowledge, and practical skills in what concerns the methods of protecting information, the encoding algorithms, the functional possibilities of anti-virus programs, as well as the ability to work with the programs R-Studio, RecoveRx, O&O SafeErase.				
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)
1) demonstrate the knowledge of basic terminology and basic and structured knowledge in the field informatization and additional areas, such as developing and introducing information systems and software for information saving and protection;		lecture, discussions on the sources studied, solving problem situations, case studies, solving practical tasks (practice)		answering questions orally participation in brainstorming, discussion, etc., defending individual task completion results, solving tasks, problem situations
2) use modern methods and tools, including the statistical, economico-mathematical, and software ones for solving the tasks set;		lecture, discussions on the sources studied, solving problem situations, case studies, solving practical tasks (practice), work in small groups, presentations, project work, Internet search		answering questions orally, solving tasks, problem situations, explaining the ways of solving tasks, evaluating presentations, defending individual task completion results
3) use diverse skills for selection and applying the tools for designing computer networks, bases of data and		lecture, solving problem situations, case studies, solving practical tasks (practice), work in small groups, gamification, presentations, project		answering questions orally, solving tasks, problem situations, explaining the ways of

<p>information storage, analysis of social networks;</p> <p>4) 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>5) establish logically correct links between knowledge and its correct practical use.</p> <p>Learning outcomes 1-3</p> <p>Learning outcomes 1-5</p>	<p>work, Internet search, tests</p> <p>solving problem situations, case studies, solving practical tasks (practice), work in small groups, gamification, presentations, project work, Internet search</p> <p>gamification, presentations, project work, Internet search</p>	<p>solving tasks, evaluating presentations, defending individual task completion results;</p> <p>answering questions orally, solving tasks, problem situations;</p> <p>participating in simulations, evaluating presentations, participation in brainstorming, discussion, etc.</p> <p>Mid-term control: answering teacher's questions, mini case (CAS), module control paper (CAS)</p> <p>Module control paper, final tests and essay writing (CAS)</p>
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Assessment

100% assessment as a result of continuous assessment (CAS):

10% participating in presentations, brainstorming, discussions, gamification

20% completing practical tasks, problem tasks, analyzing cases, completing individual tasks

30% module control papers

40% control tasks (mini-case, tests, essay-writing)

Contents

Topic 1. The history, emergence, and basic methods of information protection

Topic 2. Encoding algorithms

Topic 3. Administrative methods of control and protection

Topic 4. Functional possibilities of antivirus programs

Topic 5. Total destruction of databases without a possibility of restoring, method of software restoring

Topic 6. Skills of using R-Studio, RecoveRx, O&O SafeErase programs

Topic 7. The security policy

Literature

Language of teaching Ukrainian

Compulsory reading

1. Карпов Д.А. Методы и средства защиты компьютерной информации. 2006.-193 с. (the principal coursebook).

2. Проскурин В.Г. Защита в операционных системах. 2014. – 192 с.

3. SANS Institute: Information Security Resources. www.sans.org. Retrieved 2020. P.10-31.

Recommended reading

1. Баранов А.А., Брыжко В.М., Базанов Ю.К. Защита персональных данных. ОАО «КП ОТИ». К., 1998.-128 с.
2. Біленчук П.Д. , Романюк Б.В., Цимбалюк В.С. Комп'ютерна злочинність. Навч. посіб.- К.: Атака, 2002.- 240 с.
3. Остапов С. Технології захисту інформації.- Родовід, 2014.- 428 с.
4. Gupta V., Perez G., Agrawal D. Handbook of Computer Networks and Cyber Security. Principles and Paradigms.- Springer, 2020.- 140 p.
5. Cherdantseva Y. and Hilton J. Information Security and Information Assurance. The Discussion about the Meaning, Scope and Goals. In: Organizational, Legal, and Technological Dimensions of Information System Administrator. Almeida F., Portela, I. (eds.). IGI Global Publishing, 2013

PRACTICAL COURSE OF THE SECOND FOREIGN LANGUAGE (GERMAN)				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian, German	1,2 /24 weeks, 38 hours in class	6 / mandatory	Helena Beresten, PhD in History, Associate Professor	180 hours (practicals: 38 h. self-study time: 142 h.)
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 B2.				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)	
1. Confidently speak a foreign language for the implementation of written and oral communication, particularly in situations of professional and scientific communication; present results of research in native and foreign languages.		Modeling the process of foreign language communication	Speaking. Participation in the process of foreign language (CAS)	
2. Apply knowledge of expressive, emotional, logical means of speech and speech techniques to achieve the planned pragmatic result and the organization of successful communication.		Dialoguing	Topical speaking (CAS)	
3. Create, analyze and edit texts of different styles and genres.		Reading tasks, lexical and grammatical tests.	Evaluation of lexical and grammatical tests. (CAS)	
4. Use specialized conceptual knowledge from the chosen field of philology to solve complex problems and problems that require updating and		Discussion, Role play activities	Participation in the discussion (CAS)	

<p>integration of knowledge, often in conditions of incomplete / insufficient information and conflicting requirements.</p> <p>5. Recognize all types of information (reference, predicative, temporal, modal, evaluative, emotional, pragmatic, related to register, deixis, topic / rhyme) in languages A, B, C, transmit it in accordance with the norms of the language of translation in written and oral bilateral consecutive translation; provide lexical, grammatical, syntactic and stylistic equivalence in the process of translation B, C → A and A → B, C for all types of text</p> <p>6. Evaluate and critically analyze socially, personally and professionally significant problems and suggests ways to solve them in complex and unpredictable conditions, which requires the use of new approaches and forecasting.</p> <p>7. Find the best ways of effective interaction in the professional team and with representatives of other professional groups of different levels.</p> <p>Learning outcomes 1-4</p> <p>Learning outcomes 1-7</p>	<p>Modeling the process of foreign language communication</p> <p>Situational conversation. Tasks for speaking on the topic of conversation.</p> <p>Modeling the process of foreign language communication. Pair work, small group discussion</p>	<p>Participation in the role play (CAS)</p> <p>Speaking. Participation in the process of foreign language communication Authentic speech comprehension (CAS)</p> <p>Participation in a situational conversation. Speaking. (CAS)</p> <p>Speaking. Participation in the process of foreign language communication</p> <p>Participation in the discussion, peer assessment (CAS)</p> <p>Mid-term control: tests, mini case (CAS)</p> <p>Continuous assessment (CAS)</p>
<p>Assessment</p> <p>1-st semester</p> <p>Final grade (final assessment) as a result of 100% Continuous assessment:</p> <p>20% Evaluation of lexical and grammatical tests (written)</p> <p>20% Topical speaking</p> <p>15% Participation in the discussion</p> <p>15% Participation in the role play</p> <p>15% Speaking. Participation in the process of foreign language communication Authentic speech comprehension (oral, multimedia)</p> <p>15% Participation in a situational conversation (oral, multimedia)</p> <p>Assessment</p> <p>2-nd semester</p> <p>Final grade (final assessment) as a result of 100% Continuous assessment:</p>		

10% Evaluation of lexical and grammatical tests (written)
15% Topical speaking
15% Participation in the discussion
10% Participation in the role play
15% Speaking. Participation in the process of foreign language communication Authentic speech comprehension (oral, multimedia)
20% Participation in a situational conversation (oral, multimedia)
15% Mid-term control

Contents

1-st semester:

Thematic structure of the course:

Module I.

Unternehmungsführung. Das Verb und seine Rolle im Satz. Wortbildung: Bildung von Substantiven. Grammatische und lexikalische Analyse des Satzes.

Bildungswesen. Infinitivgruppen und Infinitivkonstruktionen. Wortbildung : Das zusammengesetzte Substantiv.

Gemeinsames Unternehmen. Formen der internationalen Zusammenarbeit.

Wortbildung . Übersetzung von Internationalismen. Grammatik: Die Rolle des Substantivs im Satz.

Module II

Außenhandel. Ziel und Aufgaben. Wortbildung : Bildung von Verben (Systematisierung). Grammatik. Modalverben und Modalkonstruktionen. Formen der Modalität im deutschen Satz.

Kaufvertrag. Inhalt. Wortbildung: Bildung von Verben (Systematisierung). Satzanalyse

Marktforschung. Marketing. Grammatik. Gerundivum. Wortbildung : Wiedergabe der Realia

2-nd semester:

Module I.

Wirtschaftswerbung. In der Welt der Werbung. Satzanalyse. Wortbildung. Wiedergabe der Personennamen. Public Relationen. Grammatische und lexikalische Analyse des Satzes

Wortbildung: Wiedergabe von Orts- und Sternnamen

Module II

Messen und Ausstellungen Wortbildung: Bildung von Adjektiven, Entsprechungen beim Übertragen in die Muttersprache(Systematisierung). Grammatik: erweiterte Attribute.

Naturschutz. Waldsterben. Der Kampf gegen die Verpackungsflucht. Wortbildung: Bildung von Adjektiven nach dem Modell der Partiyipialformen. Referieren des Textes.

Naturschutz. Waldsterben. Der Kampf gegen die Verpackungsflucht. Wortbildung: Bildung von Adjektiven nach dem Modell der Partiyipialformen. Referieren des Textes.

Literature

Language of teaching Ukrainian

Compulsory reading

1. Дрейер Х. Грамматика немецкого языка. / Х. Дрейер, Р. Шмитт. - Санкт – Петербург. – 2003. – 361 с.

Recommended reading

2. Гаврись В. І. Німецько-український фразеологічний словник у двох томах. / В. І. Гаврись, О.П. Пророченко. - К.: Радянська школа. - 2005, том І. – 416 с., том ІІ – 382 с.

3. Воробьов В. Т. Didaktische Materialien zum Selbststudium: учебное пособие для студентов IV – V курсов./ В. Т. Воробьов, Н. М. Багрова, И. П. Борисевич, О. А. Михлик. - Днепропетровск: ДУЭП. - 2010. – 180 с.

Language of teaching German

Compulsory reading

1. О. Michlik, О. Beresten, О. Turtshak. Wirtschaftssprache. Untnehmung - Дніпро:

Університет імені А. Нобеля. - 2019. – 231 с.

