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

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

COURSE SYLLABUS

PROFESSIONALLY ORIENTED RUSSIAN LANGUAGE

course title

Recommended by the Didactic Council for the Education Field of:

38.04.02 MANAGEMENT

field of studies / speciality code and title

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

INTERNATIONAL MARKETING

higher education programme profile/specialisation title

2026 г.

1. COURSE GOAL(s)

The discipline "Professionally Oriented Russian Language" is part of the master's program "International Marketing" in the direction 38.04.02 "Management" and is studied in the 1st, 2nd, and 3rd semesters of the 1st and 2nd years. The discipline is implemented by the Department of Russian Language and Lingvoculturology. The discipline consists of 2 sections and 14 topics and is aimed at studying the course "Professionally Oriented Russian Language" which was developed for postgraduate students and is aimed at forming speech-related skills and abilities in the Russian language that allow successful participation in different spheres and sub-spheres of language application in economics.
The goal of mastering the discipline is to realize a competent, scientifically grounded approach to the analysis of theoretical and practical issues of professional training in Russian, formation and development of communicative and speech competences of a specialist—a postgraduate participant in interpersonal and educational-professional communication in Russian language to the extent of the First certification level (Basic), corresponding to the requirements of the State Standard for RSL and programs in Russian. Learning objectives correspond to the subject, professional, socio-cultural development of the multicultural, multilingual personality of a postgraduate student of an internationally-oriented university. The foreign postgraduate student must correctly understand and use linguistic means in communicative speech activities (including its situational and stylistic nature).

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the discipline "Professionally Oriented Russian Language" is aimed at forming the following competencies (parts of competencies) among students:

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	Able to apply modern communication technologies in the official language of the Russian Federation and a foreign language(s) for academic and professional interaction	GC-4.1 Chooses the style of business communication, depending on the language of communication, the purpose and conditions of the partnership; GC-4.2 Adapts speech, communication style and sign language to interaction situations; GC-4.3 Searches for the necessary information to solve standard communication tasks in Russian and a foreign language.; GC-4.4 Conducts business correspondence in Russian and a foreign language, taking into account the stylistics of official and unofficial letters and socio-cultural differences in the format of correspondence.; GC-4.5 Uses dialogue for cooperation in academic communication, taking into account the personality of the interlocutors, their communication and speech strategies and tactics, and the degree of formality of the situation.; GC-4.6 Forms and argues his own assessment of the main ideas of the participants in the dialogue (discussion) in accordance with the needs of joint activities;

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The discipline "Professionally Oriented Russian Language" belongs to the part formed by participants in educational relations of block 1 "Disciplines (modules)" of the higher education program.

Within the higher education program, students also master other disciplines and/or practices that contribute to achieving the planned results of mastering the discipline ""Professionally Oriented Russian 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 descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-4	Able to apply modern communication technologies in the official language of the Russian Federation and a foreign language(s) for academic and professional interaction		Pre-Degree Internship;

* filled in accordance with the competency matrix and the SIP of the educational program of higher education
** - elective disciplines/practices

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the discipline "Professionally Oriented Russian Language" is 6 credit units.

*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**
Contact academic hours	*54*		*18*	*18*	*18*
Lectures (LC)	0		0	0	0
Lab work (LW)	0		0	0	0
Seminars (workshops/tutorials) (S)	54		18	18	18
Self-studies	*126*		*54*	*45*	*27*
Evaluation and assessment (exam/passing/failing grade)	*36*		*0*	*9*	*27*
Course workload	academic hours_	***216***	*72*	*72*	*72*
	credits	***6***	*2*	*2*	*2*

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
Module 1	Section 1. Structural features of the scientific economic text. Varieties of genres of written scientific texts. Primary and secondary scientific texts. Scientific terminology. Academic style of speech. Word formation. Morphology. Word composition.	1.1	Structural features of a scientific economic text.	Structural Features of a Scientific Economic Text A scientific economic text is a specialized type of academic discourse that aims to present, analyze, and interpret economic phenomena, theories, models, and data. Its structure is governed by the principles of scientific communication: objectivity, logical coherence, precision, evidence-based reasoning, and conciseness. The ultimate goal is not just to describe but to explain causal relationships, identify patterns, and often predict trends within an economic system. The structure of a scientific economic text is highly standardized, typically following the IMRaD model (Introduction, Methods, Results, and Discussion) or its adaptations, especially in research articles, theses, and dissertations. 1. Macro-Structure (Compositional Model) The macro-structure of a scientific economic text is typically organized in a logical, multi-stage sequence that guides the reader from the initial problem to the final conclusion. Section Purpose and Content 1. Title Precisely and informatively reflects the subject, scope, and often the main result or question of the research (e.g., "The Impact of Digitalization on SME Productivity in Emerging Markets"). 2. Abstract A concise summary (150-250 words) of the entire study: background, problem, methods, key results, and main conclusions. It allows readers to quickly assess the paper's relevance. 3. Introduction Establishes the research context. It includes the background, states the research problem, reviews key literature (to show a gap), and formulates the research aim, objectives, and hypothesis (if any). It ends with a brief outline of the paper's structure. 4. Theoretical Framework / Literature Review Systematizes existing scientific knowledge on the topic. It presents key economic theories, models, and concepts from other authors, defines the study's core terms (operationalization), and identifies the research gap this study will fill. 5. Methodology (Materials and Methods)Describes the research strategy. It details the data sources (e.g., World Bank data, Rosstat), the time period, the sample, the econometric or mathematical models used, and the methods of data	S

