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Информация о владельце:  
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Должность: Ректор  
Дата подписания: 01.06.2026 10:42:06  
Уникальный программный ключ:  
ca953a0120d891083f939673078ef1a989dae18a

**Federal State Autonomous Educational Institution of Higher Education  
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA NAMED AFTER PATRICE  
LUMUMBA**

**Law Institute, Foreign Languages Department**

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

**COURSE SYLLABUS**

**Second Foreign Language (practical course)**

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course title

**Recommended by the Didactic Council for the Education Field of:**

40.03.01. Law

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field of studies / speciality code and title

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

Bachelor of Laws (LLB)

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higher education programme profile/specialisation title

**Moscow 2026**

## 1. COURSE GOAL(s)

**The main goal** of the course is the formation of knowledge in the field of the system-structural organization of the studied foreign language and the development of skills and abilities of communicative and translation orientation.

The main goal includes practical, educational and teaching components.

The **practical goal** of the course is LLB students' mastering the communicative competence, the level of which allows them to use a foreign language as a tool for intercultural interaction in everyday, socio-cultural, official business, and production areas.

The achievement of the practical goal is facilitated by the solution of such tasks as as:

- formation of a secondary language personality;
- interconnected teaching of all types of foreign language speech activity;
- theoretical and practical step-by-step mastery of a foreign language, namely:
  - the acquisition of knowledge, the formation of practical skills in the field of phonetics, morphology, syntax of the language being studied,
  - formation and replenishment of vocabulary,
  - the formation of skills for the adequate use of lexical and grammatical forms, taking into account the situation of communication in a foreign language, the characteristics of the perception of the target audience.

The **educational goal** involves the formation of students' skills to use a foreign language to improve the level of general culture, erudition, culture of thinking, communication, speech. The educational goal is achieved by solving a number of tasks:

- expansion of background knowledge;
- increase in the general intellectual level;
- expanding horizons in the process of working with various sources of information in a foreign language.

The teaching goal is to develop the personal qualities of the student. The educational goal is realized in the process of solving the following tasks:

- fostering tolerance and respect for the spiritual and cultural values of other countries and peoples;
- development of the aspiration for knowledge and improvement;
- formation of readiness to promote the development of intercultural relations

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

The starting level of a student's foreign language communicative competence may vary due to the different level of mastering the discipline "Foreign language" at school.

The program takes into account the following possible contingent of students:

- Beginners in learning a foreign language from level "0" / A1 – survival level;
- Those who have mastered the secondary school program (A2 – pre-threshold level);
- Those who have mastered the program of schools with in-depth study of a foreign language, have mastered the program of specialized courses, etc. (B1 – threshold level).

Successful completion of the course syllabus requires students to reach the second threshold (B1) or the second advanced level (B2).

Mastering the course is aimed at the bachelor's students' formation of the following competencies (part of competencies):

*Table 2.1. List of competences that students acquire through the course study*

Competence code	Competence descriptor	Competence formation indicators (within this course)
GC-4	GC-4. Student can	GC-4.1. Student chooses the style of business

Competence code	Competence descriptor	Competence formation indicators (within this course)
	communicate in interpersonal and intercultural interaction in Russian as a foreign and foreign language(s) based on the possession of interconnected and interdependent types of reproductive and productive foreign language speech activities, such as listening, speaking, reading, writing and translating in everyday life sociocultural, educational, professional, official, business and scientific spheres of communication	<p>communication depending on the language of communication, the purpose and conditions of the partnership;</p> <p>GC-4.2. Student adapts speech, communication style and body language to interaction situations;</p> <p>GC-4.3. Student searches for the necessary information to solve standard communicative tasks in Russian and foreign languages;</p> <p>GC-4.4. Student can translate the professional texts from a foreign language into Russian and vice versa;</p> <p>GC-4.5. Student conducts business correspondence in Russian and foreign languages, taking into account the peculiarities of the style of official and unofficial letters and socio-cultural differences in the format of correspondence;</p> <p>GC-4.6. Student uses dialogue for cooperation in academic communication of communication, taking into account the personality of the interlocutors, their communicative-speech strategy and tactics, the degree of formality of the situation;</p> <p>GC-4.7. Student forms and argues own assessment of the main ideas of the participants in the dialogue (discussion) in accordance with the needs of joint activities</p>