Recommended reading

1. Dallapiazza R-M. Ziel: Deutsch als Fremdsprache./ R-M. Dallapiazza, S. Evans. – Kursbuch, Band 2, L. 9-15, Niveau B2/2. - München: Max-Hueber-Verlag. – 2009. - 143 S.

2. Em-Brückenkurs – 3: Deutsch als Fremdsprache für die Mittelstufe. – München: Max-Hueber-Verlag. - 2005. – 62 S.

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	1,2 /14 weeks, 28 hours in class	6 / mandatory	Marianna Onishchenko, Senior Lecturer	180 hours (practicals: 38 h. self-study time: 142 h.)

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 B2.

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. Confidently speak a foreign language for the implementation of written and oral communication, particularly in situations of professional and scientific communication; present results of research in native and foreign languages.	Modeling the process of foreign language communication	Speaking. Participation in the process of foreign language (CAS)
2. Apply knowledge of expressive, emotional, logical means of speech and speech techniques to achieve the planned pragmatic result and the organization of successful communication.	Dialoguing	Topical speaking (CAS)
3. Create, analyze and edit texts of different styles and genres.	Reading tasks, lexical and grammatical tests.	Evaluation of lexical and grammatical tests. (CAS)
4. Use specialized conceptual knowledge from the chosen field of philology to solve complex problems and problems that require updating and integration of knowledge, often in conditions of incomplete / insufficient information and conflicting requirements.	Discussion	Participation in the discussion (CAS)
	Role play activities	Participation in the role play (CAS)
5. Recognize all types of information (reference, predicative, temporal, modal, evaluative, emotional, pragmatic, related to register, deixis,	Modeling the process of foreign language	Speaking. Participation in the

<p>topic / rhyme) in languages A, B, C, transmit it in accordance with the norms of the language of translation in written and oral bilateral consecutive translation; provide lexical, grammatical, syntactic and stylistic equivalence in the process of translation B, C → A and A → B, C for all types of text</p> <p>6. Evaluate and critically analyze socially, personally and professionally significant problems and suggests ways to solve them in complex and unpredictable conditions, which requires the use of new approaches and forecasting.</p> <p>7. Find the best ways of effective interaction in the professional team and with representatives of other professional groups of different levels.</p> <p>Learning outcomes 1-4</p> <p>Learning outcomes 1-7</p>	<p>communication</p> <p>Situational conversation.</p> <p>Tasks for speaking on the topic of conversation.</p> <p>Modeling the process of foreign language communication. Pair work, small group discussion</p>	<p>process of foreign language communication Authentic speech comprehension (CAS)</p> <p>Participation in a situational conversation. Speaking. (CAS)</p> <p>Speaking. Participation in the process of foreign language communication</p> <p>Participation in the discussion, peer assessment (CAS) Mid-term control: tests, mini case (CAS)</p>
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Assessment

1-st semester:

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

- 10% Evaluation of lexical and grammatical tests (written)
- 15% Topical speaking
- 15% Participation in the discussion
- 10% Participation in the role play
- 15% Speaking. Participation in the process of foreign language communication Authentic speech comprehension (oral, multimedia)
- 20% Participation in a situational conversation (oral, multimedia)
- 15% Mid-term control

Assessment

2-nd semester:

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

- 10% Evaluation of lexical and grammatical tests (written)
- 15% Topical speaking
- 15% Participation in the discussion
- 10% Participation in the role play
- 15% Speaking. Participation in the process of foreign language communication Authentic speech comprehension (oral, multimedia)
- 20% Participation in a situational conversation (oral, multimedia)
- 15% Mid-term control

Contents

Thematic structure of the course:

1-st semester:

Module 1. La educación. La juventud. Turismo.

La educación. El sistema educativo español y el ucraniano.

La juventud. Problemas juveniles. Conflictos.

Turismo. Clasificación del turismo. Ocio. Viajes

Module 2. El cine español y el ucraniano. Fiestas nacionales. La gastronomía española y la ucraniana.

El cine español y el ucraniano. Las películas en la vida humana.

Fiestas nacionales. Cultura de los países en contraste.

La gastronomía española y la ucraniana.

2-nd semester:

Thematic structure of the course:

Module 1. Analisis lexico-gramatical y traductologico.

La educación. El sistema educativo español y el ucraniano.

La juventud. Problemas juveniles. Conflictos.

El cine español y el ucraniano. Las películas en la vida humana.

Fiestas nacionales. Cultura de los países en contraste.

La gastronomía española y la ucraniana.

Literature

Language of teaching Ukrainian

Compulsory reading

1. Ткаченко, Л. Л. Лексикологія іспанської мови : навч. посіб. для студентів- філологів вищих закладів освіти. – Херсон : ХДУ, 2013. – 188 с.

2. Верба Г.Г., Лопес Тапія Ф.Х. Curso superior de español. Підручник іспанської мови для старших курсів перекладацьких та філологічних відділень університетів. – Вінниця: Нова книга, 2007. – 368 с.

Recommended reading

3. Криворчук І.О. Мозаїка: іспанська мова в історичному та культурному контексті країни/ І.О. Криворчук. - Вінниця: Нова Книга, 2012 - 240 с.

4. Устинова Р.Ф. Испанский язык [Текст] : учеб. пособие / Р.Ф. Устинова. – Днепр : Середняк Т.К., 2018. – 318 с.

Language of teaching Spanish

Compulsory reading

1. M.J. Barrios, P.Alzugaray, P.Bartolomé Especial DELE B2 Curso completo / M.J. Barrios, P.Alzugaray, P.Bartolomé; – Madrid: Edelsa Grupo Didascalia, 2016. – 272 p.

Recommended reading

2. Francisca Castro Uso de la gramática española - Avanzado/ Francisca Castro; – Madrid: Edelsa Grupo Didascalia, 2006. – 138 p.

METHODOLOGY OF TEACHING ENGLISH (AS A FOREIGN LANGUAGE)

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course coordinator	Student workload
Ukrainian	3 /14 weeks, 30 hours in class	3 / Mandatory	Oleg Tarnopolsky, Doctor of Science, Full Professor	90 hours (16 h. lectures, 14 h. seminars/practical, 60 h. self-study time)

The course is aimed at students acquiring the knowledge and skills that are necessary for efficiently teaching courses of English as a foreign language on the level of existing modern requirements to and standards of such teaching. On completion of the course of *Methods of teaching English (as a foreign language)*, a student is expected to be adequately prepared for teaching English both at secondary and tertiary educational establishments in what concerns the methodology of such teaching.

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) know how to substantiate theoretically the choice of methodology and methods of teaching English, the organization of such teaching, to foresee the consequences and results of such teaching;</p> <p>2) understand the scientific foundations of teaching English as a foreign language, identify, formulate and solve tasks in such teaching, integrate theoretical knowledge and practical experience;</p> <p>3) use different methods of teaching English in teaching practice;</p> <p>4) practice methods of avoiding failures in the organization of classes of English, preventing and correcting learners' mistakes and errors, avoiding low efficiency of the teaching/learning process;</p> <p>5) use the methods of diagnosing and</p>	<p>1) Lecture, practical classes, brainstorming, discussion, student presentations</p> <p>2) Lecture, practical classes, self-study activity, student presentations, case study</p> <p>3) Self-study activity, discussion, case studies, role-playing game, student presentations</p> <p>4) Internet search, self-study activities, discussion, case studies, role-playing game, student presentations</p> <p>5) Lecture,</p>	<p>1) Participation in the discussion, answering teacher's questions (CAS), presentation</p> <p>2) Participation in the discussion, answering teacher's questions, case study presentation (CAS)</p> <p>3) Participation in the discussion, answering teacher's questions, case study presentation, participation in the role-playing game (CAS)</p> <p>4) Participation in the discussion, answering teacher's questions, case study presentation, participation in the role-playing game (CAS)</p> <p>5) Participation in the discussion, answering</p>

<p>assessing the efficacy of learners' work, their needs, specific peculiarities and resources in the teaching/learning process;</p> <p>6) diagnose the problems emerging in the teaching/learning process, including conflict situations, use efficient models of solving them;</p> <p>7) interact depending on the needs of the teaching/learning process and the available means of communication;</p> <p>8) know the limits of one's own knowledge and skills and understand the necessity of continuous professional growth for developing the knowledge and skills in what concerns the methods of teaching English as a foreign language;</p> <p>9) know whether they are able to assume responsibility for making pedagogical decisions taking into account their own knowledge and skills in what concerns the methods of teaching English as a foreign language.</p> <p>Learning outcomes 1-4</p> <p>Learning outcomes 5-7</p> <p>Learning outcomes 1-9</p>	<p>tutorials, Internet search, self-study activities, discussion, case studies, role-playing game, student presentation</p> <p>6) Problem lecture, case study in small groups</p> <p>7) Interactive lecture, discussion, case study</p> <p>8) Self-study activities, mini cases, self-analysis</p> <p>9) Lecture, work in pairs to solve problems, mini cases, self-analysis</p>	<p>teacher's questions, case study presentation, presentation, participation in the role-playing game (CAS)</p> <p>6) Peer small group presentation (CAS)</p> <p>7) Participation in the brainstorming session, discussion, case study (CAS)</p> <p>8) Practical skills assessment, case study, participation in self-analysis (CAS)</p> <p>9) Oral answers to questions, explanation as to solving problems, case study, participation in self-analysis (CAS)</p> <p>Mid-term control: answering teacher's questions, mini case (CAS)</p> <p>Mid-term control: presentation (CAS) Essay writing (CAS)</p>
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Assessment

100% Final assessment as a result of essay writing (20%) and continuous assessment (80%)

20% Essay writing (a set of 16 essay topics with the random choice of a topic)

80% Continuous assessment:

10% Participation in discussions

10% Participation in role-playing games and self-analysis

20% Answering teacher's questions

20% Presentation (oral, multimedia)

20% Case study presentation

Contents

Thematic structure of the course:

28. Methodology of teaching foreign languages as a pedagogical science; similarities and differences with general pedagogy.
29. The goals of teaching English as a foreign language.
30. The content of teaching English as a foreign language and its selection.
31. The methods of teaching English as a foreign language.
32. Learning motivation in teaching English as a foreign language.
33. Methods of teaching English pronunciation.
34. Methods of teaching English grammar.
35. Methods of teaching English vocabulary.
36. Psychological and psycholinguistic foundations of teaching English speaking.
37. Methods of teaching English speaking.
38. Psychological and psycholinguistic foundations of teaching English reading.
39. Methods of teaching English reading.
40. Psychological and psycholinguistic foundations of teaching English listening.
41. Methods of teaching English listening.
42. Psychological and psycholinguistic foundations of teaching English writing.
43. Methods of teaching English writing.

