Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA NAMED AFTER PATRICE LUMUMBA
(RUDN University)

Institute of World Economy and Business

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

COURSE SYLLABUS

PRACTICUM IN CULTURE OF PROFESSIONAL VERBAL COMMUNICATION (SECOND FOREIGN LANGUAGE)

(course title)

Recommended by the Didactic Council for the Education Field of:

45.04.02 "LINGUISTICS" (Master's Degree)

(field of studies / specialty code and title)

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

«Foreign Language of Professional Communication and Specialized Translation»

(higher education programme profile/specialisation title)

2025

1. COURSE GOAL

The aim of the course "Practicum in Culture of Professional Verbal Communication (Second Foreign Language)" is to form and improve foreign language professional communicative competence focused on communication in conditions of interpersonal and cross-cultural professional communication with native speakers.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the discipline (module) " Practicum in Culture of Professional Verbal Communication (Second Foreign Language)" is aimed at the development of the following competencies /competences in part:

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

Competence code	Competence description	Competence development indicators (in the framework of this course)
GC-4	Ability to apply contemporary communication technologies including those in foreign languages to academic and professional interactions	GC-4.1. Performing academic and professional interactions, including in a foreign language
		GC-4.2. Translating academic texts (essays, abstracts, reviews, articles, etc.) from or into a foreign language
		GC-4.3. Using modern information and communication tools to communicate
GC-5	Ability to analyze and take into account the diversity of cultures in the process of cross-cultural interaction	GC-5.1 Demonstrating an understanding of the characteristics of different cultures and nations
		GC-5.2. Building social interactions, taking into account the similarities and specificities of different cultures and religions
GPC-1	Mastery of a system of theoretical and empirical knowledge about the functioning of the system of the studied foreign language and its development trends, the system of values and perceptions inherent in the culture of the countries of the studied foreign language	GPC-1.1. Applying the values inherent in the culture of the countries of the studied foreign language
		GPC-1.2. Understanding the system of theoretical and empirical knowledge about the functioning of the system of the studied foreign language
		GPC-1.3. Competent applying of trends in the development of the foreign language system in his/her professional activity
GPC-4	Ability to produce and comprehend oral and written verbal texts in the studied language with regard to the formal,	GPC-4.1. Producing and understanding of speech products in studied the foreign language
		GPC-4.2. Mastery of oral and written forms in different spheres of communication

Competence code	Competence description	Competence development indicators (in the framework of this course)
	neutral and informal communication registers	
GPC-5	Ability to perform interlanguage and cross-cultural interactions in accordance with the conventions of speech communication in a foreign language society, the rules and traditions of cross-cultural professional communication with native speakers of the studied language	GPC-5.1. Carrying out cross-lingual and cross-cultural interaction in accordance with the conventions of speech communication in a foreign language society
		GPC-5.2. Knowledge and competent following of the rules and traditions of cross-cultural professional communication with native speakers of the target language
PC-1	Ability to perform cross-cultural communication and language space in all types and formats, in all the areas of human and social activity	PC-1.1. Performing cross-cultural communication and language mediation in oral form in accordance with the norms of oral speech
		PC-1.2. Performing cross-cultural communication and language mediation in written form in accordance with written norms.
		PC-1.3. Performing cross-cultural communication and language mediation in the professional activities of individuals and society (mastery of professional terminology, professional jargon, and communication style in a given professional community)
		PC-1.4. Performing cross-cultural communication and language mediation in business communication (knowledge of the ethics of business communication taking into account the cultural peculiarities).
PC-3	Ability to perform communication through the language studied, i.e. to convey thoughts and exchange them in various situations in the process of interaction with other participants of communication, correctly using a system of language and speech	PC-3.1 Communicating through the target language, transmitting and exchanging ideas in various situations in interaction with other communicators.
		PC-3.2. Using the system of linguistic and speech norms competently
		PC-3.3. Selecting of communicative behavior appropriate to authentic communication situations.
		PC-3.4. The used system of linguistic and speech norms and the chosen communicative behavior

Competence code	Competence description	Competence development indicators (in the framework of this course)
	norms and choosing the communicative behavior adequate for an authentic communication situation	contribute to the effective achievement of the pragmatic task of communication.
PC-4	Mastery of conventions of verbal communication in a foreign-language society, rules and traditions of cross-cultural and professional communication with native speakers of the studied language	PC-4.1. Performing cross-cultural and professional communication in accordance with the conventions of speech communication in a foreign language society.
		PC-4.2. Following the rules and traditions of cross-cultural and professional communication with native speakers of the target language.

