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**Федеральное государственное автономное образовательное учреждение
высшего образования «Российский университет дружбы народов»**

Институт иностранных языков

(наименование основного учебного подразделения (ОУП)-разработчика программы аспирантуры)

Кафедра теории и практики иностранных языков

(наименование базового учебного подразделения (БУП)-разработчика программы аспирантуры)

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

**Теория и методика обучения и воспитания (иностранные языки):
интралингводидактика, межкультурная коммуникация**

(наименование дисциплины/модуля)

Научная специальность:

**5.8.2. Теория и методика обучения и воспитания (по областям и уровням
образования)**

(код и наименование научной специальности)

Освоение дисциплины ведется в рамках реализации программы аспирантуры:

**Theory and Methodology of Training and Education (Foreign Languages):
Intralinguodidactics, Intercultural Communication / Теория и методика обучения и
воспитания (иностранные языки): интралингводидактика, межкультурная
коммуникация (англ.)**

(наименование программы аспирантуры)

2023 г.

1. OBJECTIVES OF THE COURSE

The objectives of the course “Theory and methodology of training and education (foreign languages): intralinguodidactics, intercultural communication” is preparation for candidacy examinations and publication of scientific manuscripts on the topic of scientific research and work on a dissertation.

2. LEARNING OUTCOMES REQUIREMENTS

The course “Theory and methodology of training and education (foreign languages): intralinguodidactics, intercultural communication” is aimed at preparation for candidacy examinations, as well as mastering the categorical apparatus of teaching foreign languages by graduate students, the formation of their systematized knowledge in this scientific field.

3. VOLUME OF THE COURSE AND TYPES OF TRAINING ACTIVITY

Total workload of the course 144 academic hours (4 credits)

Table 3.1. Types of training activity by stages of PhD program

Type of training activity		TOTAL, academic hours	Year		
			1	2	3
<i>Classroom learning, academic hours</i>		72	72		
including:					
Lectures (L)		36	36		
Seminars/workshops (S)		36	36		
<i>Self-study, academic hours</i>		72	72		
<i>Assessment (graded pass), academic hours</i>		72	72		
Total workload of the course	Academic hours	144			
	credits	4			

4. CONTENT OF THE COURSE

Table 4.1. Content of the course (module) by type of training activity

Name of the course block	Content of the block (topics)	Type of training activity
Block 1. Linguodidactics as a field of scientific knowledge	Topic 1.1. History of national and foreign methodology of foreign languages teaching.	L SS
	Topic 1.2. Intralinguodidactics as a methodological discipline.	L S
	Topic 1.3. Three individual courses that compose the theory of foreign languages teaching (intralinguodidactics, didactics, methodology).	S SS

Name of the course block	Content of the block (topics)	Type of training activity
	Topic 1.4. Theory of foreign languages teaching as a science.	L SS
	Topic 1.5. Relations between intralinguodidactics and methodology of Foreign languages teaching.	SS
Block 2. Objectives of foreign languages teaching.	Topic 2.1. Objectives of foreign languages teaching in national and foreign methodology.	L SS
	Topic 2.2. All-European system of foreign languages proficiency scales.	S
	Topic 2.3. Concept of communicative competence and its components: linguistic competence, sociolinguistic competence, sociocultural competence, strategic competence, discourse competence, social competence.	L S
Block 3. Content of foreign languages teaching.	Topic 3.1. Components of content of foreign languages teaching: linguistic, psychological, methodological.	L SS
	Topic 3.2. Selection of content for foreign languages teaching.	S SS
	Topic 3.3. Principles of selection and structuring of learning material.	SS
Block 4. Teaching resources.	Topic 4.1. Classification of foreign languages teaching resources.	L S
	Topic 4.2. Современный кабинет иностранного языка.	S SS
	Topic 4.3. Printed aids (textbooks, study guides, program, training complexes), textbooks for different learning stages and categories of students.	SS
	Topic 4.4. Content and structure of ETMC.	S SS
Block 5. Organization of learning process.	Topic 5.1. Planning of teaching process (semester, concentric circle, cycle of classes, class).	L SS