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				analysis (e.g., regression analysis, correlation, case study). This section must provide enough detail for the study to be replicable. 6. Results (Empirical Findings) Presents the findings of the research objectively and without interpretation. It includes processed data in the form of tables, graphs, charts, and the results of statistical tests (e.g., regression coefficients, p-values, standard errors). A purely factual account. 7. Discussion (Interpretation) Interprets the results presented in the previous section. It explains whether the findings support the hypothesis, how they relate to the theories and results of other studies (from the literature review), addresses any limitations of the study, and discusses the practical or theoretical implications. 8. Conclusion Summarizes the entire research, highlighting the key answers to the research question. It synthesizes the main findings, states their theoretical and practical significance, and offers recommendations for policymakers or businesses. It often ends with suggestions for future research. 9. References / Bibliography A list of all cited sources, formatted according to a specific standard (e.g., APA, Harvard, ГОСТ Р 7.0.100-2018). 10. Appendices (if any) Contains supplementary material that is too bulky for the main text (e.g., full questionnaires, large data tables, complex mathematical proofs). 2. Features of the Micro-Structure (Text within a section) Beyond the overall article structure, individual paragraphs and sentences in a scientific economic text have specific features. 2.1. Lexical Features High Terminology Density: Extensive use of specialized economic terms (elasticity of demand, marginal costs, inflation targeting, heteroscedasticity). These terms must be used with strict, unambiguous meaning. Clichés and Set Phrases: Use of standard scientific phrases for logical flow and objectivity (e.g., It can be argued that..., The data suggest..., Figure 3 illustrates..., This is consistent with the findings of...). Use of Abbreviations and Acronyms: Frequent use of standardized abbreviations (GDP, CPI, OLS, VAR, SME) after their first full definition. 2.2. Grammatical and Syntactic Features Predominance of Nominal Constructions: A preference for nouns over verbs (e.g., the implementation of the policy instead of the policy was implemented). Use of Passive	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				Voice: Common in the Methodology section to emphasize the procedure, not the researcher (e.g., The data were collected from..., The model was estimated using...). Complex and Extended Sentences: Use of complex sentences with multiple clauses (e.g., conditional clauses using if, given that; causal clauses using because, due to the fact that; concessive clauses using although, whereas) to express complex logical and causal relationships. Impersonal Constructions: Use of it is... constructions and passive voice to achieve objectivity and avoid the first-person singular pronoun I (e.g., It can be observed that..., It is assumed that...). 3. Specialized Sub-genres and Their Structural Variants The strict IMRaD model is most typical of original research articles. Other types of scientific economic texts have adapted structures. Genre Structural Features Purpose Thesis / Dissertation (MA/PhD) Expanded IMRaD with more extensive Literature Review and Methodology chapters; includes a mandatory Introduction (with novelty, practical significance, and defense statements) and a Conclusion. Presents a new, original contribution to science. Research Paper (Article) Follows the IMRaD structure most strictly. Aimed at peer-reviewed publication in academic journals. Review Article (Literature Review) Does not follow IMRaD. Structure is thematic or chronological, organized around the evolution of ideas or the comparison of different schools of thought. Its main sections are Introduction, Thematic/Historical Review, Discussion/Synthesis, and Conclusion. Preprint / Working Paper Follows IMRaD but is a preliminary version of a research article, released before formal peer review. Conference Paper / Thesis Abstract Highly condensed version of IMRaD, often focusing on Introduction, Methods, and Key Results (1-4 pages). Economic Policy Report (e.g., for a ministry) Sections: Executive Summary, Introduction, Current Situation Analysis, Policy Options & Analysis, Recommendations, Implementation Plan, Conclusion. This is more prescriptive and action-oriented. Monograph Book-length study on a specific topic. Structure is more flexible but is essentially an expanded dissertation or a series of integrated research articles. 4. Language	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				and Stylistic Functions The specific structural features serve core stylistic functions: Function How it is Achieved Precision & Unambiguity Through strict use of economic terminology and mathematical formalism. Objectivity Through the use of passive voice, impersonal constructions, and data-centric presentation, minimizing the author's personal bias. Logical Coherence Through the standardized IMRaD structure and the use of logical connectives (therefore, consequently, however, on the one hand...on the other hand). Evidence & Persuasiveness Through the mandatory separation of Results (raw findings) from Discussion (interpretation), and the justification of methodological choices. Clarity & Reproducibility Through a detailed Methodology section that provides a roadmap for any researcher to replicate the study. Conciseness Through the use of nominalizations and complex sentences, packing a great deal of information into a condensed form. In summary, the structure of a scientific economic text is not arbitrary. It is a carefully designed rhetorical framework built on the IMRaD model that serves to communicate complex, evidence-based arguments in a way that is clear, logical, verifiable, and persuasive. Mastering this structure is essential for both producing and effectively consuming scientific knowledge in the field of economics.	
		1.2	Object (concept, process, property, function, etc.) and its attributes .	Object (Concept, Process, Property, Function, etc.) and Its Attributes In scientific communication, especially in fields like economics, management, and information technology, the ability to clearly define an object and describe its attributes is fundamental. An object can be a tangible item (a computer), an abstract concept (inflation), a process (compilation), a property (liquidity), or a function (depreciation). This section outlines the standard logical-semantic structure for describing any object in a scientific or professional text, which is essential for students of Russian as a Foreign Language (RFL) at the B2–C1 level. 1. Defining an Object (Concept) A scientific definition follows a strict logical formula: Object = Class + Distinguishing Features. Component Question it answers Example (Object: "Cloud Computing") Term (Object) What is being defined? Cloud computing Class	S

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				(Hypernym) What broader category does it belong to? ...is a model... Distinguishing Features (Differentiae) What makes it unique within its class? ...for enabling ubiquitous, convenient, on-demand network access to a shared pool of configurable computing resources. Common Definition Clichés Russian Cliché English Equivalent Example is a Inflation is a sustained increase in the general price level. Liquidity is understood as the ability of an asset to be sold quickly at market price. Depreciation represents the process of transferring the cost of fixed assets. The term "processor" means a device for processing data and executing machine instructions. 2. Identifying Attributes (Properties, Features, Characteristics) Once an object is defined, its attributes must be described. Attributes are the qualities, properties, or characteristics that help identify, classify, or evaluate the object. Typology of Attributes Type of Attribute Question Example (Object: "Economic Crisis") Qualitative What kind is it? (e.g., stable/unstable, effective/ineffective) a deep crisis, a prolonged recession Quantitative How much/many? (measurable parameters) GDP fell by 7.5%, unemployment rate reached 12% Structural What are its parts? The crisis consists of a banking crisis, a debt crisis, and a liquidity crisis. Functional What does it do? What is it used for? The function of the Central Bank is to regulate the money supply. Relational How is it connected to other objects? A budget deficit is closely related to public debt. Clichés for Describing Attributes Function Russian Cliché English Equivalent Stating a property Объект обладает следующими свойствами: ... The object has the following properties: ... Listing features. Classification: Dividing a Class into Subclasses Classification	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				is the logical operation of dividing a set of objects (a class) into subsets (subclasses) based on a specific attribute (the basis of classification). Example: Classifying "Economic Systems" Basis of Classification (Attribute) Subclasses (Types of Economic Systems) By form of ownership Private, State, Mixed By coordination mechanism Market (Capitalism), Command (Planned), Traditional By level of development Developed, Developing, Transitional Clichés for Classification Russian Cliché English Equivalent are classified into. The following types of are distinguished... Based on the attribute of ..., the class ... is divided into ... Depending on ..., they distinguish 4. Belonging to a Subclass After establishing a classification, you must be able to state that a specific object belongs to a particular subclass. Example "The Russian economic system belongs to the subclass of transition economies." "The SQL language is an example of a declarative programming language." "MySQL represents a type of relational database management system (RDBMS)." Clichés for Expressing Belonging Russian Cliché English Equivalent belongs to... is included in ... is a type of 5. The Logical-Semantic Scheme for Describing an Object When writing a scientific or professional text, you can use the following 6-step scheme to provide a complete description of any object. Step Task Key Clichés 1. Definition State what the object is. 2. Essence State the most important, core idea of the object. 3. Attributes… List its main properties, features, and functions. 4. Classification Describe what types or kinds exist. ... 5. Subclass Division Explain how the class is divided into subclasses based on a specific attribute. 6. Belonging State which subclass your specific example belongs to. Practical	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				Example: Applying the Scheme Object: Cryptocurrency Step Text Cliché 1. Definition Cryptocurrency is a digital or virtual currency designed to work as a medium of exchange. 2. Essence The essence of cryptocurrency lies in its use of cryptography for security, making it difficult to counterfeit. 3. Attributes. The key properties of cryptocurrency are: decentralization, anonymity, and immutability. 4.Classification Experts distinguish several types of cryptocurrencies. 5. Subclass Division Based on their purpose, cryptocurrencies are divided into payment tokens (Bitcoin), utility tokens, and security tokens. 6. Belonging. Ethereum belongs to the subclass of utility tokens, as it is used to pay for transactions on its network. This logical-semantic scheme is a universal template for organizing information about any object, process, or concept in a scientific or professional context. Mastering it helps both to understand complex texts and to produce clear, well-structured writing.	
		1.3	Typical logical and semantic scheme of the text.	Typical Logical and Semantic Scheme of the Text In scientific, academic, and professional communication, texts are not arbitrary sets of sentences. They are constructed according to specific logical-semantic schemes (LSS) – standard models for organizing information. Understanding these schemes helps both to analyze complex texts (reading and listening) and to produce clear, well-structured ones (writing and speaking). A logical-semantic scheme represents the sequence of thought in a text. It answers the question: In what order does the author present information about an object, process, or phenomenon? 1. Why Are Logical-Semantic Schemes Important? For the Reader / Listener For the Writer / Speaker Helps predict the content of a text Provides a clear plan for organizing ideas Makes it easier to find specific information Ensures logical coherence and completeness Facilitates note-taking and summarizing Prevents omission of essential elements Reduces the effort required for comprehension Helps meet the expectations of the scientific community 2. The Universal Scheme	C3

