Federal State Autonomous Educational Institution of Higher Education
Peoples' Friendship University of Russia named after Patrice Lumumba
RUDN University
Academy of Engineering

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

Professional Russian (as a Foreign Language) / Русский язык (как иностранный) в профессиональной деятельности

course title

Recommended by the Didactic Council for the Education Field of:

21.04.01 Oil and gas engineering

field of studies / speciality code and title

The course instruction is implemented within the professional education programme of higher education:

Oil and gas engineering / Технологии добычи и транспортировки нефти и газа

higher education programme profile/specialisation title

2024

1. COURSE GOALS

The goal of the course "Professional Russian (as a Foreign Language) / Русский язык (как иностранный) в профессиональной деятельности" is the opportunity for foreign citizens to use the Russian language as a means of communication in the Russian-speaking language environment and a way to get to know Russia, its social, scientific, economic and cultural aspects.

The aims of the course are to develop the following skills and abilities in students:

- mastering socio-cultural competencies;

- ability to communicate in the Russian language environment (everyday and cultural communication);

- the opportunity to join the Russian-speaking environment in Russian with a minimum level of Russian language proficiency.

2. REQUIREMENTS FOR LEARNING OUTCOMES

The course "Professional Russian (as a Foreign Language) / Русский язык (как иностранный) в профессиональной деятельности" is designed for students to acquire following competences (competences in part):

Table 2.1. List of competences that students acquire during the course

Competence code	Competence descriptor	Competence formation indicators (within this course)
GC-4	Able to carry out business communication in oral and written forms in the state and foreign(s) language(s)	GC-4.1. Knows computer technologies and information infrastructure in the organization; factors for improving communication in an organization, communication technologies in professional interaction; characteristics of communication flows; the importance of communication in professional interaction; methods of research of the communicative potential of the individual; modern means of information and communication technologies. GC-4.2. Can create in Russian and foreign languages written texts of scientific and official-business style of speech on professional issues; explore the flow of information on management communications; define internal communications in the organization; to make editorial and proofreading corrections of texts of scientific and official business styles of speech in Russian and foreign languages; analyze the system of communication links in the organization. GC-4.3. Has the principles of oral and written communications, including in a foreign language; methods for implementing the results of one's own and team activities using communication technologies; technology for building effective communication in the organization; transfer of professional information in information and telecommunication networks.
GC-5	Able to analyze and take into account the diversity of cultures in the process of intercultural interaction	GC-5.1. Knows the psychological foundations of social interaction aimed at solving professional problems; basic principles of organizing business contacts; methods of preparation for negotiations, national, ethno-cultural and confessional characteristics and folk traditions of the population; basic concepts of interaction between people in an organization, features of dyadic interaction.

Competence code	Competence descriptor	Competence formation indicators (within this course)
		GC-5.2. Can find and use the information necessary for self-development and interaction with others about the cultural characteristics and traditions of various social groups; competently, accessible to express professional information in the process of intercultural interaction; observe ethical standards and human rights; analyze the features of social interaction, taking into account national, ethno-cultural, confessional characteristics; non-discriminatory and constructive interaction with people, taking into account their socio-cultural characteristics in order to successfully complete professional tasks and strengthen social integration; GC-5.3. Has the skills to organize productive interaction in a professional environment, taking into account national, ethno-cultural, confessional characteristics; the skills to overcome communicative, educational, ethnic, confessional and other barriers in the process of intercultural interaction; the necessary knowledge for the historical development of Russia (including major events, major historical figures) in the context of world history and a number of cultural traditions of the world (depending on the environment and objectives of education), including world religions, philosophical and ethical teachings.

1. ACADEMIC PROGRAMME STRUCTURE

The course refers to the core component of (B1) block of the higher educational programme curriculum.

Table 3.1. The list of the higher education programme components that contribute to the achievement of the expected learning outcomes as the course results

Competence code	Name of competence	Previous disciplines/modules, practices*	Subsequent disciplines/modules, practices*
GC-4	Able to carry out business communication in oral and written forms in the state and foreign(s) language(s)	-	Information technologies in the oil and gas industry / Информационные технологии в нефтегазовом комплексе SFC
GC-5	Able to analyze and take into account the diversity of cultures in the process of intercultural interaction	-	SFC

4. COURSE WORKLOAD

The total workload of the course "Professional Russian (as a Foreign Language) / Русский язык (как иностранный) в профессиональной деятельности" is 6 credits.