3. COURSE IN HIGHER EDGCATION PROGRAMME STRGCTURE

The course "Practicum in Culture of Professional Verbal Communication (Second Foreign Language)" refers to the part formed by participants of educational relations of the block B1.O.02.

Within the higher education programme students also master other disciplines and / or practices that contribute to the achievement of the planned results of the course "Practicum in Professional Verbal Communication (Second Foreign Language)".

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

Competence code	Competence description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
GC-4	Ability to apply contemporary communication technologies including those in foreign languages to academic and professional interactions	Practicum in Professional Verbal Communication (First Foreign Language); Practicum in Professional Verbal Communication (Second Foreign Language); Theory and practice of cross-cultural business communication	Pedagogical Internship
GC-5	Ability to analyze and take into account the	History and methodology of science;	

Competence code	Competence description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
	diversity of cultures in the process of cross-cultural interaction	Theory and practice of cross-cultural business communication	

* - to be filled in according to the competency matrix of the higher education programme

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course "Practicum in Culture of Professional Verbal Communication (Second Foreign Language)" is 5 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
Contact academic hours		34			34	
Lectures (**LC**)						
Lab work (**LW**)						
Seminars (workshops/tutorials) (**S**)		34			34	
Self-studies		110			110	
Evaluation and assessment (exam/pass/fail grading)		36			18	
Course workload	academic hours	**180**			**180**	
	credits	**5**			**5**	

Table 4.2. Types of academic activities during the periods of higher education programme mastering (part-time training)*

Type of academic activities		Total academic hours	Semesters/training modules			
			1	2	3	4
Contact academic hours						
Lectures (**LC**)						
Lab work (**LW**)						
Seminars (workshops/tutorials) (**S**)						
Self-studies						
Evaluation and assessment (exam/pass/fail grading)						
Course workload	academic hours					
	credits					

* - to be filled in in case of the higher education programme part-time training

Таблица 4.3. Types of academic activities during the periods of higher education programme mastering(correspondence training)*

Type of academic activities		Total academic hours	Semesters/training modules			
			1	2	3	4
Contact academic hours						
Lectures (**LC**)						
Lab work (**LW**)						
Seminars (workshops/tutorials) (**S**)						
Self-studies						
Evaluation and assessment (exam/pass/fail grading)						
Course workload	academic hours					
	credits					

* - to be filled in in case of the higher education programme correspondence training mode

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

The Spanish Language

Course module title	Course module contents (topics)	Academic activities types*
1 semester		
Module 1. Presentaciones	Topic 1.1. Gramática: Alfabeto. Nombre sustantivo	S
	Topic 1.2. Lectura: Presentación	S
	Topic 1.3. Audición: ¿De qué país eres?	S
	Topic 1.4. Comunicación: Conversación de ¿qué país eres?	S
	Topic 1.5. Escritura: Mapa de España	S
Module 2. Saludos	Topic 2.1. Gramática: Verbo. Conjugaciones. Pronombres personales/genero	S
	Topic 2.2. Lectura: Mi primer día en la universidad. Saludos	S
	Topic 2.3. Audición: Conversación de ¿Cómo te llamas?	S
	Topic 2.4. Comunicación: Conversación de ¿de dónde eres?	S
	Topic 2.5. Escritura: Completar la ficha de datos	S
	Intermediate Certification	
Module 3. Familia	Topic 3.1. Gramática: Articulo/Genero/ Pronombres	S
	Topic 3.2. Lectura: Familia	S
	Topic 3.3. Audición: Familia	S
	Topic 3.4. Comunicación: Familia hispana	S
	Topic 3.5. Escritura: Dibujar y decribir su árbol geneológico	S