### 3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course refers to the **variable** component of (B1) block of the higher educational programme curriculum

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course study

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

No.	Competence code and descriptor	Previous courses/modules*	Subsequent courses/modules*
<b>Generic Competenced</b>			
1.	GC-4. Student can communicate in interpersonal and intercultural interaction in Russian as a foreign and foreign language(s) based on the possession of interconnected and interdependent types of reproductive and productive foreign language speech activities, such as listening, speaking,		1. Language and law; 2. Legal documents in English 3 Foreign Language for Legal Purposes 4. Academic Writing

reading, writing and translating in everyday life, sociocultural, educational, professional, official, business and scientific spheres of communication		
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#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course is **8** credits.

*Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)\**

Type of academic activities	Total academic hours	Semesters/training modules							
		1	2	3	4	5	6	7	8
<i>Contact academic hours</i>	132	18	16	18	16	18	16	14	16
including:									
Lectures (LC)									
Lab work (LW)									
Seminars (workshops/tutorials) (S)	132	18	16	18	16	18	16	14	16
<i>Self-studies</i>	129	18	11	15	11	18	17	22	17
<i>Evaluation and assessment (exam/passing/failing grade)</i>	27		9	3	9	-	3	-	3
<b>Course workload</b>	academic hours	<b>288</b>	<b>36</b>	<b>36</b>	<b>36</b>	<b>36</b>	<b>36</b>	<b>36</b>	<b>36</b>
	credits	<b>8</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>

#### 5. COURSE CONTENTS

The programme provides for interconnected training in all types of foreign language speech activities: listening, reading, speaking, writing, and translating.

Teaching a foreign language is carried out at all levels of language training: phonetic, grammatical, lexical, stylistic.

*Table 5.1. Course contents and academic activities types*

Course module title	Course module contents (topics)	Academic activities types
<b>Module 1. Foreign language communication in everyday life</b>	Topic 1.1. Acquaintance, information about yourself, about your family	S
	Topic 1.2. The city where I live. Capital of the country of which I am a citizen	S
	Topic 1.3. Visiting a restaurant, theater, communication in transport and hotel	S
	Topic 1.4. Work, job responsibilities, organization where I work	S
	Topic 1.5. Hobbies, personal interests	S
	Topic 1.6. Interpersonal relationships (friends, colleagues, positive and problematic character	S

Course module title	Course module contents (topics)	Academic activities types
	traits)	
<b>Module 2. Foreign language communication in the socio-cultural sphere</b>	Topic 2.1. Countries and cities (language being studied, Russia)	S
	Topic 2.2. History and modernity (of the studied language and Russia)	S
	Topic 2.3. Culture (countries of the studied language and Russia)	S
	Topic 2.4. Literature (countries of the studied language and Russia)	S
	Topic 2.5. State structure (countries of the studied language and Russia)	S
	Topic 2.6. Education system (in the country of the language being studied and Russia)	S
	Topic 2.7. Key positions of the economic development of the country of the studied language and Russia	S
	Topic 2.8. The main directions of domestic and foreign policy of the country of the studied language and Russia	S
<b>Module 3 Foreign language communication in the official business sphere</b>	Topic 3.1. Telephone communication.	S
	Topic 3.2. Corporate correspondence by e-mail; business letter etiquette	S
	Topic 3.3. Preparing presentations	S
	Topic 3.4. Meetings	S
	Topic 3.5. Negotiation	S
	Topic 3.6. Project Presentation	S
	Topic 3.7. Preparation of analytical materials	S
<b>Module 4 Foreign language communication in the socio-political sphere</b>	Topic 4.1 International relationships. Visits	S
	Topic 4.2 International relationships.	S
	Topic 4.3 Negotiations in International relationships.	S
	Topic 4.5 Cooperation (economy, education, culture, science, tourism, healthcare)	S
	Topic 4.6 Terrorism. Local conflicts	S
	Topic 4.7 International migration	S
	Topic 4.8 Armament	S

\* - заполняется только по **ОЧНОЙ** форме обучения: ЛК – лекции; ЛР – лабораторные работы; СЗ – семинарские занятия.