Table 4.1 Types of academic activities during the period of the HE programme mastering

Type of academic work	TOTAL, acc. hrs.	Semester (s)		
		1	2	3
Contact academic hours, acc .	*104*	*36*	*34*	*34*
including:				
Lectures				
Laboratory work				
Seminars (workshops/tutorials)	*106*	36	34	36
Self-study (ies), academic hours	*83*	*36*	*11*	*36*
Evaluation and assessment (exam or pass/fail grading)	*27*	*-*	*27*	*-*
The course total workload acc.hrs.	**216**	**72**	**72**	**72**
Credits	**6**	**2**	**2**	**2**

5. COURSE MODULE and CONTENTS

Table 5.1. Content of the discipline (module) by type of academic work

Name of the discipline section	Section content (topics)	Type of academic work*
Section 1. Introductory Phonetic and grammatical course	Topic 1. 1. Pronunciation and spelling. Introductory Phonetics course: Russian alphabet. Pronunciation and spelling. How to speak and read. Reduction of O and E. Greeting. Structure*Who is it?* Vocabulary: Personal pronouns. The numbers are 1-20.	Seminar
	Topic 1.2. Introductory Listening and Speaking course: Introduction. Structures *What is your name? My name is ... .* The simplest label forms (*Very nice to meet you! Invoice, please!* The numerals 20-100. Grammar: *"What is it?" Is it milk? Yes, it's milk.* Phrases*I (don't) know, I (don't) understand, I (don't) speak Russian* Accusative case of an object in onstructions *I (don't) eat ..., I (don't) love....* Vocabulary: Product names.	Seminar
	Topic 1.3. Formation of plural nouns. Expression of the request. Pronouncing phone numbers Structure*How much is it?* Adverbs of place (*here, there*, *right, next*, etc.). Formation of interrogative sentences with the word *where?* Dialogs in the store, on the street, and in the subway. Grammar: Formation of plural nouns. Expressing a simple request (*Can I have a pen?*) Vocabulary: question word *where?* names of currency units (*rubles, kopecks).* Adverbs of a place (*here, there*, *to the right, next* to it, etc.).	Seminar
Section 2. Elementary level	Topic 2.1. Gender of nouns. Possessive pronouns.	Seminar
	Topic 2.2. Time expression in a simple sentence (*Monday, morning, tomorrow, then, at 6 o'clock*, etc.) Structure *What time is it?*	Seminar

Name of the discipline section	Section content (topics)	Type of academic work*
	Vocabulary: Adverbs of time, names of days of the week	
	Topic 2.3. The concept of the Russian verb. The verb *to be* in the future and past tense. Building negative sentences (*I won't be there today).* Structures *At what time?* and *in 10 minutes.* Functioning of the verb to be in constructions *What will you do? I won't have coffee.* The accusative case of the object after the verb *to be.* Reading dialogs with the target language. Performing exercises.	Seminar
	Topic 2.4. Verb *to want* in the present and past tense. The creative case of nouns with the preposition *c (coffee with milk*). Reading dialogues with the vocabulary you are learning. Performing exercises.Repetition the studied material. Working with texts (reading, answering questions, and producing similar texts based on a sample). Activation of the completed material in dialogues (oral and written) and in exercises.	Seminar
	Topic 2.5. A model for the formation of the past tense from verbs with constant stress based on (*the want model).* Formation of past tense forms from these verbs. Formation of structures*I decided +infinitive, I forgot +infinitive, I want + infinitive.* Accusative case of the object, the endings of nouns in the accusative case. Reading dialogues with the vocabulary you are learning. Performing exercises. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.	Seminar
	Topic 2.6. Model of past tense formation from verbs with variable stress (be mode*l).* Formation of past tense forms from these verbs. Reading dialogues with the vocabulary you are learning. Performing exercises. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.	Seminar
	Topic 2.7. Constructs *need +infinitive, can + infinitive, What you need (can) + infinitive* Reading of dialogues with the studied vocabulary. Completing exercises to strengthen the skill of using the studied constructions. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.	Seminar
	Topic 2.8. Complex future tense of verbs. Verbs *work* and *rest* in the present, future, and past tenses. Constructions with the word *must (must +infinitive).* Adverbs of time that answer the question *when?* (*often*, etc.), negative pronominal adverbs (*never, nowhere).* Using the demonstrative pronouns *this, this*, etc. The use of the demonstrative adverb *is* in the role of	Seminar