Literature

Language of teaching Ukrainian

Compulsory reading

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.
2. Тарнопольський О.Б. Методика навчання іншомовної мовленнєвої діяльності у вищому мовному закладі освіти – К.: Фірма “ІНКОС”, 2006.

Recommended reading

1. Teaching Methods for Higher Education. Edition: First. Publisher: Dept. of Management Studies, Infant Jesus College of Engineering, Keelavallanadu, Tuticorin, Tamilnadu.. Editor: Dr. A. Rangaswamy. 2014. ISBN: 978-93-81992-73-9.
2. Загальноєвропейські Рекомендації з мовної освіти: вивчення, викладання, оцінювання / Наук. ред. українського видання С.Ю. Ніколаєва. – К.: Ленвіт, 2003. – 273 с.
3. Основные направления в методике преподавания иностранных языков в XIX-XX вв. / Под ред. И.В. Рахманова. – Москва: Педагогика, 1972. – 320 с.
4. Harmer J. The practice of English language teaching (3d ed.) / J. Harmer. – Harlow, Essex: Longman, 2001. – 371 p

ELECTIVE COURSES

PSYCHOLOGICAL FOUNDATIONS OF SELF-DEVELOPMENT OF PERSONALITY

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	1,2/25 weeks, 50 hours in class	6 / Elective Course paper: 1 ECTS credit	Olena Karapetrova, Ph.D. (Candidate of Science), Associate Professor	180 hours (24 h. lectures, 26 h. seminars/practical, 130 h. self-study time) Course paper: 30 hours
<p>Course aims: The aim of the discipline is to create conditions for social, cultural and professional self-determination of the individual by raising the level of psychological culture, awareness of their own individuality and mastery of the mechanisms of self-knowledge, self-development and self-realization.</p>				
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) know modern theories and concepts of self-knowledge and self-development of the individual;		Problem solving, case-study analysis, simulation methods, Webquest (educational web-quest)		Participation in imitation prayer, problem solving, work with Internet information resources (CAS)
2) understand the importance of self-knowledge and self-development in human life;		Lecture with elements of training, discussion of lecture materials and studied literature sources, seminar-debate, problem solving, analysis of specific situations (case-study),		Participation in the discussion, work in a training group, solving problem situations (CAS)
3) know the main areas of self-knowledge and self-development;		Work in microgroups, seminar-solution of situational problems (case-study), project work, parable analysis		Oral answers to questions, solving situational problems and discussing parables (CAS)

<p>4) know the ways of professional self-knowledge and creating conditions for career success;</p>	<p>Meditation, work in microgroups, Mind Mapping</p>	<p>Participation in meditation, oral answers to questions, creation of mental maps (CAS)</p>
<p>5) understand the motives, methods, whole mechanisms of self-knowledge and self-development;</p>	<p>5) Role play, solving situational problems, working in pairs to solve problems</p>	<p>Participation in a role play, solving problems using software, participation in discussions in small groups (CAS)</p>
<p>6) know the socio-psychological approaches and diagnostic methods of self-knowledge and self-development;</p>	<p>Information maze (basketball method), frame technology</p>	<p>Participation in the information maze, filling and analysis of slots (CAS)</p>
<p>7) understand the importance of the psychologist's activities to increase potential resources and adaptive capabilities of man;</p>	<p>Brainwriting, collective design, "Fishbone"</p>	<p>Exchange of ideas during Brainwriting, participation in collective design, graphic research of problem situations (CAS)</p>
<p>8) be able to identify and analyze the determinants of changes in mental states, mental phenomena, behavioral manifestations of personality in different life situations;</p>	<p>Facilitation methods, seminar-dialogue, problem solving, project work, Internet search, group work</p>	<p>Participation in facilitation technologies, participation in seminar-dialogue, problem solving, research project, evaluation of group presentations (CAS)</p>
<p>9) to determine the personal components of the ways of self-knowledge and self-development;</p>	<p>Problem lecture, discussion on lecture materials and seminar-dialogue, problem solving, work in microgroups, presentations</p>	<p>Oral answers to questions, problem solving (problem situations), evaluation of the presentation (CAS)</p>
<p>10) be able to carry out diagnostic measures to interpret the manifestations of personality;</p>	<p>Solving problem situations, seminar-solving situational problems, analysis</p>	<p>Participation in imitation play, problem solving (problem situations) (CAS)</p>

<p>11) to carry out complex psychological measures for the development of personal strategies of self-knowledge, self-development, self-realization</p>	<p>of specific situations (case-study), simulation methods</p> <p>Protection of projects, solving situational problems (case-study), presentations</p> <p>Graphic facilitation</p>	<p>Protection of creative projects, solving situational problems, group work with graphics cards (CAS)</p>
<p>Assessment</p> <p>Final grade (final assessment) as a result of 100% continuous assessment:</p> <p>30% Participation in the discussion</p> <p>20% Problem solving, work in training group</p> <p>30% Creative project</p> <p>20% Presentation (oral, multimedia)</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <p>Module I. Theoretical aspects of the problem of personal self-development</p> <p>1. Theoretical approaches to the problem of personal self-development in the system of human sciences.</p> <p>Topic 2. Psychological determinants of personal self-development and the formation of the subject of self-development</p> <p>3. Self-assessment and regulatory operations in self-development.</p> <p>4. Formation of readiness for change and self-development.</p> <p>5. Destructive attitudes and their impact on the process of self-development.</p> <p>6. Means of forming personal reality in the process of self-development: positive programming, mental cleansing, visualization techniques, affirmations.</p> <p>7. Psychological principles of personal self-development</p> <p>Module II. Practically-oriented technologies of personal self-development</p> <p>8. Basic techniques of personal self-development.</p> <p>9. Self-management as the main component of personal self-development.</p> <p>10. Goal formulation - the path to successful self-organization and self-development.</p> <p>11. The concept of motivation and its role in shaping the ability of the individual to self-development.</p> <p>12. Punctuality and its significance in the system of personal values.</p> <p>13. Assessment of the individual's attitude to time.</p> <p>14. Basic principles and technologies of time management.</p>		
<p style="text-align: center;">Literature</p> <p style="text-align: center;">Compulsory reading</p> <p>1. Олійник І.В. Психологічні основи саморозвитку особистості (конспект лекцій). – Д.: УАН, 2020 р.</p> <p>2. Безпалько О, Савич Ж. Спілкуємось та діємо: навчально-методичний посібник. - К.: Навчальна книга, 2002.</p> <p style="text-align: center;">Recommended reading</p> <p>1. Зеер З.Ф., Рудей О.А. Психология профессионального самоопределения в ранней юности. - М.: МПСИ / Воронеж: МОДЭК, 2008. - 256с</p> <p>2. Игры - обучение, тренинг, досуг. На пути к совершенству. Искусство экспромта /под ред. Петрусинского В.В. - М.: Новая школа, 1995. - 96с.</p>		

3. Козлов Н.И. Лучшие психологические игры и упражнения. - Переиздание. - Екатеринбург: Изд-во АРД ЛТД, 1997. - 144 с.
4. Кон И.С. В поисках себя. Личность и самосознание. - М.: Политиздат, 1984. - 336с.
5. Крайг Г. Психология развития. - СПб: Питер, 2000. - 992с.
6. Максименко Ю.Б., Ильина Т.Б. Некоторые техники социально-психологического тренинга. - Донецк, 1994. - 18 с.
7. Методичні рекомендації по проведенню тренінг - курсу для підлітків- лідерів з питань просвітницької роботи щодо здорового способу життя. Програма міністерства освіти і науки України /ПРООН/ЮНЕЙДС “Сприяння просвітницькій роботі “рівний - рівному” серед молоді України щодо здорового способу життя” / Автори упорядники С.О.Свириденко, Г.Г.Ковганич. - К.: 2001. - 57 с.
8. Общая психодиагностика. - (Методические указания). /Автор- составитель О. В. Белова. - Новосибирск: Научно-учебный центр психологии НГУ, 1996.
9. Пинт А.А. Самоисследование - ключ к высшему Я. Понимание себя. - М.: Ин-т психотерапии, 2001. - 256с.
10. Практическая психология в тестах, или как научиться понимать себя и других. - М.: АСТ-ПРЕСС Книга, 2003. - 400 с.
11. Профессиональная самореализация личности в современном обществе /под ред. Федосенко Е.В. - СПб: Речь, 2009. – 128 с.
12. Смит Мануэль Дж. Тренинг уверенности в себе. - СПб.: ООО «Речь», 2001. - 244 с. - (Серия «Психологический тренинг»).
13. Франкл В. Человек в поисках смысла. - М.: Прогресс, 1990. - 368с.
14. Харин С.С. Искусство психотренинга. Заверши свой гештальт. - Мн.:
15. Цзен Н.В., Пахомов Ю.В. Психотренинг: игры и упражнения. - М., 1988.
16. Linman D. Self-Management Skills for Employees, or How to Be a Productive Employee [Electronic resource]. – Access mode: <http://www.mymanagementguide.com/self-management-skills-for-employees-or-how-to-be-a-productive-employee>.
17. How to Get Control of Your Time and Your Life // Перевод Ю. Емельянов, Н. Емельянова. Редактор и корректор А. Медведев. – М. : Агентство «ФАИР», 1996 // [Электронный ресурс] : – Режим доступа : <http://skyfamily.ru/books/alan/>
18. Robertson, I. T. and Smith, M. (2001). Personnel Selection, Journal of Occupational and Organisational Psychology, vol. 74. no. 4, pp. 441–72.