## 6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

*Table 6.1. Classroom equipment and technology support requirements*

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	A set of specialized furniture; technical means: Monoblock Multimedia projector Screen for projector Marker board WiFi
Lab work	A classroom for laboratory work, individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and machinery.	A set of specialized furniture; technical means: Monoblock Multimedia projector Screen for projector Marker board WiFi
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	A set of specialized furniture; technical means: Monoblock Multimedia projector Screen for projector Marker board WiFi, specialized software: Trados
Computer Lab	A classroom for conducting classes, group and individual consultations, current and mid-term assessment, equipped with personal computers (in the amount of 30 pcs), a board (screen) and technical means of multimedia presentations.	A set of specialized furniture; technical means: Monoblock Multimedia projector Screen for projector Marker board WiFi
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	A set of specialized furniture; technical means: Monoblock Multimedia projector Screen for projector Marker board WiFi

## 7. RESOURCES RECOMMENDED FOR COURSE STUDY

*Main readings:*

*Teaching materials prepared by native speakers of the target language and authors of the Russian Federation, recommended by expert organizations)*

### **English language**

PET/FCE training complexes, taking into account the starting level of proficiency of the members of the training group

<https://www.cambridge.org/elt/catalogue/catalogue.asp?cid=34>

<https://www.cambridge.org/elt/catalogue/catalogue.asp?cid=224>

## **Spanish**

Aula Internacional

[https://varsovia.cervantes.es/es/cursos\\_espanol/estudiantes\\_espanol/manuales.htm](https://varsovia.cervantes.es/es/cursos_espanol/estudiantes_espanol/manuales.htm)

Textbook of the Spanish language Practice. the course of the Book.1. Initial stage  
E. I. Rodriguez-Danilevskaya, A. I. Patrushev, I. L. Stepunina. 2014 and subsequent editions

Nuzhdin G.A., Marin Estremera K., Martin Laura-Tamayo P. Español en vivo: Textbook of modern Spanish. – Moscow: Iris-press, 2019. — 528 p.

## **German**

S. Dengler, T. Mayr-Sieber Netzwerk (A1, A2, B1) (textbook and workbook)

U. Koithan, H. Schmitz, T. Sieber, R. Sonntag Aspekte B1, B2

## **French**

Potushanskaya, Kolesnikova, Kotova: The initial course of the French language. Tutorial (+CDmp3). Myrtle Print, 2019. <https://www.labirint.ru/books/454882/>

French: textbook for the first year of institutes and faculties of foreign languages / I.N. Popova, Zh.A. Kazakova, G.M. Kovalchuk. — 21st ed., revised. — Moscow: OO O "Publishing house about "Nestor Academician", 2009

### *Additional readings:*

#### **English language**

English for Humanities (B1–B2). English for Humanities : textbook for universities / O. N. Stognieva, A.V. Bakulev, G. A. Pavlovskaya, E. M. Mukovnikova. — Moscow : Yurayt Publishing House, 2021. — 178 p. — (Higher education). — ISBN 978-5-534-14982-1. — Text: electronic // EBS Yurayt [website]. — URL: <https://urait.ru/bcode/486279> .

English for students of Russian history and culture (A2–B2). Russia as it is : a textbook for secondary vocational education / N. D. Tokareva. — 2nd ed., ispr. and add. — Moscow : Yurayt Publishing House, 2021. — 297 p. — (Professional education). — ISBN 978-5-534-09563-0. — Text: electronic // EBS Yurayt [website]. — URL: <https://urait.ru/bcode/474893> .