Name of the discipline section	Section content (topics)	Type of academic work*
	definition and in the role of the subject. Reading dialogues with the vocabulary you are learning. Performing exercises. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.	
	Topic 2.9. Verb *to learn* in the present, past, and future tenses. Construction of time with the preposition *before (before 10.30).* Reading dialogues with the studied vocabulary. Performing exercises. Reading the texts "I study in Moscow", "My day", "How I rest" with creative tasks aimed at producing your own monologue texts on a given topic. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.	Seminar
	Topic 2.10. Verb *to speak* in the present, past, and future tenses. The difference in the use of verbs *to speak* and *to say* in the past tense. An imperative. Modus operandi adverbs (*fast, quiet*, etc.) Indirect speech (with the conjunction *that).* Reading dialogues with the vocabulary you are learning. Performing exercises. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.	Seminar
	Topic 2.11. Verb *to teach* in the present, past, and future tenses. The difference in the use of the verbs *teach* and *learn.* Reading dialogues with the vocabulary you are learning. Performing exercises. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.	Seminar
	Topic 2.12. The verb *to understand* in present and past tenses. Verb *to know* in the present, past, and future tenses. Expression of the absence of the subject (*it is not present*). Phone conversation etiquette. Reading and discussing a text with a creative task. Reading dialogues with the vocabulary you are learning. Performing exercises. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.	Seminar
	Topic 2.13. Structures *I have (was, will be)* and *I don't have (didn't, won't).* The concept of an impersonal sentence. Features of the use of words *also different* (in comparison with the English language). Reading dialogues with the vocabulary you are learning. Performing exercises. Reading and discussing texts and jokes on the subject under study.	Seminar

Name of the discipline section	Section content (topics)	Type of academic work*
	Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.	
	Topic 2.14. The verb *to love* in the present and past tenses. Structure*I like.* Comparison of typical contexts of using the verbs *love* and *like*. First introduction to verb types. Rule of compatibility of verbs *like* and *like* with infinitives NSB. Reading dialogues with the studied vocabulary Performing exercises. Reading and discussing texts and jokes on the subject under study. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.	Seminar
	Topic 2.15. Prepositional case of place. Time expression in a simple sentence. Verb *to live* in the present, past, and future tenses. The verb *to be born* in the past tense. Reading dialogues with the vocabulary you are learning. Performing exercises. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves. Reading and discussing jokes on the subject under study.	Seminar
	Topic 2.16. Vocabulary: *live, be born, prefer, meet* Expression of time in a simple sentence (*this year, last week*, *winter, spring*, etc.). *The be away construction.* Reading dialogues with the vocabulary you are learning. Performing exercises. Reading and discussing a text with a creative task. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves. Independent work in the prepositional case (preparation for the attestation control work).	Seminar
	Topic 2.17. Phone conversation etiquette. Formation of a simple comparative degree of adverbs. Verb *to call* in the present, past, and future tense. The accusative case of the place and the dative case of the addressee after the verb *to call.* Phone conversation etiquette (*you made a mistake, you got* it wrong, etc.) Expression of gratitude (*thank you for your help*, etc.) Imperative of the verb *to call.* Formation of a simple comparative degree of adverbs (*early, later*, etc.). Expression of the approximate time (*7 o'clock*).	Seminar
	Topic 2.18. Creative case in the sense of joint action. Grammar: The verb *can*in present, past, and future tense. Creative case in the sense of joint action (*we are with a friend).* Reading dialogues with the vocabulary you are learning. Performing exercises. Reading and discussing a text with a creative task.	Seminar

Name of the discipline section	Section content (topics)	Type of academic work*
	Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.	
	Topic 2.19. General idea of movement verbs. Verbs of the group *go* and *walk* in the present tense. Accusative case to indicate the direction of movement. Using the numeral *one* in the meaning "without others" *(he goes to the park alone.)* Place adverbs that answer the question *where to? (here, to the right*, etc.*)* Rules for using place adverbs that answer the question *where?* and *where?* Reading the text, answering questions, and talking about the content of the text. Performing exercises. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.	Seminar
	Topic 2.20. Verbs of the group *go* and *walk* in the future and past tenses. Names of months and seasons. Time constructs *in what month? what time of year is it? (in January, spring*, etc.) and *for what time? (for 2 days*, etc.) Reading a text of linguacultural orientation with a creative task, answering questions and talking about the content of the text. Reading dialogues with the vocabulary you are learning. Reading jokes on the subject under study. Performing exercises. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.	Seminar
	Topic 2.21. Ordinal numbers. Time constructs *what date?* and *on what date?* Reading dialogues with the vocabulary you are learning. Performing exercises. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.	Seminar
	Topic 2.22. Genitive case to indicate the direction (with the question *from where?)*. Adverbs of a place that answer the question *from where?(hence*, etc.*)* Conjugations of the verbs *sleep* and *buy.* Features of translating English expressions *Itdepends, Shall (should) I +infinitive into Russian.* Reading dialogues with the vocabulary you are learning. Performing exercises. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.	Seminar
	Topic 2.23. Repeat the rules for using the verbs *go, go, walk, ride.* Verbs of movement *go, go, go, go, come, come, walk, ride.* Time constructs that answer the question *how long?* Features of translating the preposition *for* in temporary constructions into Russian. Impersonal construction*It seems to me (to you).* Genitive case with	Seminar