LINGUISTIC STUDIES

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course coordinator	Student workload
English	1,2 /25 weeks, 50 hours in class	6 / Elective Course paper: 1 ECTS credit	Oleg Tarnopolsky, Doctor of Science, Full Professor	180 hours (24 h. lectures, 26 h. practical, 130 h. self-study time) Course paper: 30 hours

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 style="text-align: center;">Learning outcomes</p> <p>At the end of the course students will be able to:</p>	<p style="text-align: center;">Teaching methods, teaching and learning activities</p>	<p style="text-align: center;">Forms of assessment (continuous assessment CAS, final assessment FAS)</p>
<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>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;</p> <p>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</p>	<p>1) Lecture, tutorials, discussion, students' presentations</p> <p>2) Lecture, tutorials, 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, 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>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, roleplaying, discussion, case study (CAS)</p> <p>8) Self-analysis assessment, case study (CAS)</p>

<p>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>9) Self-study activities, mini cases, self-analysis</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 (FAS)</p>
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Assessment

100% Final assessment as a result of final essay writing (20%) and constant assessment (80%)

20% Final essay writing (a set of 9 essay topics with the random choice of a topic)

80% Continuous assessment:

10% Participation in discussions

10% Answering teacher's questions

10% Roleplaying

20% Presentation (oral, multimedia)

20% Case study presentation

10% Self-analysis

Contents

Thematic structure of the course:

1. Communicative behavioral patterns
2. Financial matters
3. Using public transport in cities and towns
4. Housing
5. Eating out
6. Shopping
7. Traveling about the country, sightseeing, and tourism
8. Miscellany
9. Studying and working at American universities (students' self-study topic)

Literature

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. Montrul S., Polinsky M. The Cambridge Handbook of Heritage Languages and Linguistics- Cambridge University Press, 2020.-215 p.
2. Preston D. Journal of Linguistic Geography- Cambridge University Press, 2020
3. Linguisticsociety.org

METHODOLOGY OF SCIENTIFIC RESEARCH

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course coordinator	Student workload
Ukrainian	1 /14 weeks, 28 hours in class	4 / Elective	Oleg Tarnopolsky, Doctor of Science, Full Professor	120 hours (14 h. lectures, 14 h. seminars/practical, 92 h. self-study time)
The course is aimed at students acquiring the knowledge and skills that are necessary for efficiently doing research (including research in the framework of completing the master's thesis) on the level of existing requirements to such research.				
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) clearly understand the principal requirements to organizing and doing scientific research and the generally accepted procedure of conducting such research;</p> <p>2) know and clearly understand the essence of the existing methods of conducting scientific research and the peculiarities of each of the methods;</p> <p>3) understand the difference between the methods of research of the scientific-theoretical level and of the scientific-experimental level and realize the part and place of each of those levels in implementing scientific research;</p> <p>4) substantiate the choice and efficient use of the principal methods of conducting scientific research;</p> <p>5) use the skills of employing the principal methods of conducting scientific research;</p> <p>6) know what plagiarism and academic</p>		<p>1) Lecture, practical classes, brainstorming, discussion, student presentations</p> <p>2) Lecture, practical classes, self-study activity, student presentations, case study</p> <p>3) Lecture, self-study activity, discussion, case studies, student presentations</p> <p>4) Lecture, Internet search, self-study activities, discussion, case studies, student presentations</p> <p>5) Practical classes, Internet search, self-study activities, discussion, case studies, student presentation</p>		<p>1) Participation in the discussion, answering teacher's questions (CAS), presentation</p> <p>2) Participation in the discussion, answering teacher's questions, case study presentation (CAS)</p> <p>3) Participation in the discussion, answering teacher's questions, case study presentation, presentation (CAS)</p> <p>4) Participation in the discussion, answering teacher's questions, case study presentation, presentation (CAS)</p> <p>5) Participation in the discussion, answering teacher's questions, case study presentation, participation in the role-playing game (CAS)</p>

<p>cheating are, develop personal intolerance of those and fully realize their unacceptability;</p> <p>7) use anti-plagiarism programs</p> <p>Learning outcomes 1-4</p> <p>Learning outcomes 5-7</p> <p>Learning outcomes 1-7</p>	<p>6) Problem lecture, case study in small groups</p> <p>7) Practical classes, case study</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>Assessment</p> <p>100% Final assessment as a result of final essay writing (20%) and continuous assessment (80%)</p> <p>20% Final essay writing (a set of 13 essay topics with the random choice of a topic)</p> <p>80% Continuous assessment:</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>Contents</p>		
<p>Thematic structure of the course:</p> <p>44. Principal requirements to scientific research.</p> <p>45. Methods of research of the scientific-theoretical level.</p> <p>46. Methods of research of the scientific-experimental level.</p> <p>47. Classification of the methods of research according to their functions.</p> <p>48. Methods of research of the scientific-theoretical level: studying professional literature sources.</p> <p>49. Methods of research of the scientific-theoretical level: generalizing the optimal progressive experience and practice.</p> <p>50. Methods of research of the scientific-theoretical level: studying documents and work outcomes.</p> <p>51. Methods of research of the scientific-experimental level: interviewing, questionings, and surveys.</p> <p>52. Methods of research of the scientific-experimental level: observations and time-study.</p> <p>53. Modeling.</p> <p>54. Methods of research of the scientific-experimental level: experiments.</p> <p>55. Mathematical methods in research.</p> <p>56. Plagiarism, academic cheating, and fighting them.</p>		
<p>Literature</p> <p><i>Language of teaching Ukrainian</i></p> <p>Compulsory reading</p> <p>3. 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.</p> <p>4. Зацерковний В.І., І. В. Тішаєв І.В., В. К. Демидов В.К. Методологія наукових досліджень. Навчальний посібник. – Ніжин, 2017.</p>		

Recommended reading

1. Штульман Э.А. Методический эксперимент в системе методов исследования. – Воронеж: Изд-во Воронеж. ун-та, 1976. – 156 с.

PSYCHOLOGY OF CONDUCTING NEGOTIATIONS

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	2/11 weeks, 33 hours in class	3,5 / Elective	Inesa Harkusha, Ph.D. (Candidate of Science), Associate Professor	105 hours (33 h. seminars/practical, 72 h. self-study time)
<p>Course aims: develop students' common cultural and professional competences in psychology of communication and negotiation process; familiarise students with theoretical knowledge in the sphere of carrying out business negotiations, training rules and the principles of conducting negotiation process, practical training of methods which help to find the best alternative of the discussed agreement, come into contact with opponents, choose the best model of hearing the interlocutor; create skills of preparation and the analysis (introspection) of public statements; create competence in conducting business and extreme negotiations, decision-making in unpredictable situations, adaptation to changes in process of management business activity.</p>				
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) to form ability to reason offers		1. Lecture, seminar, discussion of lecture materials and studied literature		1. Participation in a discussion, oral answers to questions (FAS)
2) to analyze theoretical basic concepts of speech preparation;		2. Problem lecture, seminar dialogue, presentations, role-playing games		2. Independent work, oral answers to questions, role-play (FAS)
3) to know features of various forms of business communication		3. Dialogue-lecture, "round table" based on independent preparation, cases		3. Independent work, cases solution (FAS)
4) to use methods and technologies of management of effective thinking-speaking persuasive public activity and ethical requirements to the speaker;		4. Lecture, seminar, performing of projects		4. Independent work, oral answers to questions, assessment

<p>5) to know methods of verbal and nonverbal influence in negotiation process with terrorists</p> <p>6) to use means of communication to transfer professionally oriented information and communication with experts in other industries and non-experts;</p> <p>7) to set the purpose and to formulate problems of business negotiations;</p> <p>8) To show knowledge of business communication, expressiveness of communication, skills of active hearing and to own technology of completion of business negotiations</p> <p>Learning outcomes 1-5</p>	<p>5. Problem lecture, "round table" based on independent search work, presentation</p> <p>6. Discussion-lecture, 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>8. Independent work, case study in small groups, presentations, the Internet search</p>	<p>of project work (FAS)</p> <p>5. Oral answers to questions, solutions of tasks (problem situations), comments to tasks (FAS)</p> <p>6. Independent work, oral answers to questions, case presentation (FAS)</p> <p>7. Oral answers to questions, solutions of tasks (problem situations), assessment of projects and presentation(FAS)</p> <p>8. Oral answers, case study (case presentation), presentation assessment (FAS)</p> <p>Mid-term control: (FAS)</p>
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Assessment

100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%)
40% Final exam (5 sets of written assignments, each assignment includes analytical problem solving, an essay and computer multiple choice tests)
60% Continuous assessment:
 15% Test (multiple choice, computer)
 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

Contents

Thematic structure of the course:

Module 1. Eloquence. Culture of communication and communication activity
 1. Culture communication as science and art
 2. Technic of speech invention. Categories and stages
 3. Argument as an aspect of disposition.
 4. Logical mistakes and manipulative tools
 Module 2. Psychology of Negotiation process
 5. Negotiations - combined process.

6. Means of interactive interaction
7. Psychological aspects of negotiation process
8. Technic and tactics of argumentation in negotiation process. Listening of the partner as psychological tool.
9. Negotiations and manipulations
10. Accidental negotiations. Etiquette of telephone communication. National style of negotiating
- Module 3. Negotiations with criminals as criminal phenomenon
11. Psychology of negotiation process with terrorists and criminals
12. Crisis negotiations. Psychological problems of terrorism
13. Psychology of hostages
14. Lie and truth in negotiation process

Literature

Compulsory reading

1. Риторична культура мовлення сучасного фахівця-психолога: навчальний посібник. Дніпро: Університет імені Альфреда Нобеля, 2019. 144 с
2. Рызов И.Р. Я всегда знаю, что сказать. Книга-тренинг по успешным переговорам ООО «Издательство «Эксмо», 2015. 168 с.
3. Руднев, В. Н. Риторика. Деловое общение: учебное пособие. 2-е изд., испр. и доп. Москва: КноРус, 2014
4. Лебедева М.М. Технология ведения международных переговоров. М.: Аспект-Пресс, 2018. Главы 1,2.
5. Розбудова миру. Профілактика і вирішення конфлікту з використанням медіації: соціально-педагогічний аспект. [Навч.-метод. посібник] .К.: ФОП Стеценко В.В. 2016. С. 64-73.