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				for Describing an Object (Concept, Process, Property, Function) This is the most fundamental LSS, applicable to any entity in any scientific or professional field. It can be represented as a sequence of six logical steps. Step Logical Operation Key Questions Communicative Goal 1 Definition What is it? What class does it belong to? What are its distinguishing features? To introduce the object and give its precise meaning. 2 Essence What is the main, most important idea behind it? To reveal the core, the fundamental principle. 3 Attributes / Properties / Functions What are its qualities? What does it do? What is it used for? To provide a detailed characterization. 4 Structure / Composition What parts does it consist of? To show the internal organization (if relevant). 5 Classification What types or kinds exist? What is the basis for dividing them? To show the relationship of this object to others in its class. 6 Example / Belonging Can you give a concrete example? Which subclass does it belong to? To provide a concrete illustration. Note: This scheme is modular. A specific text may not use all six steps. A short definition will use only step 1. A complex research paper may expand each step into a separate section. 3. The Scheme for Describing a Process When the object of description is a process (e.g., inflation, algorithm execution, software installation), the LSS changes. The focus shifts from static attributes to dynamic stages. Step Logical Operation Key Questions Key Clichés 1 Definition of the process What is this process? 2 Purpose / Function of the process Why does it happen? What is its result? 3. Conditions for the process When does it start? What is required for it to occur? 4. Stages / Steps of the process What are the main stages? What happens first, then, finally? 5. Result / Outcome What is the final product or state? 4. The Scheme for Comparison and Contrast This LSS is used to analyze the similarities and differences between two or more	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				objects, processes, or concepts. Step Logical Operation Key Questions Key Clichés 1 Introduction of objects What objects are being compared? 2 Basis for comparison On what grounds will they be compared? The comparison is conducted based on the following parameters: ... 3 Similarities What features are common to both? 4 Differences How do they differ? 5. Conclusion / Evaluation Which is better / more effective / more appropriate? 5. The Scheme for Cause and Effect (Explanation) This LSS is used to explain why a phenomenon occurs or what consequences it leads to. Step Logical Operation Key Questions Key Clichés 1 Statement of phenomenon What happened? What is being observed? 2 Causes Why did it happen? 3 Mechanism / Process How did the cause lead to the effect? As a result..., This led to..., The mechanism consists of the following: ... 4 Effects / Consequences What did this lead to? The consequence of ... is ..., This caused ..., In the end..... 6. The Scheme for Argumentation (Persuasion) This LSS is used in academic writing, policy papers, and business proposals to convince the reader of a certain point of view. Step Logical Operation Key Questions Key Clichés 1 Thesis What is the main claim? What does the author want to prove? This work proves that ..., The author claims that..., The purpose of the argumentation is to show that ... 2 Argument 1 What is the first reason? Firstly..., As the first argument, one can cite ... 3 Evidence / Example 1 What data or example supports this argument? For example..., This is confirmed by the data ... 4 Argument 2 What is the second reason? Secondly..., In addition, ... 5 Evidence	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				Example 2. What data or example supports this argument? 6. Conclusion What conclusion follows from the arguments? ... 7. Clichés for Navigating the Text These clichés signal transitions between the steps of any logical-semantic scheme. Function Russian Cliché English Equivalent Starting a topic Let us focus on..., Let us consider... Continuing Furthermore..., Moreover... Contrasting .However..., In contrast to... Concluding Thus..., So..., Consequently... Giving an example For example..., For instance... Showing cause Because..., Since... Showing effect. Therefore..., As a result..... 8. Practical Application To analyze any scientific or professional text, ask yourself: What is the object of description? (A concept, a process, a comparison, a cause-effect relationship?) Which logical-semantic scheme is being used? (Use the tables above to match.) Which steps are present? (Not all schemes use all steps.) What are the key clichés that signal the transitions between steps? By answering these questions, you can quickly deconstruct any complex text and understand its underlying logical structure. Similarly, when writing, you can use these schemes as blueprints to organize your thoughts before you write a single sentence. Summary Table: LSS at a Glance Type of Scheme Central Question Key Steps Object Description What is it? Definition → Attributes → Classification Process Description How does it happen? Stages (first, then, finally) → Result Comparison How are they similar/different? Similarities → Differences → Conclusion Cause and Effect Why did it happen? Cause → Mechanism → Effect Argumentation Why should I believe this? Thesis → Arguments → Evidence → Conclusion Mastering these typical logical-semantic schemes is a core skill for academic and professional success. They provide the scaffolding upon which clear, logical, and persuasive	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				communication is built.	
		1.4	Subclasses of concepts. Belonging of a concept to a subclass.	Subclasses of Concepts. Belonging of a Concept to a Subclass In scientific and professional communication, precise categorization is essential. Understanding subclasses and the belonging of a concept to a specific subclass allows for clear, logical, and unambiguous description. This topic is a natural extension of the logical-semantic scheme for describing an object and is crucial for effective communication in fields like economics, IT, management, and linguistics. 1. Class and Subclass: Basic Definitions Term Definition Example Class (Hypernym) A broad category or set of objects that share common characteristics. Transport Subclass (Hyponym) A subset of a class that has all the characteristics of the class plus at least one additional distinguishing feature. Land transport Element / Instance A specific individual object belonging to a subclass. A Toyota Camry Visual Hierarchy (Tree Diagram): text CLASS: Economic Systems | ---------- | | SUBCLASS: Market Economy SUBCLASS: Command Economy | | ---------- | | | ELEMENT: ELEMENT: ELEMENT: US Economy German Economy North Korean Economy Key Point: A subclass is both a class (in relation to its elements) and a subclass (in relation to the broader class above it). This is called a relative concept. 2. The Basis for Division: Why Subclasses Exist A class is divided into subclasses based on a specific attribute or criterion. This is called the basis of division. Changing the basis of division results in a completely different set of subclasses. Example: Classifying the Concept "Languages" Basis of Division (Attribute) Subclasses Elements By genetic origin Indo-European, Sino-Tibetan, Altaic, etc. Russian (Indo-European) By number of speakers Major, Medium, Minor, Endangered English (Major) By social status Official, Regional, Minority Russian (Official in Russia) By language typology Analytical, Synthetic, Agglutinative English (Analytical) Conclusion: The same concept ("Russian language") belongs to different subclasses	LC, S