Name of the course block	Content of the block (topics)	Type of training activity
	Topic 5.2. Reflection of all components in planning: learning materials and training activities.	S
	Topic 5.3. Logical and psychological structure of exemplary class as a complex communication and cognitive task.	SS
	Topic 5.4. Cycle of classes: distribution of learning materials and types of activities between classes of a cycle.	S
	Topic 5.5. Requirements to preparation and conduction of a class.	SS
	Topic 5.6. Role of a teacher as an organizer of learning activity of students and their functions.	SS
Block 6. Assessment in foreign languages teaching.	Topic 6.1. Assessment, its types and functions in foreign languages teaching in universities.	L SS
	Topic 6.2. Specifics of assessments in foreign countries.	S
	Topic 6.3. Creativity test.	SS
Block 7. Intercultural communication	Topic 7.1. Intercultural communication and problems of understanding	L SS
	Topic 7.2. Intercultural communication competence and prevention of communication failures.	S
	Topic 7.3. Typology of communication failures: linguistic, communicative, psychological, sociocultural, etc.	L SS
	Topic 7.4. Ethnic and cultural patterns of communicative behaviors of representatives of Eastern and Western cultures in verbal, nonverbal and Para verbal communication.	SS
	Topic 7.5. Communication failures in intercultural communication. The concept of pragmatic failure.	SS

Name of the course block	Content of the block (topics)	Type of training activity
	Topic 7.6. Culture and style of communication	SS
	Topic 7.7. Interference as a reason of communication failures. Types of interferences.	S
	Topic 7.8. Translation as an act of cultural communication.	SS
Block 8. Digitalization of education.	Topic 8.1. Modern pedagogical technology in digitalization era.	L SS
	Topic 8.2. Digital resources in teaching.	S
	Topic 8.3. Digital linguodidactics.	SS
Block 9. Smart education	Topic 9.1. University of the future – Smart Campus. The concept of smart university.	L SS
	Topic 9.2. Smart education: smart teaching – smart learning. Working with learning Internet resources: hotlist, treasure hunt, subject sampler, multimedia scrapbook, webquest.	L SS
Block 10. Professional competence of a teacher of foreign language	Topic 10.1. Digital intellect of teacher and student.	S
	Topic 10.2. Digital tools ToolKit.	S
	Topic 10.3. Formats of interactive work in English language classes.	SS
	Topic 10.4. Pedagogical facilitation.	L
	Topic 10.5. New generation syllabus for foreign languages teaching.	S
Block 11. Digital literacy	Topic 11.1. Digital literacy of teaching process subjects.	SS
	Topic 11.2. Digital educational technologies.	L SS
	Topic 11.3. Modern methods and technologies in foreign languages teaching.	S
Block 12. Distant education	Topic 12.1. Ecosystem of educational approaches in teaching (face to face, blended learning, online learning, remote, e learning).	L SS
	Topic 12.2. Design-thinking in teaching.	L SS
	Topic 12.3. New approaches in distant teaching of foreign languages in primary schools.	SS

Name of the course block	Content of the block (topics)	Type of training activity
	Topic 12.4. New approaches in distant teaching of foreign languages in secondary schools.	SS
	Topic 12.4. New approaches in distant teaching of foreign languages in universities.	SS

5. INFRASTRUCTURE AND TECHNOLOGY SUPPORT OF THE COURSE

Table 5.1. Infrastructure and technology support of the course

Type of classroom	Classroom infrastructure	Specialized learning/laboratory equipment, software and materials (on demand)
Lecture classroom	A classroom for lecture-type classes, equipped with a set of specialized furniture; board (screen) and technical means for multimedia presentations.	
Seminar classroom	A classroom for seminar-type classes, group and individual sessions, current and mid-term assessment equipped with a set of specialized furniture and technical means for multimedia presentations.	<i>List of specialized equipment, stands, visuals, etc.</i>
Computer classroom	A computer class for classes, group and individual sessions, current and mid-term assessment, equipped with a personal computers (10 units), a board (screen) and technical means of multimedia presentations.	<i>List of specialized software equipment installed on computers for the course (module)</i>
Self-study classroom	A classroom for self-study (also can be used for seminars and tutorials), equipped with a set of specialized furniture and computers with access to the EILS.	