Name of the discipline section	Section content (topics)	Type of academic work*
	a preposition *without.* Reading dialogues with the vocabulary you are learning. Performing exercises. Reading a text and talking about it. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.	
	Topic 2.24. Features of conjugation of verbs with the particle *–xia.* Verb *to return.* Structure*What's the name of...?* Reading dialogues with the vocabulary you are learning. Performing exercises. Reading and retelling anecdotes on the subject under study. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.	Seminar
	Topic 2.25. Phone conversation etiquette. Formation and use of imperative forms with the word *let.* Grammar: Structures *What should I tell him? Can you tell him?"* Formation and use of imperative forms with the word *let* (let him call me back). The use of words *is similar* to adverbs and adjectives. Verb *to gather (+infinitive).* Reading dialogues with the vocabulary you are learning. Performing exercises. Reading and retelling jokes on the subject under study. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.	Seminar
	Topic 2.26. Genitive case with prepositions *from* and *y* (*from whom? from whom?*). Dative case with the preposition *k (to whom*?) Matching constructs that answer the questions *where? Where? from where? to whom? from whom? from whom?* Reading dialogues with the vocabulary you are learning. Performing exercises. Reading a text of a linguo-cultural nature with a creative task. Conversation by text. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.	Seminar
	Topic 2.27. The topic is "Health". Names of body parts and some diseases. Reflexive pronoun *of yourself.* Grammar: The topic Is "Health". - What is *your pain (hurt)? I'm in pain ... how are you feeling?" How is your health? Be healthy! Get well! Let him recover. What's the matter with you?* Names of body parts and some diseases. Reflexive pronoun *of yourself.* Use of the verb *feel* with and without the pronoun self. Reading dialogues with the vocabulary you are learning. Performing exercises. Reading texts and jokes on the topic of "Health" and	Seminar

Name of the discipline section	Section content (topics)	Type of academic work*
	discussing them. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.	
	Topic 2.28. Impersonal constructions with the words *possible, necessary* and *impossible*. Impersonal and personal constructions with the word *need*. *"How old are you* and *I...?"* Speech etiquette: offer of help (*can I help you*?). Reading dialogues with the vocabulary you are learning. Performing exercises. Reading text and jokes on the topic being studied and discussing them. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.	Seminar
Section 3. Basic level	Topic 3.1. Case systematization. Prepositional case and its meanings. Grammar: Systematization of cases. Prepositional case and its meanings. Prepositional places and position verbs (*lie, sit, stand, hang)*. Prepositional case in the meaning of the object of thought *(about whom? about what?)*. Names of colors and shades of color *(dark green*, etc.*)* Reading dialogues with the vocabulary you are learning. Performing exercises. Reading a text on the topic being studied and discussing it. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.	Seminar
	Topic 3.2. Genitive case and its meanings. Grammar: Genitive case and its values. Genitive case with prepositions *for, without, from, about, from, y, with, around, by.* Reading dialogues with the vocabulary you are learning. Performing exercises. Reading a text on the topic being studied and discussing it. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.	Seminar
	Topic 3.3. Types of verbs. The use of NSV and SV in the past tense, in the infinitive and imperative. The accusative case and its meanings. Grammar: Types of verbs. The use of NSV and SV in the past tense, in the infinitive and imperative. The accusative case and its meanings. Accusative case of the object. Transitive verbs *read-read, write-write, look-see, see-see, ask-ask, wait-wait, hear-hear, invite-invite, eat-eat, drink-drink, buy-buy, receive-receive, search-find, take-take.* Reading dialogues with the vocabulary you are learning. Performing exercises. Reading a text on the topic being studied and discussing	Seminar