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				depending on which attribute we choose as the basis for classification. 3. The Hierarchy of Classes and Subclasses Concepts can be organized into multi-level hierarchies. An element at one level becomes a class at the next level down. Example: The Concept "Database" Level Category Example Level 1 (Highest) Class Databases Level 2 SubclassRelational Databases Level 3 Sub-subclass Distributed Relational Databases Level 4 (Lowest) Element (Instance) Google Spanner Rule: The lower the level, the more specific (and numerous) the distinguishing features. 4. How to Express Belonging to a Subclass In scientific and professional Russian, specific clichés are used to indicate that a concept belongs to a particular subclass. These clichés express the logical relationship of hyponymy (is-a relationship). 4.1. Clichés for Stating Belonging Russian Cliché English Equivalent Example belongs to ..... is anMySQL ... is included in ... is classified as ... Russia is often classified as a country with a transitional economy. 4.2. Clichés for Negating Belonging Russian Cliché English Equivalent Example ... ... does not belong to ... ... is not a ... differs from ... NoSQL 5. The Full Logical-Semantic Scheme for Belonging When describing the belonging of a concept to a subclass, a scientific text typically follows this 5-step logical scheme: Step Operation Key Questions Example (Object: "Java") 1 Define the class What is the broader category? Programming languages are formal languages for writing computer	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				programs. 2 State the basis for divisionOn what attribute are we classifying? Programming languages can be classified by their execution model. 3 List the subclasses What are the subclasses within the class? They are divided into compiled and interpreted languages. 4 State the distinguishing feature of the subclass What characterizes the chosen subclass? Compiled languages are translated entirely into machine code before execution. 5 State the belonging Which subclass does our object belong to? Java belongs to the subclass of compiled languages (with Just-In-Time compilation). 6. Practical Examples from Different Fields Example 1: Economics Step Text Class Economic systems are a set of mechanisms for organizing production, distribution, and consumption. Basis for division Based on the mechanism for coordinating economic activity... Subclasses ...they are divided into market, command, and mixed economies. Distinguishing feature A market economy is characterized by private property and decentralized decision-making. Belonging The modern Chinese economic system belongs to the subclass of mixed economies. Example 2: Information Technology Step Text Class Computer networks are systems of interconnected computers. Basis for division Based on geographical scale... Subclasses ...they are divided into Local Area Networks (LAN), Metropolitan Area Networks (MAN), and Wide Area Networks (WAN). Distinguishing feature A LAN typically covers a single building or campus. Belonging The network of a university campus belongs to the subclass of LAN. Example 3: Linguistics (for RFL) Step Text Class Languages can be classified according to their morphological type. Basis for division Based on how they form words and express grammatical relations... Subclasses ...they are divided into isolating, agglutinative, fusional, and polysynthetic languages. Distinguishing feature Fusional languages use one morpheme to express multiple grammatical categories. Belonging The Russian language belongs to the subclass of fusional (inflectional) languages. 7. Common Mistakes and How to Avoid Them Mistake Example	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				Correction Inconsistent basis for division Databases are divided into relational, distributed, and open-source. (Mixed criteria) By data model: relational, document, graph. By distribution: centralized, distributed. Overlapping subclasses Languages are divided into European and analytical. (An analytical language can be European) By geography: European, Asian. By typology: analytical, synthetic. Incomplete classification Economic systems are divided into market and command. (Missing mixed economies) ...are divided into market, command, and mixed economies. Incorrect level of belonging MySQL belongs to the class of databases. (Too general) MySQL belongs to the subclass of relational databases. 8. Practical Exercises for Students (RFL B2-C1) Exercise 1. Identify the Subclass Read the text and answer: To which subclass does the object belong? On what basis? "In programming, there are two main paradigms: object-oriented and functional. Java is a language that uses objects and classes to structure code." Answer: Java belongs to the subclass of object-oriented programming languages. Basis: programming paradigm. Exercise 2. Complete the Scheme Fill in the blanks. Class: Financial assets Basis for division: By risk level Subclasses: Low-risk, medium-risk, high-risk Distinguishing feature: Low-risk assets provide stable but small returns. Belonging: Government bonds _____the subclass of _____assets. Answer: Government bonds belong to the subclass of low-risk assets. Exercise 3. Write Your Own Scheme Choose an object from your field of study (e.g., "Operating System," "Market Structure," "Grammatical Case") and write a 5-step logical scheme describing its belonging to a subclass. Summary Table Concept Definition Key Clichés Class A broad category К классу ... относятся ... Subclass A subset with additional features Выделяют следующие подклассы ... Basis for division The attribute used for classification По признаку ... Belonging The relationship between an element and a subclass. Understanding subclasses and the logical operation of establishing belonging is essential for clear scientific and professional communication. It allows you to move from general statements to precise, specific	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				claims, and to organize complex information in a way that is logical and easy to follow.	
		1.5	Expansion, contraction, and specification of the theme of the text.	Expansion, Contraction, and Specification of the Theme of the Text In scientific and professional communication, a text is not a static entity. The author constantly manipulates the theme (what is being discussed) to guide the reader through the argument, to provide necessary context, and to focus on specific details. Understanding how to expand, contract, and specify the theme is essential for both analyzing complex texts and producing clear, well-structured writing. This topic is a natural extension of the logical-semantic scheme and the principles of theme-rheme organization (aktual'noye chleneniye). 1. Key Concepts: Theme and Its Dynamics Term Definition Theme (Topic) What is being discussed; the "given" information that serves as the starting point of a sentence or text. Expansion Moving from a narrower, more specific theme to a broader, more general one. Contraction Moving from a broader, more general theme to a narrower, more specific one. Specification A type of contraction that involves adding details, parameters, or conditions to make the theme more precise and unambiguous. Visual Representation: text CONTRACTION / SPECIFICATION (Narrowing) ↑ [Broad Theme] ↓ EXPANSION (Widening) [Narrow Theme] ← → [Specific Theme] 2. Expansion of the Theme Expansion is the logical operation of moving from a particular case to a general principle, from an element to its class, or from a specific example to a broader context. 2.1. When is Expansion Used? Situation Purpose Concluding a section To show the broader implications of specific findings. Introducing a new topic To place a specific problem within a larger framework. Connecting to previous research To show how a specific study relates to a general field. Formulating a general law or principle To derive a universal statement from specific observations. 2.2. Linguistic Markers of Expansion Russian Marker English Equivalent Function В более широком смысле ... In a broader sense... Signals a move to a higher level of abstraction. Обобщая, можно сказать, что ... To generalize, one can say that... Introduces a	LC, S