Course module title	Course module contents (topics)	Academic activities types*
Module 4. Día laboral	Topic 4.1. Gramática: Pronombres personales /Complemento directo. Verbos reflexivos	S
	Topic 4.2. Lectura: Día laboral	S
	Topic 4.3. Audición: Trabajo	S
	Topic 4.4. Comunicación: Comida y horarios	S
	Topic 4.5. Escritura: Mi horario	S

The French Language

Course module title	Course module contents (topics)	Academic activities types*
Module 1. Faites connaissance	Topic 1.1. Grammaire: Les adjectifs démonstratifs, le future proche	S
	Topic 1.2. Compréhension orale: Faire connaissance	S
	Topic 1.3. Expression orale: Parler de soi, de ses activités	S
Module 2. Communiquez en ligne	Topic 2.1. Grammaire: Les verbes en –IR, les verbes *pouvoir* et *devoir*	S
	Topic 2.2. Compréhension écrite: Faire des propositions	S
	Topic 2.3. Compréhension orale: La communication téléphonique et informatique	S
Module 3. Partez en déplacemant	Topic 3.1. Grammaire: Les pronoms interrogatifs, les expressions impersonnelles	S
	Topic 3.2. Compréhension écrite: Les transports en commun	S
	Topic 3.3. Expression orale: Des actions de déplacement	S
Module 4. Organisez votre journée!	Topic 4.1. Grammaire: Les adjectifs démonstratifs,	S
	Topic 4.2.Compréhension orale: Des activités professionnelles	S
	Topic 4.3. Compréhension orale: Des partenaires professionnels	S

The Italian Language

Course module title	Course module contents (topics)	Academic activities types*
Module 1. Imprese e società	Topic 1.1. 1. L'azienda	S
	Topic 1.2. Le forme giuridiche delle società	S

Course module title	Course module contents (topics)	Academic activities types*
	Topic 1.3. Caratteristiche delle società. Struttura organizzativa dell'azienda.	S
Module 2. Contratti e fatture	Topic 2.1. Il contratto	S
	Topic 2.2. Il contratto di compravendita	S
	Topic 2.3. Clausole contrattuali. Fattura e iva	S
Module 3.1. Banche	Topic 3.1. Banche in Italia. Operazioni creditizie	S
	Topic 3.2. Forme di pagamento	S
Module 3.2. Investimenti	Topic 3.1. Investimenti finanziari	S
	Topic 3.2. Investimenti finanziari in Italia. I titoli di stato	S
Module 4. Business plan e marketing	Topic 4.1. Il business plan	S
	Topic 4.2. Le strategie di marketing	S
Module 5. eCommerce e globalizzazione	Topic 5.1. L'eCommerce	S
	Topic 5.2. Il sito di commercio elettronico	S
	Topic 5.3. La globalizzazione	S

The German Language

Course module title	Course module contents (topics)	Academic activities types*
Module 1. Gesundheit	Topic 1.1. Reading: Körperteile. Grammar: Imperativ	S
	Topic 1.2. Writing, Speaking: Das Aussehen beschreiben.	S
	Topic 1.3. Grammar: Unbestimmter Artikel	S
Module 2. …In der Stadt unterwegs	Topic 2.1. Speaking: Den Weg beschreiben. Grammar: Präpositionen mit Dativ.	S
	Topic 2.2. Writing: Fahrpläne. Reading: Am Bahnhof.	S
	Topic 2.3. Grammar: Präpositionen mit Dativ und Akkusativ.	S
Module 3. Der Kunde ist König	Topic 3.1. Listening: Zeitangaben. Grammar: Höflichkeitsform Konjunktiv II.	S
	Topic 3.2. Speaking: Serviceleistungen bitten. Grammar: Temporale Präpositionen.	S
Module 4. Neue Kleider	Topic 4.1. Speaking: Kleidungsstücke benennen. Grammar: Demonstrativpronomen.	S
	Topic 4.2. Reading: Im Kaufhaus. Grammar: Verben mit Dativ.	C3
Module 5. Feste	Topic 5.1. Reading: Feste und Feiern. Grammar: Ordinalzahlen.	S
	Topic 5.2. Writing: Einladungen. Grammar: Konjunktion denn.	S