Recommended reading

1. Аминов И.И. Психология делового общения: учеб. Пособие. Москва: Омега-Л, 2011. 304 с
2. Асмолова М.Л. Искусство презентаций и ведения переговоров: учеб. пособие, 3-е изд. Москва: РИОР: ИНФРА-М, 2019. 248 с. Президентская программа подготовки управленческих кадров). [Электронный ресурс]. URL: <http://znanium.com/bookread2.php?book=542559>.
3. Бороздина Г.В. Психология и этика делового общения: учебник. Под общ. ред. Г.В. Бороздиной. Москва: Юрайт, 2014. 463 с.
4. Бредемайер К. Черная риторика: Власть и магия слова. Пер. с нем. 2-е изд. Москва: Альпина Бизнес Букс, 2005. 224 с.
5. Бродовская Е.В. Переговоры: стратегии, тактики, техники: Учебное пособие. Тула: Изд-во ТулГУ, 2008.150 с.
6. Ведение переговоров и разрешение конфликтов классика М.: Альпина Бизнес Букс, 2006. 226 с. (Серия «Классика Harvard Business Review»)
7. Гаркуша І.В. Риторична культура мовлення менеджерів: навч. посіб. Д.: РВВ ДНУ, 2008. 88 с.
8. Даймонд С. Переговоры, которые работают. 12 стратегий, которые помогут вам получить больше в любой ситуации, М., Манн, Иванов и Фербер, 2011. 560 с.
9. Зусін В.Я. Етика та етикет ділового спілкування: Навч. посіб. 2-ге вид.,перероб. і доп. К.: ЦНЛ, 2005.
10. Караяни А.Г., Цветков В.Л. Психология общения и переговоров в экстремальных условиях. М.: ЮНИТИ-ДАНА, 2009.
11. Кеннеди Гэвин Договориться можно обо всем! Как добиваться максимума в любых переговорах Издательство: "Альпина Паблишер", 2013. 277 с.
12. Коткин Д. Жесткие переговоры или просто о сложном. ООО «Написано пером», 2015.

13. Кривоко́ра Е.И. Деловые коммуникации: учебное пособие. Москва: ИНФРА-М, 2010.190 с. Режим доступа: <http://znanium.com/>
14. Лебедев И.Б., Родин В.Ф., Мариновская И.Д., Цветков В.Л. Юридическая психология. Москва: ЮНИТИ-ДАНА, 2006.
15. Лефрансуа Г. Формирование поведения человека. СПб.: «Прайм-ЕВРОЗНАК», 2003.
16. Лукашук И.И. Искусство деловых переговоров: Учебно-практическое пособие. Москва: Издательство БЕК, 2002. 208 с.
17. Любезная Е.В. Риторика и ораторское искусство: практикум. Тамбов: Изд-во Тамб.гос. техн. ун-та, 2008. 84 с.
18. Мунин, А.Н. Деловое общение: курс лекций. Москва: Флинта: Наука, 2010. 376 с. Режим доступа <http://ibooks.ru/>
19. Назаришин В. Власть убеждения. Запорожье: «Просвіта», 2014. 194 с.
20. Одинцова М.А. Многоликость «ЖЕРТВЫ», или Немного о ВЕЛИКОЙ МАНИПУЛЯЦИИ Издательство: Флинта. 2010. 256 с.
21. Ольшанский Д.В. Психология терроризма. Издательство: Питер 2002. 215 с.
22. Парійчук Р.І. РИТОРИКА: Навчально-методичний посібник з курсів «Основи риторики» та «Професійна риторика». Укл. Гузенко І.І. Львів, 2014. 328 с.
23. Поташев М., Левандовский М. Век клиента. ООО «Издательство АСТ»; Москва; 2015. 320 с.
24. Alison Wood Brooks. Emotion and the Art of Negotiation. A version of this article appeared in the December 2015 issue (pp.56–64) of Harvard Business Review.
25. Deepak Malhotra. Psychological Influence in Negotiation: An Introduction Long Overdue. Harvard Business School. 2008. 90 p.
26. Francesco AquilarMauro Galluccio. Psychological Processes in International Negotiations. Theoretical and Practical Perspectives. 2008. P. 171
27. Michele J. Gelfand, Jeanne M. Brett The Handbook of Negotiation and Culture. Stanford Business Books An imprint of Stanford University Press Stanford, California 2004. 479 p.
28. Meerts P. W. et al. Diplomatic negotiation: essence and evolution. –Department of Public International Law, Faculty of Law, Leiden University, 2014.
29. Negotiations. / Lewicky R., Barry B., Saunders D. 6th ed. McGraw Hill, 2010. Part 1. 1 – 107
30. The International Negotiations Handbook Success Through Preparation, Strategy, and Planning. / Ed. by E. Berghoff, M. Fieweger, T. Linguanti et al. - PILPG and Baker & McKenzie, 2007.
31. Katz L. Negotiating International Business: The Negotiator's Reference Guide to 50 countries Around The World – L:Booksurge, 2006.

THEMATIC MODELLIND OF WEB CONTENT				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course coordinator	Student workload
Ukrainian	2 /11 weeks, 33 hours in class	3,5 / elective	Larysa Korotka Ph.D. (Candidate of Technology), Associate Professor	105 (33 h. practical classes, 72 h. self-study time)
The course is aimed at master's degree students acquiring the main principles of the Internet-				

network functioning, the understanding of f Web-pages structure, Web-servers and Web-clients, techniques, means and methods of designing dynamic Web-use, as well as giving students knowledge as to modern approaches to designing client-server web-sites and the principal knowledge of ensuring security in the functioning of web-sites in the open Internet network.

<p style="text-align: center;">Learning outcomes</p> <p>At the end of the course students will be able to:</p>	<p style="text-align: center;">Teaching methods, teaching and learning activities</p>	<p style="text-align: center;">Forms of assessment (continuous assessment CAS, final assessment FAS)</p>
<p>1) demonstrate the ability to design, develop and use the means of implementing information systems, technologies and infocommunications (methodological, informational, algorithmic, technical, programing and other ones);</p>	<p>discussions on the sources studied, solving problem situations, case studies, solving practical tasks (practice)</p>	<p>answering questions orally participation in brainstorming, discussion, etc., solving tasks, problem situations (FAS)</p>
<p>2) demonstrate the knowledge of the modern level of technologies in information systems, practical skills in programing and use of applied and specialized computer systems and environments with the aim of their introduction into professional activities;</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>answering questions orally, solving tasks, problem situations, explaining the ways of solving tasks, evaluating presentations answering questions orally (FAS)</p>
<p>3) give arguments for selecting software and technical means for creating information systems and technologies on the basis of analyzing their properties, purposes and technical characteristics taking into account the requirements to the system and its maintenance conditions; to demonstrate the skills of adjusting and testing the software and technical means of information systems and technologies;</p>	<p>solving problem situations, case studies, solving practical tasks (practice), work in small groups, gamification, presentations, project work, Internet search, tests</p>	<p>answering questions orally, solving tasks, problem situations (FAS)</p>
<p>4) establish logically correct links between knowledge and its correct practical use.</p>	<p>solving problem situations, case studies, solving practical tasks (practice), gamification, presentations, project work, Internet search</p>	<p>answering questions orally, solving tasks, problem situations (FAS)</p>
<p>Learning outcomes 1-2</p>		<p>Mid-term control: answering teacher's questions, mini case (FAS), module control paper Module control paper,</p>

Learning outcomes 1-4		final tests and essay writing (FAS)
Assessment		
100% assessment as a result of examination tasks (40%) and assessment in every class during the term (60%):		
10% participating in presentations, brainstorming, discussions, gamification		
20% completing practical tasks, problem tasks, analyzing cases, completing individual tasks		
20% module control papers		
10% presentations		
40% examination		
Contents		
Module 1		
Topic 1. Modern web-technologies		
Topic 2. The fundamentals of web-technology and Internet-marketing		
Topic 3. Designing web-resource		
Module 2		
Topic 4. Technologies of protecting web-resources		
Topic 5. The tools of computer graphics in web-resources		
Topic 6. Developing web-pages with the aid of HTML using CSS.		
Literature		
Compulsory reading		
1. Пасічник, О. В. Веб-дизайн: підручник / О. В. Пасічник, В. В. Пасічник; за заг. ред. В. В. Пасічника; МОН України. – Львів: Магнолія 2006, 2010 – 520 с.		
2. Пасічник О.Г. Основи веб-дизайну / О.Г. Пасічник, О.В. Пасічник, І.В. Стеценко : [Навч. посіб.]. – К.: Вид. група ВHV. – 2009. – 336 с.		
3. Шмитт К. HTML5. Рецепты программирования / К. Шмитт, К. Симпсон. – СПб.: Питер, 2012. – 288 с.		
4. The 11 Golden Rules of Writing Content for Your Website. – WEBSITE TIPS FEBRUARY 6, 2019. – https://www.jimdo.com/blog/11-golden-rules-of-writing-website-content/		
Recommended reading		
1. Холл М. Программирование для Web. Библиотека профессионала / Марти Холл, Лэрри Браун. – М.: Издательский дом «Вильямс», 2002. – 1264 с.		
2. McKeever, S. Understanding Web content management systems: evolution, lifecycle and market [Text] / S. McKeever // Industrial Management & Data Systems. — 2003. — Vol. 103, № 9. — P. 686–692. doi:10.1108/02635570310506106		
3. Nakano, R. Web content management: a collaborative approach [Text] / R. Nakano. — Boston: Addison Wesley Professional, 2002. — 222 p.		