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				general conclusion. Не только ..., но и ... Not only..., but also... Expands the scope of the statement. Это относится и к ... This also applies to... Extends a specific finding to a new area. С этой точки зрения ... From this perspective... Shows how a specific case fits into a general framework. 2.3. Example of Expansion Original (Narrow Theme): The interest rate hike by the Central Bank of Russia in July 2024 led to a decrease in consumer lending. Expanded Theme (Broader Context): In a broader sense, this decision reflects a global trend of central banks using monetary policy to combat inflation. Expanded Theme (General Principle): Thus, raising the key interest rate is an effective, albeit blunt, instrument for cooling an overheated economy. 3. Contraction of the Theme Contraction is the logical operation of moving from a general principle to a particular case, from a class to an element, or from a broad context to a specific example. 3.1. When is Contraction Used? Situation Purpose Starting a new section To announce the specific sub-topic that will be discussed. Providing an example To illustrate a general statement with a concrete instance. Focusing the analysis To narrow the scope of the research to a manageable size. Formulating a hypothesis To derive a specific, testable claim from a general theory. 3.2. Linguistic Markers of Contraction Russian Marker English Equivalent Function In particular... Signals a move to a more specific case. Рассмотрим, например, ... Let us consider, for example... Introduces an illustrative example. Ограничимся ... We will limit ourselves to... Explicitly narrows the scope. Сосредоточим внимание на ... We will focus on... Announces a specific sub-topic. На примере ... Using the example of... Introduces a case study. 3.3. Example of Contraction Original (Broad Theme): Monetary policy tools influence macroeconomic stability. Contracted Theme (Specific Case): In particular, we will examine the impact of the refinancing rate on inflation in Russia. Contracted Theme (Example): *For example, during the 2014-2015 financial crisis, the Central Bank sharply raised the key rate to stabilize the ruble.* 4. Specification of the Theme Specification is a subtype of contraction. While	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				contraction can be a simple narrowing of scope, specification involves adding concrete parameters, conditions, or attributes to a theme to make it more precise and unambiguous. It answers the questions: Which exactly? Under what conditions? With what limitations? 4.1. When is Specification Used? Situation Purpose Defining the subject of research To state exactly what will be studied, eliminating ambiguity. Describing experimental conditions To provide the precise parameters of a study. Clarifying a statement To avoid misunderstandings. Operationalizing a concept To turn an abstract concept into a measurable variable. 4.2. Linguistic Markers of Specification Russian Marker English Equivalent Function А именно ... Namely... Introduces a precise clarification. Точнее говоря ... More precisely... Corrects or refines a previous statement Under the condition that... Specifies the necessary conditions. В In the period from... to... Specifies a time frame... With the following parameters: ... Lists specific attributes. Имеется в виду ... This means... / By this we mean... Clarifies the intended meaning. 4.3. Example of Specification Original (General Theme): The company's performance improved. Specified Theme (With concrete parameters): *The company's performance improved in the third quarter of 2024, specifically, its EBITDA margin increased by 15% year-over-year. * Original (Abstract Concept): We will study customer loyalty. Specified Theme (Operationalized): *We will study customer loyalty as measured by the Net Promoter Score (NPS) based on a survey of 500 respondents. * 5. The Full Logical Scheme: A Step-by-Step Example Let us trace how a theme can be expanded, contracted, and specified within a single scientific text (e.g., an economics paper). Step Operation Text Linguistic Marker 1 Broad Theme (Introduction) Digital transformation is reshaping the global economy. (Statement of general context) 2 Contraction *This paper will focus on the impact of digitalization on small and medium-sized enterprises (SMEs). * 3 Specification *More	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				precisely, we will analyze the effect of adopting cloud-based accounting software on the liquidity of SMEs in the IT services sector in Moscow during the period 2022-2024. * А именно ..., Точнее говоря ... 4 Contraction (to an example) For example, we will conduct a case study of three SMEs that implemented the "1C:Cloud" platform. Например, ... 5 Expansion (conclusion) Thus, our findings contribute to the broader understanding of how digital tools can enhance financial stability in the SME segment. Таким образом ..., В более широком смысле .... 6. Practical Exercises for Students (RFL B2-C1) Exercise 1. Identify the Operation Read the following pairs of sentences. Does the second sentence expand, contract, or specify the theme of the first? Inflation is a rise in the general price level. This paper will examine the causes of inflation in Russia after the 2022 sanctions. Machine learning algorithms are used for data classification. In a broader sense, they are a subset of artificial intelligence. The company needs to improve its logistics. Namely, it needs to reduce delivery times from 5 days to 2 days. Answers: 1. Contraction, 2. Expansion, 3. Specification. Exercise 2. Expand the Theme Take the following specific statement and write two expanded versions: (a) a broader context, (b) a general principle. Statement: The Russian ruble weakened against the US dollar in August 2024. Example Answer: (a) This trend is part of a broader strengthening of the US dollar against most emerging market currencies. (b) Thus, currency fluctuations are influenced by both domestic monetary policy and global investor sentiment. Exercise 3. Specify the Theme Take the following general statement and make it more specific by adding parameters: time, place, measurement, and conditions. Statement: The new software increased productivity. Example Answer: *The new software increased productivity at the XYZ factory in Tula during the first quarter of 2024, as measured by units produced per labor hour, under the condition that no major equipment failures occurred. * Exercise 4. Analyze a Text Find a short scientific article (or a section of a textbook). Identify one example of expansion, one example of contraction, and one example of specification. Underline	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				the linguistic markers. Summary Table Operation Direction Purpose Key Markers Expansion Narrow → Broad Generalize, conclude, connect to a larger context Contraction Broad → Narrow Focus, provide an example, narrow the scope. Specification General → Precise Add concrete parameters, eliminate ambiguity. Mastering the dynamics of theme expansion, contraction, and specification is a core skill for academic writing and reading. It allows you to move seamlessly between general statements and specific evidence, and to present complex information in a clear, logical, and reader-friendly manner.	
		1.6	Educational and speech situations in the lessons of oral practice of the Russian language.	Educational and Speech Situations in the Lessons of Oral Practice of the Russian Language In teaching Russian as a foreign language (RFL), the development of oral speech skills is one of the most challenging and essential tasks. A key methodological tool for achieving this is the creation of educational and speech situations (ESS) – simulated or real-life contexts that motivate students to use the language actively and meaningfully. This material outlines the concept, types, structure, and practical application of ESS in oral practice lessons, which is crucial for students at the B1–C1 levels. 1. Concept of an Educational and Speech Situation An educational and speech situation is a set of conditions (communicative, social, psychological) that create a natural need for speech and direct the student's communicative intention toward achieving a specific practical goal. Unlike a purely linguistic exercise (e.g., "conjugate the verb 'to go'"), an ESS is characterized by: Feature Description Authenticity The situation resembles a real-life communication scenario (e.g., ordering food in a restaurant, discussing a project at work). Motivation The student has a genuine (or simulated) need to speak: to inform, persuade, request, apologize, etc. Role-playing Students often assume specific social roles (customer, doctor, manager, friend). Problem-solving The situation usually contains a problem or task that requires verbal interaction to resolve. Contextuality The situation is embedded in a	LC, S