* - a classroom for self-study must to be indicated!

6. LEARNING, METHODOLOGICAL AND INFORMATIONAL SUPPORT OF THE COURSE

Main reference sources:

1. Gez N.I., Frolova G.M. History of foreign methods of teaching foreign languages. Moscow: Publishing Center "Academy", 2008.
2. Galskova N.D. Theory of teaching foreign languages. Linguodidactics and methodology: studies. manual for students. lingv. univ and fac. in. yaz. higher. ped. studies. institutions / N.D. Galskova, Gez N.I. – 6th ed., ster. – M.: Publishing Center "Academy", 2009.
3. Kitaygorodskaya G.A. Intensive foreign language teaching. Theory and practice. – Publishing house "Higher School", 2009.

4. Koryakovtseva N.F. Theory of teaching foreign languages. Productive educational technologies. – Publishing house "Academy", 2010.
5. Koryakovtseva N.F. Modern methods of organizing independent work of foreign language learners: A manual for teachers. – M., 2002.
6. Larina, T. Intercultural Communication: Theory and Practice. Readings for Language Students. Intercultural communication: theory and practice: Textbook. – M.: RUDN, 2010. – 109 p.
7. Mirolyubov A.A. History of domestic methods of teaching foreign languages. – M., 2002.
8. Solovova E.I. Methods of teaching foreign languages: basic course: a manual for students of pedagogical universities and teachers / E.N. Solovova. 3rd ed. – Moscow: AST: Astrel: Polygraphizdat, 2010.
9. Fedorova L., Ryazantseva T. Modern theories and methods of teaching foreign languages. – Publishing house "Exam", 2004.
10. Shchukin A.N. Intensive methods of teaching foreign languages: Textbook. – M., 2000.
11. Shchukin A.N. Methods of teaching foreign languages: A course of lectures. – M., 2002.
12. Shchukin A.N. Teaching foreign languages: theory and practice: studies. manual for teachers and students. – M.: Filomatis, 2006.
13. Yazykova N.V. Workshop on the methodology of teaching foreign languages. – Publishing House "Enlightenment", 2012
14. Gudkov D. B. Theory and practice of intercultural communication. – M.: ITDGC "Gnosis", 2003. <http://www.twirpx.com/file/56381>
15. Larina T.V. The English and the Russians: language, culture, communication. Moscow: Languages of Slavic cultures, 2013. <http://rutracker.org/forum/viewtopic.php?t=4288246>
16. Leontovich O. A. Russia and the USA: An introduction to intercultural communication. – Volgograd: Change, 2003. http://www.gumer.info/bibliotek_Buks/Linguist/Ter/25.php
17. Ter-Minasova S. G. Language and intercultural communication. Moscow: Slovo, 2000.

Additional bibliography:

1. Azimov E.G., Shchukin A.N. Dictionary of methodological terms (theory and practice of language teaching). – St. Petersburg, 1999.
2. Alpatov V.M. Japan: language and culture. – M.: Languages of Slavic cultures, 2008. (Studia philological).
3. Belikova L.G. Modern study of a foreign language. – Publishing house "Bustard", 2010.
4. Vezhbitskaya A. Semantic universals and basic concepts. M.: Languages of Slavic cultures, 2011.
5. Vezhbitskaya A. Understanding culture through keywords / Translated from English by A.D.Shmeleva. – M.: Languages of Slavic culture, 2001.
6. Visson L. Russian problems in English speech. Words and phrases in the context of two cultures. Translated from English – M.: R. Valent, 2007. <http://www.alleng.ru/d/engl/engl85.htm>
7. Gurevich T.M. Man in the Japanese linguocultural space. – Moscow: MGIMO, 2005. Zaliznyak A.A., Levontina I.B., Shmelev A.D. Constants and variables of the Russian language picture of the world. – M.: Languages of Slavic culture, 2013.
8. Zubov A.V., Zubova I.I. Methods of using information technologies in teaching foreign languages. – Publishing house "Academy", 2009.
9. Karasik V.I. Language matrix of culture. – Volgograd: Paradigm, 2012.
10. Karasik V.I. Language circle: personality, concepts, discourse. – Volgograd: Change, 2002. Kiryanov O. Watching the Koreans. The country of morning freshness. M.: – M.: Ripol classic, 2010.