Name of the discipline section	Section content (topics)	Type of academic work*
	it. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.	
	Topic 3.4. Accusative case of direction. Grammar: Accusative case of direction. The verbs *go-go, come-come, enter-enter, exit-exit, leave - leave, come - come.* Reading dialogues with the vocabulary you are learning. Performing exercises. Reading a text on the topic being studied and discussing it. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.	Seminar
	Topic 3.5. The dative case and its meanings. Grammar: The dative case and its meanings. Dative case of the addressee of the action (*to whom?*). Verbs *give - give, send-send, pay-pay, answer-answer, help – help.* The dative case in impersonal constructions (*I'm cold*, etc.). Predicative adverbs that denote a person's feelings and state. Reading dialogues with the vocabulary you are learning. Performing exercises. Reading a text on the topic being studied and discussing it. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.	Seminar
	Topic 3.6. Creative case and its meanings. Grammar: The creative case and its meanings. Creative case in the meaning of an instrument of action (*writing with a pen*). Creative case with prepositions *with, next to, over, under, near, before, between.* Verbs *meet – meet.* Reading dialogues with the vocabulary you are learning. Performing exercises. Reading texts on the subject under study and discussing them. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.	Seminar

* - filled in only for **FULL**-TIME training: *LC-lectures; LR-laboratory work; SZ – seminars.*

6. CLASSROOM EQUIPMENT and TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom Equipment and Technology Support Requirements

Classroom for Academic Activity Type	Classroom equipment	Specialized training / laboratory equipment, software and materials for mastering the discipline (if necessary)
Seminar program	An auditorium for conducting seminar-type classes, group and individual consultations,	- portable multimedia projector Epson EB-X04

Classroom for Academic Activity Type	Classroom equipment	Specialized training / laboratory equipment, software and materials for mastering the discipline (if necessary)
	ongoing monitoring and intermediate certification, equipped with a set of specialized furniture and technical means for multimedia presentations.	-portable laptop Irbis NB25 -portable TV Tosiba LSDTV/DVD Combo 22DV703R -tables, chairs, blackboard.
For self-study	Classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialized furniture and computers with access to the EIE.	

7. RESOURCES RECOMMENDED FOR COURSE

Main reading(sources):

1. Novikova N. S. Russian for beginners. Manual for undergraduates studying in the Angi language, Moscow: RUDN University, 2018.
2. Novikova N. S., Shustikova T. V. Russian grammar in tables and diagrams. Referencesspecialtiesfor English-speaking students. RussianGrammarinTablesandCharts. Referencebookforforeignerlearners. Moscow: Russkiy yazyk [Russian language]. Courses. 2017. 4th ed. Signature stamp of the Ministry of Defense of the Russian Federation.
3. Shustikova T. V., Atabekova A. A., Kurmaeva N. M., Novikova N. S., Skorokhodov M. S. Russkiye glagoly: formy i kontekstonnoe uspol'enie: uchebnoe posobie [Russian Verbs: Forms and contextual usage: a textbook]. Moscow: Flinta-Nauka, 2016, 13 ed. Signature stamp of the Ministry of Defense of the Russian Federation.
4. Novikova N.S., Shcherbakova O. M. Amazing stories. 116 texts for reading, studying and entertainment, Ed. 10, Moscow: Flinta-Nauka, 2012.
5. Russkiy M.B.yazyk kak inostrannyy: Elementarnyy uroven [Russian language as a Foreign Language: Elementary Level], Olimp: Astrel Publ., 2010.
6. Maltseva M. B., Tsareva N. Yu. Russkiy yazyk kak inostrannyy [Russian as a foreign language]. Workbook: Elementary level, Moscow: Olimp: Astrel Publ., 2010.
7. Maltseva M. B., Tsareva N. Yu., Pugachev I. A. Russkiy yazyk kak inostrannyy: Bazovym uroven [Russian language as a foreign language: Basic Level], Moscow: Olimp: Astrel Publ., 2010.
8. Maltseva M. B., Tsareva N. Yu., Pugachev I. A., Rumyantseva N. M. Russkiy yazyk kak inostrannyy [Russian as a foreign language]. Workbook: Basic level. - M.: Olimp: Astrel, 2010.
9. Tsareva N. Yu., Katseva M. B., Katsevich M. A. et al. Russkiy yazyk kak inostrannyy: Sertifitsiatsionnyy uroven [Russian language as a foreign language: Certification Level].
10. Tsareva N. Yu., Rumyantseva M. B., Pugachev I. A., Rumyantseva N. M. Russkiy yazyk kak inostrannyy [Russian as a foreign language]. Workbook: 1Certification level, Moscow: Olimp: Astrel Publ., 2010.
11. Tsareva N. Yu.,Maltseva M. B., Pugachev I. A. Russkiy yazyk kak inostrannyy [Russian as a foreign language]. Control works: Elementary, Basic, 1 Certification levels. - M.: Olimp: Astrel, 2010.