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				specific time, place, and social context. Key Definition (after E.I. Passov): An ESS is a system of relationships between communicants that reflects their mutual intentions, motivations, and the conditions of communication, and which serves as a basis for learning to speak. 2. Components of an Educational and Speech Situation For an ESS to be effective, it must contain several key structural components. Component Description Example (Topic: "At the Doctor's Office") 1. Communicative Goal What the student must achieve through speech. To describe symptoms, understand the diagnosis, and receive a prescription. 2. Social Roles The roles students assume. Patient, doctor, nurse, receptionist. 3. Setting (Time, Place) The physical and temporal context. A polyclinic, during working hours, afternoon. 4. Background Information Initial data that the student has or receives. The patient has a high fever and cough. The doctor is busy. 5. Speech Task A specific, concrete assignment that triggers speech. "You are the patient. Call the clinic, make an appointment, and then describe your symptoms to the doctor. Ask about the treatment." 3. Typology of Educational and Speech Situations ESS can be classified according to several criteria. 3.1. By Degree of Authenticity Type Description Example Natural (Real) Occurs spontaneously in the classroom or in real life. A student asks to borrow a pen; a student explains that they were absent. Simulated (Educational) A structured role-play created by the teacher. A simulated negotiation between a buyer and a seller. Conditional (Quasi-real) An exercise where the situation is described, but roles and actions are limited. "Imagine you are in a hotel. Ask the receptionist for a wake-up call." 3.2. By Type of Communicative Goal Type Goal Key Speech Acts Informative To obtain or transmit information. Questioning, describing, narrating, reporting. Regulatory To influence the behavior of the interlocutor. Requesting, ordering, advising, prohibiting. Evaluative To express an opinion or assessment. Praising, criticizing, agreeing, disagreeing. Etiquette To maintain social relations. Greeting, apologizing, thanking, congratulating. 3.3. By Number of Participants Type	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				Description Dyadic Two participants (e.g., doctor-patient, buyer-seller). Group Three or more participants (e.g., a family dinner, a business meeting). Mass One speaker addressing an audience (e.g., a presentation, a lecture). 4. The Structure of an Oral Practice Lesson Using ESS A lesson built around ESS typically follows a clear sequence of stages. Stage Teacher's Role Students' Role Example Activity 1. Preparation (Orientation) Introduces the topic, activates vocabulary, presents grammar models, explains the situation. Listen, recall known vocabulary, ask clarifying questions. Brainstorming vocabulary related to "Airport." 2. Presentation of the ESS Describes the setting, roles, and task. Distributes role cards or props. Read role cards, understand their task, prepare questions. "You are at the check-in counter. Your flight is delayed. Ask the agent about the new departure time and compensation." 3. Speech Interaction (Core) Monitors, provides help, notes errors (without interrupting). Actively communicate to achieve their communicative goal. Role-play in pairs: Passenger vs. Airline Agent. 4. Analysis and Feedback Comments on success in achieving the goal. Corrects key errors. Analyzes effective strategies. Self-assess their performance. Listen to feedback. Teacher: "Did you get the information you needed? What phrases helped you?" 5. Variation / Extension Offers a variation of the situation with a new challenge. Repeat the interaction with a different partner or a more complex task. "Now you are at the luggage claim. Your suitcase is missing. Speak to the agent." 5. Examples of ESS for Oral Practice (by Level) 5.1. Level A2 (Elementary) Topic Situation Roles Speech Goals My Day You are talking to a new friend about your daily schedule. Two friends Ask and answer about daily routines; use time expressions. In a Café You are ordering breakfast in a student cafeteria. Customer, Waiter Request food and drinks; ask about prices; use polite forms. 5.2. Level B1 (Threshold) Topic Situation Roles Speech Goals Apartment Rental You are calling the landlord to inquire about an apartment you saw online. Potential tenant, Landlord Describe requirements	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				(furniture, location, price); ask for details; negotiate the move-in date. Business Trip You are a manager. Your assistant did not book the flight you requested. Discuss the situation. Manager, Assistant Apologize, explain the mistake, propose a solution, express disappointment, accept an apology. 5.3. Level B2–C1 (Advanced) Topic Situation Roles Speech Goals Project Presentation You are presenting a new marketing strategy to the board of directors. Project leader, Board members Present data (graphs, trends), argue for the strategy, answer challenging questions, persuade, handle criticism. Job Interview You are interviewing for a senior analyst position at a consulting firm. Candidate, HR Manager, Department Head Describe your professional experience (projects, results), answer behavioral questions ("Tell me about a time you failed"), ask about salary and responsibilities. 6. Speech Clichés for Typical Educational and Speech Situations Mastering clichés (standard phrases) is crucial for fluency in oral practice. 6.1. For Expressing an Opinion (Evaluative Situations) Russian English In my opinion... I believe that... From my point of view... I completely agree. I'm not sure that... 6.2. For Making Requests (Regulatory Situations) Russian English Would you be so kind as to... May I ask you to... Вы не могли бы ... ? Could you please...? Allow me to... 6.3. For Apologizing and Thanking (Etiquette Situations) Russian English. I'm sorry, please. I am very sorry, but... I offer my apologies. (Formal) Thank you very much for... I am very grateful to you. 6.4. For Asking for Clarification (Informative Situations) Russian English Sorry, I didn't understand. Repeat, please. What do you mean? Did I understand correctly that...?	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				Could you explain...? 7. Practical Recommendations for Teachers Recommendation Rationale Start with highly structured situations (A2-B1) Students need clear roles and tasks before they can handle ambiguity. Use props and visual aids Maps, menus, photos, and objects make the situation more concrete and memorable. Do not interrupt fluency for minor errors Correct errors during the feedback stage, not during the role-play. Vary pairings (strong-weak, weak-weak, strong-strong) Different pairings serve different goals: modeling, practice, and challenge. Record and analyze For advanced levels, record role-plays and analyze them with the student. Create a "situation bank" Collect successful scenarios and adapt them for different levels. 8. Practical Exercises for Students Exercise 1. Identify the Components Read the following ESS description and identify: (1) Communicative goal, (2) Roles, (3) Setting, (4) Speech task. "You are a journalist. Your task is to interview a visiting economist about the impact of sanctions on the Russian IT sector. You have 10 minutes. Ask at least 5 questions. Record the interview on your phone." Exercise 2. Complete the Clichés Fill in the blanks with appropriate speech clichés. Suggested Answers: Exercise 3. Role-Play Creation In pairs, create a 2-minute role-play for the following situation. Write down key vocabulary and 5-7 speech clichés you will use. Situation: You are a student. Your professor has just returned your term paper with a failing grade. You do not understand why. Go to the professor's office hours to discuss the grade and ask for a chance to revise the paper. Summary Table Concept Definition Key Components Educational and Speech Situation A simulated or real context that creates a need for speech. Goal, Roles, Setting, Task Authentic Situation A real-life scenario (e.g., a real conversation). High unpredictability Simulated Situation A structured role-play created by the teacher. Roles defined by cards Speech Clichés	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				Standard phrases for typical communicative acts. Educational and speech situations are the bridge between classroom exercises and real-world communication. By systematically creating and practicing these situations, students develop not only grammatical accuracy but also communicative competence – the ability to use language appropriately, fluently, and effectively to achieve their goals.	
		1.7	Scientific terminology. Semantic potential of affixes.	Educational and Speech Situations in the Lessons of Oral Practice of the Russian Language In teaching Russian as a foreign language (RFL), the development of oral speech skills is one of the most challenging and essential tasks. A key methodological tool for achieving this is the creation of educational and speech situations (ESS) – simulated or real-life contexts that motivate students to use the language actively and meaningfully. This material outlines the concept, types, structure, and practical application of ESS in oral practice lessons, which is crucial for students at the B1–C1 levels. 1. Concept of an Educational and Speech Situation An educational and speech situation is a set of conditions (communicative, social, psychological) that create a natural need for speech and direct the student's communicative intention toward achieving a specific practical goal. Unlike a purely linguistic exercise (e.g., "conjugate the verb 'to go'"), an ESS is characterized by: Feature Description Authenticity The situation resembles a real-life communication scenario (e.g., ordering food in a restaurant, discussing a project at work). Motivation The student has a genuine (or simulated) need to speak: to inform, persuade, request, apologize, etc. Role-playing Students often assume specific social roles (customer, doctor, manager, friend). Problem-solving The situation usually contains a problem or task that requires verbal interaction to resolve. Contextuality The situation is embedded in a specific time, place, and social context. Key Definition (after E.I. Passov): An ESS is a system of relationships between communicants that reflects their mutual intentions, motivations, and the conditions of communication, and which serves as a basis for learning to speak. 2. Components of an Educational and Speech	LC, S