#### **Spanish**

Educational complexes are publicly available on the website of the Cervantes Institute, taking into account the starting level of proficiency of the members of the study group

[https://cvc.cervantes.es/Ensenanza/biblioteca\\_ele/manuales\\_gramatica/estudiantes/indice.htm](https://cvc.cervantes.es/Ensenanza/biblioteca_ele/manuales_gramatica/estudiantes/indice.htm)

#### **German language**

Yu.N. Khoruzhaya. Introductory German course. Methodical manual Publisher: Flint, 2022 <https://www.labirint.ru/books/855064/>

Zavyalova , V.M., Ilyina, L.V. Practically a course of the German language.KDU, 20202

#### **French**

Levina, M.S. French in 2 hours Part 1 (A1–B1) : textbook and workshop for academic undergraduate / M. S. Levina, O. B. Samsonova, V. V. Kharauzova. — 3rd ed., reprint. and add.— Moscow: Yurayt Publishing House, 2019.- 374 p. — (Bachelor. Academic course).— ISBN 978-5-534-02233-9. — Text : electronic // Yurayt Educational Platform [website]. — URL: <https://urait.ru/bcode/437630>

*Internet sources:*

1. PFUR ELS and third-party ELS, to which university students have access on the basis of concluded agreements:

- PFUR Electronic Library System - PFUR EBS <http://lib.rudn.en/MegaPro/>

Web

**English language**

<http://www.bbc.co.uk/worldservice>

<http://www.cnn.com>

<http://www.English-language.ru>

<http://www.hello-online.ru>

<http://www.language.ru>

<http://www.london.org>

<http://www.uk.ru>

**Spanish Language**

La página oficial de los Diplomas de Español como Lengua Extranjera (DELE) del Instituto Cervantes: <http://diplomas.cervantes.es/>

<http://www.studyspanish.ru/>

<http://hispaforum.ru/literatura-na-ispanskom-yazike-f60/>

RTVE <http://www.rtve.es/>

El Mundo Newspaper <http://www.elmundo.es/>

Newspaper "El Pais" <http://www.elpais.com/>

<http://buscon.rae.es/drae/>

<http://www.wordreference.com/definicion/hora>

<http://www.studyspanish.ru/online/dict/>

**German language**

[www.gazeta.ru/tags/media/deutsche\\_welle.shtml](http://www.gazeta.ru/tags/media/deutsche_welle.shtml)

[www.pravo.gov.ru/index.html](http://www.pravo.gov.ru/index.html)

[www.bpb.de](http://www.bpb.de)

[www.online-und-recht](http://www.online-und-recht)

[www.123recht.net-Magazin](http://www.123recht.net-Magazin)

[www.rechtsindex.de](http://www.rechtsindex.de)

[www.rechtslupe.de](http://www.rechtslupe.de)

Tasks for understanding by ear

<https://www.alumniportal-deutschland.org/deutsche-sprache/online-deutsch-lernen/texte-hoeren/>

<http://www.goethe.de/lrn/prj/gad/eue/deindex.htm>

Reading assignments

<https://www.alumniportal-deutschland.org/deutsche-sprache/deutsch-auf-die-schnelle/>

<http://www.zeit.de/2015/25/online-kommentare-haftung-urteil-egmr>

<http://www.hoertexte-deutsch.at/>

<http://www.interdeutsch.de/Uebungen/artikel.htm>

<http://www.steinke-institut.de/berlin/uebungsmaterialien.htm>

<http://deutschlernerblog.de/tag/quiz-redewendungen-und-umgangssprache/>

**French Language**

Electronic Library of the French Institute

<https://fiaf.org/library/language-learning/>

The platform of French TV channels

<https://www.france.tv/>

## 2. Databases and search engines:

Google search engine <https://www.google.en/>

- SCOPUS abstract database <http://www.elsevierscience.ru/>

<http://www.elsevierscience.ru/products/scopus/products>

<http://www.elsevierscience.ru/products/scopus/>

<http://www.elsevierscience.ru/products/scopus/scopus>

<http://www.elsevierscience.ru/products/scopus/>

*Educational and methodological materials for independent work of students in the acquisition of the discipline/module\*:*

\* The training toolkit for self- studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

## 8. ASSESSMENT TOOLKIT AND GRADING SYSTEM\* FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL UPON COURSE COMPLETION

The assessment toolkit and the grading system\* to evaluate the competences formation level (competences in part) upon the course study completion 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, department

signature

**A.A. Atabekova**

name and surname

**Associate Professor of Foreign**

**Languages Department**

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