PEDAGOGICAL SKILLS OF A PHILOLOGIST-FOREIGN LANGUAGE TEACHER				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course coordinator	Student workload
Ukrainian	2 /14 weeks, 33 hours in class	5 / Elective	Oleg Tarnopolsky, Doctor of Science, Full Professor	150 hours (22 h. lectures, 11 h. seminars/practical, 114 h. self-study time)

<p>The course is aimed at students acquiring the knowledge and skills that are necessary for holding separate classes and teaching entire courses on foreign languages on the level of that knowledge and those skills that meet the modern requirements to foreign language teachers both in the secondary and tertiary systems of education. The course focuses on peculiarities of the effective interaction between teachers and students in educational communication taking into consideration the institutional and individual factors and conditions of that education.</p>		
<p>Learning outcomes At the end of the course students will be able to:</p>	<p>Teaching methods, teaching and learning activities</p>	<p>Forms of assessment (continuous assessment CAS, final assessment FAS)</p>
<p>1) clearly understand what the professional skills of a foreign language teacher are and what components they include, as well as clearly realize how to acquire and develop those skills;</p> <p>2) acquire and develop such skills autonomously, in particular, by way of using IT, as well as autonomously acquire new pedagogical and methodological knowledge, psychological techniques of optimally designing foreign language classes and entire foreign language courses, and practically use all those skills, knowledge, and techniques when organizing the educational process;</p> <p>3) substantiate the selection and efficiently use the innovative educational approaches, methods, and means of instruction in foreign language training for optimizing and intensifying the teaching/learning process of such training;</p> <p>4) realize and fully understand the principal assumptions in the organization of the teaching/learning process in foreign language training;</p> <p>5) acquire the basics of efficient interaction and communication in the framework of the teaching/learning process in foreign language training;</p> <p>6) know about the innovative processes in education in general and in foreign language instruction in particular;</p> <p>7) apply the methods of scientific and pedagogical research in work with students;</p> <p>8) analyze and use the psychological peculiarities that influence the process of foreign language instruction;</p>	<p>1) Lecture by guest speakers, practical classes, discussion</p> <p>2) Practical classes, self-study activity, role-playing game</p> <p>3) Self-study activity, case studies</p> <p>4) Internet search, self-study activities</p> <p>5) Lecture, practical classes, role-playing game</p> <p>6) Problem lecture, case study in small groups</p> <p>7) Interactive lecture, discussion, case study</p> <p>8) Self-study activities, mini cases</p>	<p>1) Participation in the discussion (CAS)</p> <p>2) Participation in the role-playing game, answering teacher's questions (CAS)</p> <p>3) Case study presentation, answering teacher's questions (CAS)</p> <p>4) Presentation (CAS)</p> <p>5) Participation in the role-playing game, answering teacher's questions (CAS)</p> <p>6) Peer small group presentation (CAS)</p> <p>7) Participation in the brainstorming session (CAS)</p> <p>8) Practical skills assessment, case study (CAS)</p>

<p>9) effectively use subjective interaction between teachers and students in educational communication;</p> <p>10) quickly and efficiently find optimal ways of preventing and overcoming contradictions and conflicts in the process of pedagogical interaction when teaching foreign languages.</p> <p>Learning outcomes 1-4</p> <p>Learning outcomes 5-7</p> <p>Learning outcomes 8-10</p> <p>Learning outcomes 1-10</p>	<p>9) Lecture, work in pairs to solve problems</p> <p>10) role-playing game, work in pairs to solve problems</p>	<p>9) Oral answers to questions, explanation as to solving problems (CAS)</p> <p>10) Participation in the role-playing game, explanation as to solving problems (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>Essay writing (CAS)</p>
<p>Assessment</p> <p>Continuous assessment:</p> <p>10% Participation in discussions</p> <p>10% Participation in the role-playing games</p> <p>20% Answering teacher's questions</p> <p>20% Presentation (oral, multimedia)</p> <p>20% Case study presentation</p> <p>20 % Essay writing (a set of 19 essay topics with the random choice of a topic)</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <p>57. The essence of foreign language teacher's pedagogical and methodological knowledge and skills</p> <p>58. The components of foreign language teacher's pedagogical and methodological knowledge and skills:</p> <ol style="list-style-type: none"> a. the high level of language command b. the high level of command of methodology in foreign language teaching c. the high level of command of general pedagogical knowledge and skills of using that knowledge in teaching practice d. the high level of command of professional pedagogical communication skills e. foreign language teacher's professional motivation features f. foreign language teacher's attitudes to learners features, pedagogical tactfulness g. foreign language teacher's pedagogical charisma h. demands and criteria in the component structure of the foreign language teacher's pedagogical and methodological knowledge and skills <p>59. Pedagogical aptitudes and abilities of a philologist-foreign language teacher and ways of developing those aptitudes and abilities</p> <p>60. Ways of forming philologist-foreign language teacher's pedagogical and methodological knowledge and skills:</p>		

- a. forming philologist-foreign language teacher's pedagogical and methodological knowledge and skills in the system of higher school training
- b. forming philologist-foreign language teacher's pedagogical and methodological knowledge and skills in the of pedagogical practice period
- c. forming philologist-foreign language teacher's pedagogical and methodological knowledge and skills in the practice of language teaching after graduation
- d. forming philologist-foreign language teacher's pedagogical and methodological knowledge and skills in the system of teachers' qualification upgrading
61. Methodology, methods, and techniques of foreign language teaching
62. Teacher's command of the communicative approach to foreign language teaching
63. Teacher's command of the socio-cultural approach to foreign language teaching
64. Teacher's command of the experiential techniques in foreign language teaching and the constructivist methodology
65. Teacher's command of principled pragmatism in foreign language teaching

Literature

Language of teaching Ukrainian

Compulsory reading

1. Волкова Н.П. Професійно-педагогічна комунікація Навч. посіб. – К.: ВЦ „Академія”, 2006. – 256с.
2. Бадмаев В.Ц., Малышев А.А. Психология обучения речевому мастерству. – М.: Гуманитарный центр ВЛАДОС, 1999. – 224с.
3. Волкова Н.П. Педагогіка: Посіб. для студ. вищ. навч. закл. – К.: Вид. центр „Академія”, 2002. – 576с.
4. Педагогічна майстерність: Підручник/ І.А. Зязюн, Л.В. Крамущенко, І.Ф. Кривонос [та ін.]; за ред. І.А. Зязюна. – 3-тє вид., допов. і переробл. – К. : СПД Богданова А.М., 2008. – 376 с.
5. Тарнопольський О.Б. Методика навчання видів іншомовної мовленнєвої діяльності у вищому мовному закладі освіти. – Київ: ІНКОС, 2006.
6. 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.

Recommended reading

1. Teaching Methods for Higher Education. Edition: First. Publisher: Dept. of Management Studies, Infant Jesus College of Engineering, Keelavallanadu, Tuticorin, Tamilnadu.. Editor: Dr. A. Rangaswamy. 2014. ISBN: 978-93-81992-73-9.
2. Klug J, Bruder S, Kelava A, Spiel C, Schmitz B. Diagnostic competence of teachers: A process model that accounts for diagnosing learning behavior tested by means of a case scenario. Teaching and Teacher Education. 2013; 30: 38-46.
3. Khnyfr H. The higher education system in the world with strategy. Journal of Cultural Management. 2005; 3(9): 10.
4. Mattes, W., (2007), Nastavne metode. 75 kompaktnih pregleda za nastavnike i učenike, Zagreb: Naklada Ljevak/
5. McCarthy, P. (1992). Common Teaching Methods. Retrieved July 24, 2008
6. Typical Teaching Situations: A handbook for Faculty and Teaching Assistants (n.d.). Retrieved July 23, 2008

<i>SOCIAL SERVICES AND THE SOCIAL PROTECTION SYSTEMS</i>				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	2/11 weeks, 33 hours in class	5 / elective	Olha Lebid, Doctor of Science, Professor	150 hours (22 h. lectures, 11 h. seminars/practical, 117 h. self-study time)
Course aims: The aim of the course is to acquaintance of applicants with the content and features of the organization of professional activity in social institutions of Ukraine for different categories of the population as one of the directions of development of social work in Ukraine.				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
1) understand the essence and content of the social system public protection		problem lectures; group discussions; implementation individual educational and research task (writing essay);		participation in the dispute, oral answers to questions, essay defence (CAS)
2) characterize the concepts, principles and functions of social protection of the population		problem lecture, seminar, debate, incomplete sentences method, expert group meeting, case method		participation in the discussion, oral answers to questions (CAS)
3) identify socially significant problems and factors in achieving the social well-being of various groups		lecture-press conference, seminar		participation in the discussion, oral answers to questions (CAS)
4) evaluate the process and result of professional activity and quality of social services		problem lecture, seminar, situational role play		participation in the discussion, oral answers to questions (CAS)
5) use legislative and other regulatory legal acts for the provision of social services, social security		performing creative tasks (compilation generalizing schemes, preparation presentations on features activities of specific social institutions), maintaining a terminological dictionary; elaboration of lecture material and preparation for seminars on abstracts, textbooks, special literature, information of official Internet social services		group discussion, terminological dictation, creative tasks, group discussion of the content of presentations (CAS)
6) assess the effectiveness of social services		lecture with pre-planned mistakes, seminar, essay method, project		participation in the discussion, oral answers to questions, essay check, written answer to questions, defense of the project (CAS)

7) identify persons in need of social protection and carry out their accounting	problem lectures; interactive methods of group work (brainstorming, discussions)	Participation in the discussion (CAS)
8) identify the main problems of implementing social protection of the population	seminar, group discussion, independent work, elaboration of lecture material and preparation for seminars on abstracts, textbooks, special literature, information of official Internet social services	participation in the discussion, oral answers to questions, checking the performance of independent work (CAS)
Learning outcomes 1-8		Project (CAS) Presentation (CAS)

Assessment

100% Final assessment as a result of Continuous assessment:

- 15% Answers (oral)
- 20% Essay
- 20% Participation in a discussion/dispute, answers (oral)
- 15% Creative tasks (written)
- 10% Presentation
- 20% Project

Contents

Thematic structure of the course:

- . Network of social services in Ukraine
- . Organization of social services
- . The essence and content of social policy
- . Social protection of the population as a component of social policy
- . Management of the social protection system
- . Social protection of families with children
- . The system of social protection of the unemployed
- . Social protection of certain segments of the population

Literature

Compulsory reading

1. Баранник Л.Б. Соціальний захист громадян: навч. посіб. Вид. 2-ге, доповнене і перероблене. Дніпро : Університет митної справи та фінансів, 2017. 246 с.
2. Гусак Н., Кабаченко Н., Назарук В., Савчук К., Савчук О., Скоропада Л., Чорній Л. Управління діяльністю соціальних служб: метод. посіб. К. : К.І.С., 2013. 178 с.