11. Clark S. Watching the French. Hidden rules of behavior. – M.: Ripol classic, 2008.
12. Kuzmenkova Yu.B. From cultural traditions to the norms of speech behavior of Britons, Americans and Russians. – Moscow: Publishing House of the Higher School of Economics, 2005.
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16. Milrud R.P. Methods of teaching English. English Teaching Methodology.– Publishing House "Bustard", 2007.
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18. Passov E.I., Kuzovleva N.E. Foreign language lesson. – Phoenix Publishing House, Gloss- Press, 2010.
19. Rogova G.V. Methods of teaching English. (In English): Textbook for teachers. in- tov and fac. foreign language – L., "Enlightenment", 1975.
20. Sysoev P.V., Evstigneev M.N. Methods of teaching a foreign language using new information and communication Internet technologies. – Publishing house "Phoenix", Gloss-Press, 2010.
21. Traditions and innovations in the methodology of teaching foreign languages. – St. Petersburg: KARO, 2007.
22. Francis H. Language in teaching and learning. – George Allen & Unwin (Publishers) Ltd, 1977.
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24. Visson, Lynn. Where Russians Go Wrong in Spoken English. Words and Expressions in the Context of Two Cultures. – M.: ВАЛЕНТ, 2013.
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26. Wierzbicka, Anna. Emotions across Languages and Cultures: Diversity and Universality. Cambridge: Cambridge University Press, 1999.

Resources of the information and telecommunication network Internet:

1. RUDN ELS and side ELS with open access for RUDN students on the basis of signed agreements:

- RUDN Electronic library system – RUDN ELS <http://lib.rudn.ru/MegaPro/Web>
- ELS “University library online” <http://www.biblioclub.ru>
- ELS Urait <http://www.biblio-online.ru>
- ELS “Student’s consultant” www.studentlibrary.ru
- ELS “Lan” <http://e.lanbook.com/>
- ELS “Troitsky bridge”
- ELS “National digital resource “RUCONT”

2. Databases and search systems:

- electronic fund of legislative and regulatory technical documentation
<http://docs.cntd.ru/>

- Yandex search system <https://www.yandex.ru/>

- Google search system <https://www.google.ru/>

- SCOPUS reference database <http://www.elsevierscience.ru/products/scopus/>

- Academic Search Ultimate (EBSCO)
database <https://www.ebsco.com/products/research-databases/academic-search-ultimate>

- Web of Science Core Collection
database <https://clarivate.com/webofsciencegroup/solutions/web-of-science-core-collection/>

Methodological materials for self-study for the course/module:*

1. Lecture course “Theory and methodology of training and education (foreign languages): Intralinguodidactics, Intercultural communication”.

* - all methodological materials for self-study must be located according to effective instruction on the course page in RUDN TLIS!

2. Digital module, including a course of lectures on the discipline

"Theory and methodology of training and education (foreign languages): Intralinguodidactics, Intercultural communication”.

7. ASSESSMENT MATERIALS AND GRADING SYSTEM FOR EVALUATION OF COURSE COMPETENCES MASTERY

Assessment materials and grading system for evaluation of course competences mastery are described in Annex to the present Course work program.

* - AM and GS are formed based on the corresponding RUDN local regulatory document.

DEVELOPERS:

**Professor of Department of Foreign
Languages in Theory and Practice**

Position, BTS



Signature

Mikheeva N.F.

Last name, First name

**Assistant Professor of Foreign
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Position, BTS



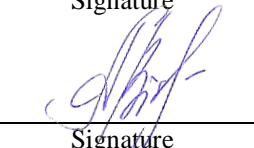
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