Additional(optional) reading (sources):

1. Anikina M. N. Ladder. Textbook. Let's start learning Russian. - Moscow: Russian language MEDIA, 2005.
2. Anikina M. N., Dvoryaninova I. K. Stairs. Starting to learn Russian. Test tasks. Grammar tables. Dictionary "Family of words", Moscow: Russkiy yazyk (in Russian). Kursy Publ., 2002.
3. Khavronina S. A., Shirochenskaya A. I. Russian language in exercises (for English speakers). - Moscow: Russian language. Kursy Publ., 2005.
4. Kurlova I. V. We start reading in Russian. - M.: Russian language. Kursy Publ., 2009.
5. Box. A reading guide for foreigners studying Russian. Edited by O. E. Chubarova, Moscow: Russkiy yazyk [Russian Language]. Kursy Publ., 2005.
6. Novikova N.S., Shcherbakova O. M. Sinyaya zvezda [Blue Star]. Stories and fairy tales by Russian and foreign writers with tasks and exercises. 7. Moscow: Flinta-Nauka Publ., 2010.
7. Novikova N.S., Shcherbakova O. M. The verb in the text. (based on the stories of A.Chekhov and A.Averchenko). Parallel transfers. Tasks. Exercises. Keys. 4. Moscow: Flinta-Nauka Publ., 2008.
8. Bloch M. Ya., Novikova N.S., Oleinik N. G. Learning Russian through a fairy tale. Learn Russian through Fairy Tales. Moscow: Flinta-Nauka Publ., 2005.

Dictionaries and programs:

1. Russian Language Program: Professional module. The second level of Russian language proficiency in the educational and socio-professional macro-spheres. Vasilishina T. I., Pugachev I. A., Yarkina L. P., Moscow: RUDN University, 2013.

2. Esina Z. I., Soboleva N. I., Vasilishina T. I.,. I. A. Pugachev, Yarkina L. P. Linguodidactic program on the Russian language as a foreign language. First and second certification levels. Natural and technical profile.Ooch. manual. - M.: RUDN University, 2013.

3. State educational standard on Russian as a Foreign language, certification level of language proficiency in the educational and professional sphere. Ministry of General and Professional Education of the Russian Federation, 2000

4. Training dictionaries to "Grammar of the Russian language. Correction course": (1500 words)Russian-English, French, Spanish, Chinese, Arabic, Vietnamese. - M.: RUDN University, 2006 .

5. Lexical minimum. For foreign students of natural and technical specialties: 7844 words. Balykhina T. M., Vasilishina T. I., Leonova E. N., Pugachev I. A.-Moscow: RUDN University, 2008.

Internet sources

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
- RUDN Electronic Library System (RUDN ELS) http://lib.rudn.ru/MegaPro/Web
- EL "University Library Online" http://www.biblioclub.ru
- EL "Yurayt" http://www.biblio-online.ru
- EL "Student Consultant" www.studentlibrary.ru
- EL "Lan" http://e.lanbook.com/
- EL "Trinity Bridge"
- RUDN University Telecommunication Training and Information System http://esystem.pfur.ru/

Internet sources

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- EL "University Library Online" http://www.biblioclub.ru
- EL "Yurayt" http://www.biblio-online.ru
- EL "Student Consultant" www.studentlibrary.ru
- EL "Lan" http://e.lanbook.com/
- EL "Trinity Bridge"
- electronic materials on the Russian language and culture of written speech (spelling, lexical and grammatical norms, compilation of scientific texts and documents), free Russian language reference service http://www.gramma.ruwww.gramma.ru
- electronic materials on the Russian language, free Russian language reference service http://www.gramota.ruwww.gramota.ru

*The training toolkit and guidelines for the course are placed on the course page in the university telecommunication training and information system under the set procedure.

3. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF Students' COMPETENCES LEVEL AS COURSE RESULTS

The assessment toolkit and the grading system* to evaluate the level of competences (competences in part) formation as the course results are specified in the Appendix to the course syllabus.

* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

DEVELOPERS:

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position, educational department	name and surname

Head of Department:

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