Recommended reading

1. Безпалько О.В., Зверева І.Д., Кияниця З.П., Кузьмінський В.О. та ін. Інтегровані соціальні служби: теорія, практика, інновації: навч.-метод. комплекс. За заг. ред.: І.Д. Звереві, Ж.В. Петрочко. К.: Фенікс, 2007. 528 с.
2. Болотіна Н.Б. Право соціального захисту України: навч. посібн. К. : Знання, 2005. 615 с.
3. Кривоконь Н.І. Проблеми соціальної роботи та соціальної політики в Україні: навч. посіб. Чернігів: Чернігівський держ. технолог. ун-т, 2012. 320 с.
4. Прилипко С.М., Гончарова Г.С., Юровська В.В., Конопельцева О.О. Право соціального забезпечення: навч. посіб. За заг. ред. В.В. Жернакова. Х.: Нац. ун-т «Юрид. акад. України ім. Ярослава Мудрого», 2013. 126 с.
5. Сташків Б.І. Право соціального забезпечення. Загальна частина : навч. посіб. Чернігів : ПАТ «ПВК «Десна», 2016. 692 с.
6. Яригіна Є.П. Соціальне забезпечення сімей з дітьми: міжнародний досвід та українська модель: монографія. Х. : Монолит, 2016. 196 с.

7. Ярошенко А.О., Варбан М.Ю., Шульга Л.О. та ін. Особливості надання медичних та соціальних послуг для вразливих категорій населення з використанням гендерно-чутливого підходу : навч. посіб.; за заг. ред. Ярошенко А.О. К. : МБФ «Альянс громадського здоров'я», 2017. 112 с.
8. Browne E. Social protection: Topic guide. Birmingham, UK: GSDRC, University of Birmingham, 2015.
9. Dominelli L. Sociology for Social Work. 1997.
10. García B.A. & Gruat J.V. Social Protection a Life Cycle Continuum Investment for Social Justice, Poverty Reduction and Sustainable Development. Geneva, 2003.
11. Norton A., Conway T. & Foster M. Social Protection Concepts and Approaches: Implications for Policy and Practice in International Development. Overseas Development Institute, 2001.
12. OECD (2018), Social Protection System Review: A Toolkit, OECD Development Policy Tools, OECD Publishing, Paris. <https://doi.org/10.1787/9789264310070-en>

SOCIAL NETWORKS AND SENTIMENT ANALYSIS				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
English	2/11 weeks, 22 hours in class	3/ Elective	Nina Rizun, Ph.D (Candidate of Science), Associate Professor	90 hours (8 h. lectures, 14 h. seminars/practical, 68 h. 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 automated morphological analysis of texts				
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) Identify the fundamental principles of building social networks		Problem lecture, discussion		Test, oral answers to questions, exercise (CAS) Project work in groups, presentation of results (CAS)
2) To choose and substantiate tools, information technologies in accordance with the task of analyzing the structure and dynamics of social network development.		Problem lecture, discussion		
3) Conduct and interpret the results of research on the main dependencies in relationships and the emergence of communities in social networks.		Problem solving, case-study, presentation of individual tasks		Project work in groups, presentation of results (CAS) Project work in groups, presentation of results (CAS)
4) Use in the sentiment of analysis of the content of social networks technical means and information technology, including working independently on a computer using		Problem solving, case-study, presentation of individual tasks		

<p>modern general and special application software</p> <p>5) Prepare the results of search and analysis of information in the form of analytical reports</p> <p>Learning outcomes 1-5</p> <p>Learning outcomes 1-10</p>	<p>Problem solving, case-study, presentation of individual tasks y</p>	<p>Project work in groups, presentation of results (CAS)</p> <p>Mid-term control: projects (CAS) Test (CAS)</p>
<p>Assessment</p> <p>Final grade (final assessment) as a result of 100% continuous assessment:</p> <p>20% performing laboratory work and participating in discussions</p> <p>40% projects implementation</p> <p>40% final control (tests)</p>		
<p>Contents</p>		
<p>Module 1. Analysis of social networks: basic concepts</p> <p>Topic 1. Introduction to the theory of social networks</p> <p>Topic 2. Models of formation and growth of networks.</p> <p>Topic 3. Analysis of the structure of connections and the role of nodes</p> <p>Module 2. ANALYSIS of social networks: sentiment analysis of content of network resources</p> <p>Topic 4. Network communities</p> <p>Topic 5. Network data visualizers Gephi, Python, R.</p> <p>Topic 6. Analysis of sentiment - concepts, tools, models</p>		
<p style="text-align: center;">Literature</p> <p><i>Language of teaching English</i></p> <p style="text-align: center;">Compulsory reading</p> <ol style="list-style-type: none"> 1. Mark Newman. "Networks: An Introduction". Oxford University Press, 2019. 2. David Easley and John Kleinberg. "Networks, Crowds, and Markets: Reasoning About a Highly Connected World." Cambridge University Press 2018. 3. Mark Newman, M. Girvan. Finding and evaluating community structure in networks. Phys. Rev. E 69, 026113, 2017. 4. Mark Newman. Modularity and community structure in networks. PNAS, Vol. 103, N 23, pp. 8577-8582, 2016. 5. S. Fortunato. Community detection in graphs. Physics Reports, Vol. 486, pp. 75-174, 2016. <p style="text-align: center;">Recommended reading</p> <ol style="list-style-type: none"> 1. Linton C. Freeman. Centrality in Social Networks. Conceptual Clarification. Social Networks, Vol 1, pp 215-239, 2018. 2. Phillip Bonacich. Power and Centrality: A Family of Measures. American journal of sociology, Vol.92, pp 1170-1182, 2017. 3. S. Brin, L. Page. The PageRank Citation Ranknig: Bringing Order to the Web. 2015l 4. John M. Kleinberg. Authoritative Sources in a Hyperlinked Environment. Proc. 9th ACM-SIAM Symposium on Discrete Algorithms, 2018. 5. Mark Newman. Mixing patterns in networks. Phys. Rev. E, Vol. 67, p. 26-120, 2015. 		

CURRENT ISSUES OF INTERNATIONAL RELATIONS

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	2 /11 weeks, 22 h. in class	3 / Elective	Anastasiia Perfilieva, Ph.D., (Candidate of Science), Associate Professor	90 hours (8 h. lectures, 14 h. seminars/ practical classes, 68 h. self-study time)

Course aims:

To provide comprehensive knowledge of the daily life of the international community as a field of social action, based on the underlying trends and challenges of the current international environment

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) determine the specifics of modern international relations;	Lectures, seminars, self-study activities	Participation in the discussion, (CAS)
2) analyse the main trends and parameters of development of the modern system of international relations;	Lectures, seminars, self-study activities, presentation	Participation in the discussion, presentation (CAS)
3) determine the determinants and features of foreign policy of the main actors of the modern international system;	Lecture, seminar, case study, self-study activities	Participation in the discussion, presentation, case study, essay (CAS) Participation in the discussion, case study, (CAS)
4) analyse the determining factors of foreign policy positioning of the modern Ukrainian state;	Lecture, seminar, case study, self-study activities	Participation in the discussion, (CAS)
5) evaluate the effectiveness of the application of international policy instruments;	Lectures, seminars, self-study activities	Participation in the discussion, presentation (CAS)
6) analyse threats to international security, international conflicts and assess the effectiveness of methods of their resolution;	Lectures, seminars, self-study activities, presentations	
Learning outcomes: 1-6		

Assessment

100% Final assessment as a result of Continuous assessment

100% Continuous assessment:

50% Participation in the discussion

30% Case study

Contents

Module 1. The essence and features of the modern system of international relations

Modern system of international relations
Integration processes in the modern world
World leadership
Global social confrontation

Module 2. Current issues of modern international politics

Ukraine in the international arena
International security and international stability
International conflicts and ways to resolve them
Geopolitical dimensions of the European Union

Literature

Compulsory reading

1. Кормич Л.І., Кормич А.І. Актуальні проблеми міжнародного права, міжнародних відносин, безпеки та глобалістики // Актуальні проблеми політики. – 2018. – Вип. 61. – С. 95-106. – Режим доступу: <http://app.onua.edu.ua/index.php/app/article/view/162/140>

2. Следзевский И. Цивилизационное измерение современного мирового развития: проблемы и подходы // Мировая экономика и международные отношения. – 2020. – т. 64. – № 1. – С. 82-90.

3. Хижняк І. Від «навіки разом» до «omnes et singulos» (разом і окремо). Україна у системному протистоянні глобальних полюсів сили: монографія. – К.: Саміт-Книга, 2018. – 416 с.

Recommended reading

1. Барановський Ф. В. Європейський союз у міжнародних відносинах на сучасному етапі [Електронний ресурс] // Політологічні записки. - 2013. - № 7. - Режим доступу: http://nbuv.gov.ua/j-pdf/Polzap_2013_7_7.pdf

2. Бордовских А. Феномен экополитического риска на примере движения “желтых жилетов” во Франции // Мировая экономика и международные отношения. – 2020. – т. 64. – № 3. – С. 36-46.

3. Єремєєва І. А. Актуальні проблеми визначення сутнісних характеристик міжнародного конфлікту / І. А. Єремєєва // S.P.A.C.E. Society, Politics, Administration in Central Europe : електронний науково-практичний журнал / редкол.: Д. В. Яковлев (голов. ред.), К. М. Вітман (заст. голов. ред.), Д. Ю. Дворніченко (відп. секр.) [та ін.] ; НУ «ОЮА». – Одеса, 2017. – Вип. 3. – С. 58-61. – Режим доступу: <http://dspace.onua.edu.ua/bitstream/handle/11300/7905/Eremeeva%20SPACE%203-2017.pdf?sequence=1&isAllowed=y>

4. Завадський В.М., Іваненко В.А. Роль та місце України в геополітичних концепціях США (за матеріалами робіт З. Бжезинського) [Електронний ресурс] // Історичні і політологічні дослідження. – 2013. – № 4. – С. 319-324. - Режим доступу: http://nbuv.gov.ua/j-pdf/Iipd_2013_4_39.pdf

5. Михеев В., Луконин С. Болевые точки Пекина // Мировая экономика и международные отношения – 2020 – т. 64. – № 5. – С. 5-15.