The Chinese Language

Course module title	Course module contents (topics)	Academic activities types*
Module 1. 收入与消费	Topic 1.1. 课文，生词	S
	Topic 1.2. 学习普通词语，常用表达式	S
	Topic 学习专业词语	S
Module 2. 价格与价值	Topic 2.1. 课文	S
	Topic 2.2. 学习普通词语，常用表达式	S
	Topic、学习专业词语，课文	S
Module 3. 供给与需求	Topic 3.1. 课文，生词	S
	Topic 3.2. 学习普通词语，常用表达式	S
	Topic学习专业词语，扩展阅读	S
Module 4. 龙都与竞争	Topic 4.1. 课文，生词	S
	Topic 4.2. 学习普通词语，常用表达式	S
	Topic 4.3. 学习专业词语	S
Module 5. 成本与利润	Topic 5.1. 课文，生词	S
	Topic 5.2. 学习普通词语，常用表达式	S
	Topic 5.3. 学习专业词语，扩展阅读	S

The Korean Language

Course module title	Course module contents (topics)	Academic activities types*
Module 1. 계약	Topic 1.1근로계약, 무역계약, 매매계약,임대자계약.	S
	Topic 1.2. 보증금,상금,중도금,상여금,축의금,조의금	S
Module 2. 신제품 계발	Topic 2.1.선보이다, 출시하다, 시제품,개발,제작	S
	Topic 2.2. 판매율,성장률, 화률,상승률,이혼률	S
Module 3. 광고	Topic 3.1. 광고 휴과,광고를 의뢰하다, 광고를 내다,광고를 싣다,광고 문구	S
	Topic 3.2. 고가/저가, 고급/저급, 고층/저층, 고임급/저임금, 고비용/저비용	S
Module 4. 홈소핑	Topic 4.1. 상담원,결제,쇼호스트,자동 주문, 모이자 할부,선착순	S
	Topic 4.2. 구매력,경제력 , 자금력,영향력, 잠재력	S
Module 5 시장 조사	Topic 5.1시장성, 시장 점유율, 전망,성장,독점	S
	Topic 5.2. 차별화,온난화, 대중화, 고급화,자동화	

* - to be filled in only for full -time training: LC - lectures; LW - lab work; S - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Classroom type	Classroom equipment	Specialised educational / laboratory equipment, software and materials for course study (if necessary)
Seminar	An auditorium 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.	323 Multimedia projector Casio XJ-M250 Wall screen Digis Dsob-1106 340 Multimedia projector Casio XJ-F100W Wall screen Digis Dsem-1105 330 Multimedia projector Casio XJ-M250 Wall screen Digis Dsob-1106
Computer Lab	An auditorium for conducting classes, group and individual consultations, current and mid-term assessment, equipped with personal computers (in the amount of ____ pcs), a board (screen) and technical means of multimedia presentations.	472 Notebook Asus X751L Intel I5 1700 MHz/8 GB/1000 GB/DVD/audio (15 pcs) Multimedia projector Benq MW526 Screen 220*220 MS Windows 8.1 64bit Microsoft Office 2013 SDL Trados Studio 2015 Adobe Reader FastStone Image Viewer
Self-studies	An auditorium for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with	324 Multimedia projector Casio XJ-M250

Classroom type	Classroom equipment	Specialised educational / laboratory equipment, software and materials for course study (if necessary)
	access to the electronic information and educational environment.	Wall screen Digis Dsob-1106

* - The premises for students' self-studies are subject to **<u>MANDATORY</u>** mention

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main reading:

The German Language

Shritte 2. International [Текст] : Kursbuch+arbeitsbuch / D. Niebisch [и др.]. –The German language. - Munchen : Hueber Verlag, 2019.

The Italian Language

Laura Incalcaterra McLoughlin, Luisa Pla-Lang, Giovanna Schiavo-Rotheneder. Italiano per economisti - edizione aggiornata – Alma Edizioni, 2018.

Monica Piantoni, Rosella Bozzone Costa, Luisa Fumagalli. Volentieri! Corso di lingua e cultura italiana. B1-B2. – Loescher Editore, 2021.

Maria Chiara Ferro, Natalia Guseva. Affare fatto!: La mediazione russoitaliano in ambito commerciale. – Hoepli, 2020.