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				Situation For an ESS to be effective, it must contain several key structural components. Component Description Example (Topic: "At the Doctor's Office") 1. Communicative Goal What the student must achieve through speech. To describe symptoms, understand the diagnosis, and receive a prescription. 2. Social Roles The roles students assume. Patient, doctor, nurse, receptionist. 3. Setting (Time, Place) The physical and temporal context. A polyclinic, during working hours, afternoon. 4. Background Information Initial data that the student has or receives. The patient has a high fever and cough. The doctor is busy. 5. Speech Task A specific, concrete assignment that triggers speech. "You are the patient. Call the clinic, make an appointment, and then describe your symptoms to the doctor. Ask about the treatment." 3. Typology of Educational and Speech Situations ESS can be classified according to several criteria. 3.1. By Degree of Authenticity Type Description Example Natural (Real) Occurs spontaneously in the classroom or in real life. A student asks to borrow a pen; a student explains that they were absent. Simulated (Educational) A structured role-play created by the teacher. A simulated negotiation between a buyer and a seller. Conditional (Quasi-real) An exercise where the situation is described, but roles and actions are limited. "Imagine you are in a hotel. Ask the receptionist for a wake-up call." 3.2. By Type of Communicative Goal Type Goal Key Speech Acts Informative To obtain or transmit information. Questioning, describing, narrating, reporting. Regulatory To influence the behavior of the interlocutor. Requesting, ordering, advising, prohibiting. Evaluative To express an opinion or assessment. Praising, criticizing, agreeing, disagreeing. Etiquette To maintain social relations. Greeting, apologizing, thanking, congratulating. 3.3. By Number of Participants Type Description Dyadic Two participants (e.g., doctor-patient, buyer-seller). Group Three or more participants (e.g., a family dinner, a business meeting). Mass One speaker addressing an audience (e.g., a presentation, a lecture). 4. The Structure of an Oral Practice Lesson Using ESS A lesson built around ESS typically	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				follows a clear sequence of stages. Stage Teacher's Role Students' Role Example Activity 1. Preparation (Orientation) Introduces the topic, activates vocabulary, presents grammar models, explains the situation. Listen, recall known vocabulary, ask clarifying questions. Brainstorming vocabulary related to "Airport." 2. Presentation of the ESS Describes the setting, roles, and task. Distributes role cards or props. Read role cards, understand their task, prepare questions. "You are at the check-in counter. Your flight is delayed. Ask the agent about the new departure time and compensation." 3. Speech Interaction (Core) Monitors, provides help, notes errors (without interrupting). Actively communicate to achieve their communicative goal. Role-play in pairs: Passenger vs. Airline Agent. 4. Analysis and Feedback Comments on success in achieving the goal. Corrects key errors. Analyzes effective strategies. Self-assess their performance. Listen to feedback. Teacher: "Did you get the information you needed? What phrases helped you?" 5. Variation / Extension Offers a variation of the situation with a new challenge. Repeat the interaction with a different partner or a more complex task. "Now you are at the luggage claim. Your suitcase is missing. Speak to the agent." 5. Examples of ESS for Oral Practice (by Level) 5.1. Level A2 (Elementary) Topic Situation Roles Speech Goals My Day You are talking to a new friend about your daily schedule. Two friends Ask and answer about daily routines; use time expressions. In a Café You are ordering breakfast in a student cafeteria. Customer, Waiter Request food and drinks; ask about prices; use polite forms. 5.2. Level B1 (Threshold) Topic Situation Roles Speech Goals Apartment Rental You are calling the landlord to inquire about an apartment you saw online. Potential tenant, Landlord Describe requirements (furniture, location, price); ask for details; negotiate the move-in date. Business Trip You are a manager. Your assistant did not book the flight you requested. Discuss the situation. Manager, Assistant Apologize, explain the mistake, propose a solution, express disappointment, accept an apology. 5.3. Level	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				B2–C1 (Advanced) Topic Situation Roles Speech Goals Project Presentation You are presenting a new marketing strategy to the board of directors. Project leader, Board members Present data (graphs, trends), argue for the strategy, answer challenging questions, persuade, handle criticism. Job Interview You are interviewing for a senior analyst position at a consulting firm. Candidate, HR Manager, Department Head Describe your professional experience (projects, results), answer behavioral questions ("Tell me about a time you failed"), ask about salary and responsibilities. 6. Speech Clichés for Typical Educational and Speech Situations Mastering clichés (standard phrases) is crucial for fluency in oral practice. 6.1. For Expressing an Opinion (Evaluative Situations) Russian English In my opinion... I believe that... ... From my point of view... I completely agree. Я не уверен(а), что ... I'm not sure that... 6.2. For Making Requests (Regulatory Situations) Russian English, ... Would you be so kind as to... Можно Вас попросить ... May I ask you to... Вы не могли бы ... ? Could you please...? Разрешите мне ... Allow me to... 6.3. For Apologizing and Thanking (Etiquette Situations) Russian English Извините, пожалуйста. I'm sorry, please. Мне очень жаль, но ... I am very sorry, but... I offer my apologies. (Formal) Thank you very much for.... I am very grateful to you. 6.4. For Asking for Clarification (Informative Situations) Russian English Sorry, I didn't understand. Repeat, please. What do you mean? Did I understand correctly that...? Could you explain...? 7. Practical Recommendations for Teachers Recommendation Rationale Start with highly structured situations (A2-B1) Students need clear roles and tasks before they can handle ambiguity. Use props and visual aids Maps, menus, photos, and objects make the situation more concrete and memorable. Do	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				not interrupt fluency for minor errors Correct errors during the feedback stage, not during the role-play. Vary pairings (strong-weak, weak-weak, strong-strong) Different pairings serve different goals: modeling, practice, and challenge. Record and analyze For advanced levels, record role-plays and analyze them with the student. Create a "situation bank" Collect successful scenarios and adapt them for different levels. 8. Practical Exercises for Students Exercise 1. Identify the Components Read the following ESS description and identify: (1) Communicative goal, (2) Roles, (3) Setting, (4) Speech task. "You are a journalist. Your task is to interview a visiting economist about the impact of sanctions on the Russian IT sector. You have 10 minutes. Ask at least 5 questions. Record the interview on your phone." Exercise 2. Complete the Clichés Fill in the blanks with appropriate speech clichés. Suggested Answers: Exercise 3. Role-Play Creation In pairs, create a 2-minute role-play for the following situation. Write down key vocabulary and 5-7 speech clichés you will use. Situation: You are a student. Your professor has just returned your term paper with a failing grade. You do not understand why. Go to the professor's office hours to discuss the grade and ask for a chance to revise the paper. Summary Table Concept Definition Key Components Educational and Speech Situation A simulated or real context that creates a need for speech. Goal, Roles, Setting, Task Authentic Situation A real-life scenario (e.g., a real conversation). High unpredictability Simulated Situation A structured role-play created by the teacher. Roles defined by cards