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ADVERTISING COMMUNICATIONS: THE LINGUISTIC ASPECT				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course coordinator	Student workload
Ukrainian	2 /14 weeks, 30 hours in class	3/ mandatory	Nina Rizun, Ph.D (Candidate of Science),Associate Professor	90 h. (30 h. practical classes, 69 h. self-study time)
The course is aimed at master's degree students acquiring the practical knowledge and skills in the area of advertising communications and their linguistic aspect, as well as providing for the general training of graduate linguistic students in the issues connected with the general ideas and notions of advertising. Internet-advertising, advertisement functions and tasks, the directions of studying advertising, and also the notions of linguistic and morphological analysis of advertising.				
Learning outcomes		Teaching methods, teaching and		Forms of assessment

At the end of the course students will be able to:	learning activities	(continuous assessment CAS, final assessment FAS)
1) demonstrate command of software for conducting linguistic studies, searching for information, and the practical analysis of textual information for solving different tasks;	discussions on the sources studied, solving problem situations, case studies, small group work, solving practical tasks (practice)	participation in brainstorming, discussion, etc., writing essays answering questions orally, solving tasks, problem situations (CAS)
2) use software and technical devices in the process of oral and written translation of advertisements from the mother tongue into a foreign language(s) and vice versa; use the latest achievements in the field of automatizing translation;	discussions on the sources studied, solving problem situations, case studies, solving practical tasks (practice), work in small groups, presentations, project work, Internet search	answering questions orally, solving tasks, problem situations, explaining the ways of solving tasks, evaluating presentations (CAS)
3) use diverse software for linguistic research and practical analysis of textual information for solving various tasks in processing textual and linguistic information;	solving problem situations, case studies, solving practical tasks (practice), work in small groups, gamification, presentations, project work, Internet search, tests	answering questions orally, solving tasks, problem situations (CAS)
4) 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;	gamification, presentations, project work, Internet search	participating in simulations, evaluating presentations (CAS)
5) establish logically correct links between knowledge and its correct practical use.	solving problem situations, case studies, solving practical tasks (practice), work in small groups, gamification, presentations, project work, Internet search	answering questions orally, solving tasks, problem situations (CAS)
Learning outcomes 1-3		Mid-term control: answering teacher's questions, mini case (CAS), module control paper (CAS)
Learning outcomes 1-5		Module control paper, final tests and essay writing (CAS)

Assessment

100% assessment as a result of control tasks (40%) and continuous assessment in every class during the term (60%):

- 10% participating in presentations, brainstorming, discussions, gamification
- 20% completing practical tasks, problem tasks, analyzing cases
- 30% module control papers
- 40% control tasks (mini-case, tests, essay-writing)

Contents

- Topic 1. Advertisement: the notions, types, aspects of studying
- Topic 2. Linguistic aspects of advertising. Models of advertisement influence
- Topic 3. The principles of linguistic analysis of advertisements
- Topic 4. Advertising texts in the pragmalinguistic aspect
- Topic 5. Psycholinguistic aspects of advertising
- Topic 6. Evaluation of advertised merchandise. The linguistic aspect
- Topic 7. The linguistic expertise of advertising texts

Literature

Language of teaching Ukrainian

Обов'язкова

1. Бацевич Ф.С. Основи комунікативної лінгвістики: 2-ге вид. / Ф.С. Бацевич. К.: Академія, 2009. – 376 с.
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3. Яшенкова О. Основи теорії мовної комунікації / О. Яшенкова. – К.: Академія, 2011. – 304с.
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Recommended reading

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INTERNSHIP

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

English	2,3 / 8 weeks	12 / Mandatory	Svitlana Zharko, Ph.D. (Candidate of Science), Associate Professor	360 hours (306 hours work at the place of work, 54 h. self-study time)
<p>Internship aims:</p> <p>1. Transfer of the theoretical knowledge acquired by the graduates to the practical work, acquisition of professional skills in accordance with the requirements of secondary education; acquaintance with the specifics of the organization of educational work of the educational institution. Formation of creative and research approaches to professional activity in graduates.</p> <p>2. Preparation of the graduates for research work, formation of deep stable knowledge necessary for performance of professional tasks and duties of research and innovative character in the field of teaching foreign languages. Collecting material for master thesis, reducing the time for adaptation of graduates in their professional positions.</p>				
Learning outcomes		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the Internship, students will be able to:				
1) have knowledge of theoretical and methodological approaches to the humanization and technology of secondary education, principles, forms, methods, technologies of teaching foreign languages in secondary school;		Practical classes, discussion, self-study activity, work at the place of internship		Internship report, presentation, holding practical classes in English (CAS)
2) organize information search, independent selection and high-quality processing of scientific professionally oriented information and empirical data for educational, research and professional needs;		Practical classes, discussion, self-study activity, work at the place of internship		Internship report, presentation (CAS)
3) implement a set of management functions (planning, forecasting, organization, motivation, control and correction) of educational activities;		self-study activity, work at the place of internship		Internship report, presentation, comment of a place of internship (CAS)
4) choose learning technologies depending on the goals and objectives to be solved in the pedagogical process, the level of education, upbringing of students;		Work at the place of internship, self-study activity		Internship report, presentation, comment of a place of internship (CAS)
5) create conditions for constructive interaction with the subjects of the educational process and to choose the best methods, means and forms of interaction, to provide a favorable moral and psychological climate;		Self-study activity, work at the place of internship		Internship report, presentation (CAS)

<p>6) analyze the results of their own pedagogical activities and develop a program of professional self-development;</p> <p>7) demonstrate knowledge and understanding of modern methodology, techniques and methods of scientific pedagogical research, in particular with the use of the latest information and communication technologies in higher education;</p> <p>8) present the results of their own research in the form of scientific articles, reports at conferences.</p> <p>2nd semester Learning outcomes 1-7</p> <p>3rd semester Learning outcomes 2,8</p>	<p>Self-study activity, writing a report, work at the place of internship</p> <p>Self-study activity, work at the place of internship</p> <p>writing a report, preparing presentation</p> <p>Work at the place of internship, Internet search, writing a report, preparing presentation</p> <p>Self-study activity, Internet search, preparing presentation, discussion</p>	<p>Internship report, presentation (CAS)</p> <p>Internship report, presentation (CAS)</p> <p>Internship report, presentation (CAS)</p> <p>Internship report, presentation (CAS)</p> <p>Internship report, presentation (CAS)</p>
<p>Assessment</p> <p>The results of each internship are evaluated separately by the final grade</p> <p>2nd semester Final grade (final assessment) as a result of 100% continuous assessment: 20% Comment of a company 50% Report 30% Presentation</p> <p>3rd semester Final grade (final assessment) as a result of 100% continuous assessment: 30% Comment of a company 50% Report 20% Presentation</p>		
<p>Contents</p>		
<p>2nd semester</p> <ol style="list-style-type: none"> 1. General bases of secondary school pedagogy 2. Innovations in the education system 3. Psychological principles of the educational process in secondary educational institutions 4. Organization of secondary education 5. Lesson as a form of education in secondary education 6. Methods of conducting classes and class events 7. Internship report presentation <p>3rd semester</p> <ol style="list-style-type: none"> 1. Independent work of students. Methods of assessment, control of students` knowledge 		

2. Psychological and pedagogical features of the teacher
3. Pedagogical skill of a school teacher
4. Formation and development of the student`s personality in different classes
5. Psychological analysis of pedagogical interaction between teacher and student
6. The nature of pedagogical conflicts and technology to prevent their occurrence
7. Internship report presentation

Literature

Compulsory reading

1. Бех П. О., Биркун Л. В. Концепція викладання іноземних мов в Україні //Іноземні мови. — 1996. —№ 2. — С. 3-8.
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5. Методика інтенсивного обучения иностранным языкам /под ред. Бухбиндера и Китайгородской. — К.: Вища школа, 1988.
6. Настольная книга преподавателя иностранного языка: Справочное пособие/ Е. А. Маслыко, П. К. Бабинская, А. Ф. Будько и др. — Минск: Вышейш. школа, 1992.
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9. Harmer J. The Practice of Language Teaching. – Longam, 2004. – 370 p
10. Harmer J. How to Teach English: An Introduction to the Practice of English Language Teaching. - Pearson Education Limited, 2007. –288p.

Recommended reading

1. Гальскова Н.Д. Современная методика обучения иностранным языкам. – М.: Аркти, 2003. – 192 с.
2. Гальскова Н.Д., Гез Н.И. Теория обучения иностранным языкам: Лингводидактика и методика. – М. : Изд. центр «Академия», 2008. – 336 с.
3. Захарова І. Г. Інформаційні технології в освіті: Учеб. посібник для студ. вищ пед. навч. закладів. - М., 2003
4. Мадзігон В. М. Теоретичні засади створення електронних підручників [Текст] / В. М. Мадзігон // Проблеми сучасного підручника : зб. наук. праць / Ін-т педагогіки АПН України. – К. : Пед. думка, 2006. – Вип. 6. – С. 34–38.
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10. Hadfield J., Hadfield Ch. Introduction to Teaching English. – Oxford, 2010. – 176p

Electronic resources

1. <http://www.tesol.net>

Structure of the Study Programme Applied Linguistics (Master's degree)

Semesters

1	2	3
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Teaching Units (Courses), ECTS* Mandatory

Courses of Professional Training	22	10,5	3
TOTAL	22	10,5	3

Teaching Units (Courses) Elective** 25 ECTS
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Courses of General training	3	8	
Professional courses and practical training	4	6,5	3
TOTAL	7	14,5	3

Internship -	Internship	Internship
12 ECTS	6	6

Master's Thesis -	Master's Thesis
18 ECTS	18

	Mandatory	Elective	Internship	Master's Thesis
TOTAL	35,5	24,5	12	18

*One ECTS credit = 30 academic hours.

**There are no restrictions of choice for students within each elective block. The only requirement for the student is to obtain the determined number of credits for each elective block