The Spanish Language

Textbook with disk: **Libro del alumno + CD Nuevo Espanol en marcha. A1 (Nivel Inicial)**

авт: Francisca Castro, Pilar Diaz, Ignacio Rodero, Carmen Sardinero ISBN: 9788497783736

Workbook with disk: **Nuevo Espanol en marcha 1 (A1) Cuaderno de ejercicios + CD**

Авт: Francisca Castro, Pilar Diaz, Ignacio Rodero, Carmen Sardinero ISBN: 9788497783743

The French Language

V.N. Lukovceva, N.V. Polyakova, E.V. Panicheva, T.M. Kachalina Francuzskij yazyk dlya ekonomistov. Obshchaya ekonomika ,Le francais economique. Economie Générale, RUDN, 2019.

Dubois A.-L., Tauzin B. Objectif Express1. Le monde professionnel en français. Hachette, 2019.

Cherifi S., Girardeau B., Mistichelli M. Travailler en français en entreprise 2. Les éditions Didier, 2019.

The Chinese Language

经贸汉语。阅读教程。北京语言大学出版社，2019

The Korean Language

Ким Миок <Ёнсэ=Енсе>. Korean for Business Communication: Textbook. -Seoul: Yonse University Press, 2010: - p. 306.

Additional reading:

The German Language
Swerlowa O. **Grammatik & Konversation**. – Langenscheidt, 2019.
Hering A., Matussek M. Em Übungsgrammatik. – Hueber, 2017.
Hirschfeld U., Kessler Ch., Langhoff B., Reinke K. Phonetik intensiv. – Langenscheidt, 2018.

The Italian Language
Daniela Pepe, Giovanni Garelli. Al lavoro! Corso di italiano per stranieri in contesto lavorativo. Livello A2: Volume A2 - Loescher Editore, 2017.
Raviddin Shamilov: Vvedenie v kommercheskij perevod. The Italian language. Textbook. - Flinta, 2021.

The Spanish Language
Rodriguez - Danilevskaya E.I., Stepunina I.L., Patrushev A.I. Spanish textbook. - Chero, 2015
Dyshlevaya Irina Anatolievna. Spanish language course for beginners [Text] / I.A. Dyshlevaya. - 2nd ed., revised and supplement. - St. Petersburg. : Unix, 2014, 2015, 2017, 2020. - p. 390 : ill.
Prost Gisele. Al dia. Curso de espanol para los negocios: nivel inicial / G. Prost, A.N. Fernandez. – The Spanish language. - Madrid : SGEL, 2006, 2007, 2018.

The French Language
A.Georges S. Maigret se fâche. – Prosveshchenie, 2019.
B.Maurois A. Nouvelles. – M., 2020.
C.Moliere. Le malade imaginaire. – Gallimard, 2019.
D.Georges S. Malempin. – Gallimard, 2019.

The Chinese Language
Boltovskaya M. A., Repnina E. K. "Practical course of the Chinese language". - M., 2020.

The Korean Language
The Korean language: grammar guide / O. A. Trofimenko. -Moscow: Zhivoy Yazyk, 2015. - p. 224.
Lee Irtin Russian-Korean and Korean-Russian dictionary of economic vocabulary / compiled by. Lee Irtin. -M.: Izd-vo MCC MSU, 2005. - p. 608.
Brief Korean-Russian, Russian-Korean Economic Dictionary: more than 500 words and phrases/I. I. Podprugina. I. Podprugina; Ministry of Education of the Russian Federation, Irkutsk State Technical University. -M.: Muravey, 2004. -p. 95.

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"
- ……….

2. Databases and search engines:
- electronic foundation of legal and normative-technical documentation http://docs.cntd.ru/
- Yandex search engine https://www.yandex.ru/
- Google search engine https://www.google.ru/
- Scopus abstract database http://www.elsevierscience.ru/products/scopus/
- ………..

Training toolkit for self- studies to master the course *:

1. Methodological instructions for preparation for practical classes in the course "Practicum in Culture of Professional Verbal Communication (Second Foreign Language)".

Active teaching methods used in teaching:
- educational group discussions,
In an academic discussion, the solution to a problem is to be found in the learning process by a given group of people and in a given audience. The goal is a search process that should lead to objectively known but, from the students' subjective point of view, new knowledge. When conducting a discussion, it is necessary that students-participants have a clear understanding of the subject, the general framework of the discussion, and the order of the discussion. Organizing the discussion, the teacher has to create a favorable, psychologically comfortable environment, to seat the participants in a circle. In addition, it is important to clarify the topic or question beforehand. The introductory part is built in such a way as to actualize the participants' knowledge, to introduce the necessary information, and to create interest in the problem.
There are several options for organizing the introductory part of the discussion:
1. Brief preliminary discussion of the issue in small groups;
2. Introducing the topic of the conversation through a task set in advance for one or two participants to make an introductory problem statement revealing the problem statement;
3. Using a brief pre-talk on the topic.
Any of the options should not take a long time so that it is possible to move into the discussion more quickly.
There is a number of sequential steps that must be taken to conduct a discussion effectively:
1. To allocate roles-functions in the discussion group (facilitator (organizer), analyst, recorder, observer).
2. To determine the order of work when discussing the problem in discussion groups (problem formulation; grouping of participants into groups, distribution of roles in small groups, explanation of the leader about the expected participation of participants in the discussion; discussion of problems in small groups; presentation of the results of the discussion in front of the whole team; continuation of the discussion and behavior of the results).

- educational (business and role-playing) games,

Among the active forms of student training, a special place belongs to the game (educational, business, didactic), which most adequately reflects the socio-psychological characteristics of young people as an object and subject of training and education and educational trainings.

Educational games help to form such important key qualifications of specialists as communication skills, tolerance, teamwork, independent thinking. Educational games are built on the principle of imitation of various situations of cognition and communication. Some fragments of the game can be used directly in the classroom: role-playing, for example, a student is offered the role of a "polemicist", asking the speaker difficult questions, or when the most prepared student is assigned to conduct a discussion of one of the issues presented in the practical training.

A business game requires following of some sequential steps:

The first is to communicate the task to the participants. Each participant should have the printed text of the task (as for the game conditions, it should be agreed in advance whether they are the same as in real life when solving similar tasks, or whether any game changes are made).

The second is the creation of teams. Teams are formed in any way, and they have the right to assign themselves some names or numbers.

The third is the direct work of the teams.

Then each team prepares a short (up to 10 minutes) oral report on their approaches and methods of solving the problem and on the solution itself. The report is composed in any form. The choice of the report form is also a game result.

After hearing the reports, it is necessary to evaluate them, compare, and summarize. This is an important part of the learning process.

Organizers should follow some guidelines when applying the role-playing method:

1. A role-play plan should be carefully developed, with literature for role development or dossiers of materials for the main roles. It is advisable to have at least two classrooms for groups to work in, as role development is a creative endeavor.

2. The effectiveness of role-plays is determined by the novelty of the experience, so if they are used at every opportunity, the value of this interactive technology is diminished.

3. The number of working groups should be small (up to 10 people). Such a number allows to create an informal creative environment conducive to productive learning.

4. It is desirable to involve assistants in the role-playing game. They can be other faculty members or graduate students conducting research on the topic of the game.

5. If possible, make a videotape that will provide feedback and validation.

Training is a method of active learning aimed at developing knowledge, skills, abilities, and personal qualities. It is understood as an intensive short-term (2 hours) form of training in a group (10-12 people), aimed at assimilation of theoretical material and its consolidation, as well as the formation of skills of professional activity.

* - 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 "Practicum in Culture of Professional Verbal Communication (Second Foreign Language)" completion are specified in the Appendix to the course syllabus. **https://esystem.rudn.ru/course/view.php?id=933**

* - 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:

Ass. Professor FLD EF		**I.V. Smirnova**
Position, Educational Department	Signature	Name and Surname
Senior Lecturer FLD EF		**E.V. Panicheva**
Position, Educational Department	Signature	Name and Surname

HEAD OF THE HIGHER EDUCATION PROGRAMME:

FLD EF, professor		**E.N. Malyuga**
Educational Department	Signature	Name and Surname