Speech Clichés Standard phrases for typical communicative acts. Educational and speech situations are the bridge between classroom exercises and real-world communication. By systematically creating and practicing these situations, students develop not only	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				grammatical accuracy but also communicative competence – the ability to use language appropriately, fluently, and effectively to achieve their goals. Scientific terminology. Semantic potential of affixes. Scientific Terminology. Semantic Potential of Affixes Scientific terminology is the specialized vocabulary used to denote concepts, phenomena, processes, and properties in various fields of science and technology. It forms the foundation of scientific communication, enabling precise, unambiguous, and efficient exchange of information among specialists. One of the most productive ways to form scientific terms is affixation – the addition of prefixes (prefixes) and suffixes to roots. Understanding the semantic potential of affixes (the range of meanings they can express) is crucial for both understanding and generating scientific texts in Russian, especially for foreign students at advanced levels (B2–C1). 1. Scientific Terminology: General Characteristics Scientific terminology is not a random collection of words; it is a system with specific properties. Property Description Example Precision (Unambiguity) Within a given field, a term should have one clear meaning. Morpheme (linguistics) – the smallest meaningful unit of language. Systematicity Terms are related to each other, forming conceptual hierarchies. Morpheme → root, prefix, suffix, infix. Internationality Many terms are similar across languages (often from Greek or Latin roots). Computer (English), компьютер (Russian), computador (Spanish). Conciseness Terms are often compact, conveying complex ideas in one word.Laser (light amplification by stimulated emission of radiation). Derivational Capacity Terms can generate new words (verbs, adjectives, other nouns). Algorithm → algorithmic, algorithmize, algorithmization. 2. Why Affixes Matter in Scientific Terminology In Russian, scientific terms are often created by adding affixes to roots. This is because affixes carry specific, predictable meanings that allow for the systematic creation of new terms. Key Point: The same affix often carries the same (or similar) meaning across dozens or even hundreds of scientific terms. Learning the meaning of a few productive affixes can help a student guess the meaning of many unfamiliar words. 3. Semantic Potential	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				of Prefixes (Prefixes) Prefixes in scientific terminology usually modify, specify, or reverse the meaning of the root. 3.1. Prefixes of Negation and Opposition Prefix Meaning Example Translation a- (an-) absence, lack (from Greek) antivirus, antithesis де(з)- (des-) removal, reversal difficulty, disorder dysfunction, imbalance not (native Russian) against, opposing, counterattack, counterexample 3.2. Prefixes of Spatial and Temporal Relations Prefix Meaning Example Translation architectonics, archipelago гипер- over, above, excessive hyperlink, hyperbole, hypertension гипо- under, below, deficient hypothesis, physical inactivity, pituitary gland интер- between, among Internet, interface, interference within, inside intravenous, intrapsychic between (native Russian) interdisciplinary, interatomic above, super- (native)superstructure, adrenal gland под- under, sub-(native) subsystem, subgroup пост-after, later postmodernism, post-Soviet пред- (пре-) before, pre- prerequisite, pre-infarction суб-under, sub- subculture, subcontinent above, super- supercomputer, supermarket beyond	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				outside, external, inside, internal, endogenous, endocrine 3.3. Prefixes of Intensity and Degree Prefix Meaning Example Translation large, macroscopic macroeconomics, macromolecule, small, microscopic microprocessor, microbiology many multimedia, multiculturalism, proving ground, polytechnical one, single monitoring, monopoly, universal, university two, double binary, bipolar, dialogue, dipole pseudo-, almost pseudoscientific, quasi-market 4. Semantic Potential of Suffixes Suffixes are even more productive than prefixes in scientific terminology. They typically change the part of speech and add a specific categorical meaning. 4.1. Suffixes for Nouns Suffix Meaning Part of Speech Example Translation Process / Result action, process, result Noun (neuter/fem.) management, research, automation, integration -action or result (colloquial, but used in technical contexts) Noun (fem.)verification, development Quality / Property abstract property or quality Noun (fem.) precision, linearity, dependence state or quality Noun (neut.) property, equality, production Agent / Instrument person or thing that performs an action Noun (masc.) researcher, teacher, switch person by occupation	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				postgraduate, respondent Abstraction / Branch of Science -логи(я) field of study Noun (fem.) лингвистика, биология, геология linguistics, biology, geology -ик(а) branch of science, system Noun (fem.) физика, экономика, кибернетика physics, economics, cybernetics Collective / Category -ур(а) set or field Noun (fem.) литература, архитектура literature, architecture -ат(а) collective (scientific) Noun (pl., neut.) данные, средства (pl.) data, means 4.2. Suffixes for Adjectives Suffix Meaning Part of Speech Example Translation Relational Adjectives (indicate relation to a noun) relating to Adjective informational, economic, production relating to (person, place) Adjective Russian, mathematical, practical relating to (often from -ика) Adjectivephysical, technical, theoretical Qualitative Adjectives (indicate a property or quality) having the quality of Adjective effective, progressive relating to, characterized by Adjective virtual, cultural, normal containing, resembling Adjective determinist, idealistic Possibility / Capability possible to do (passive) Adjective manageable, changeable, realizable 4.3. Suffixes for Verbs Suffix Meaning Part of Speech Example Translation to perform an action Verb to analyze, to research, to manage to perform a complex action (often international) Verb to formalize, to industrialize to perform an action (often from borrowed nouns) Verb	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				to program, to coordinate single, momentary action Verb to fix, to mark 5. Practical Application: Affix Analysis By understanding the meaning of affixes, a student can often deduce the meaning of a complex scientific term. Example 1: (prefix): small (root): economy Meaning: The study of the behavior of individual economic agents (households, firms). Example 2: (irreversibility) (prefix): not (root): return, reverse (suffix): possible to (passive) (suffix): abstract property Meaning: The property of not being able to return to a previous state. Example 3: interdisciplinary (prefix): between (root): discipline *-арн-* (suffix): relating to *-ый* (ending): adjective Meaning: Relating to, involving, or connecting two or more academic disciplines. 6. Exercises for Students (RFL B2-C1) Exercise 1. Affix Identification Identify the prefixes and suffixes in the following scientific terms. Write their meanings. Exercise 2. Word Formation Form the missing part of speech using the appropriate affixes. Noun Adjective Verb анализ Exercise 3. Guess the Meaning Based on the affixes, guess the meaning of the following terms. Use a dictionary only to check. Exercise 4. Translate and Analyze Translate the following sentence into English. Then, list all scientific terms and analyze their affixal structure. Summary Table: Productive Scientific Affixes Affix Type Function Examples	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				Negation / Opposition Excess / Above Deficiency / Below Scalale Between, Process / Result Abstract propertyточность, Agent / Instrument Relational adjectives, Mastering the semantic potential of affixes is a powerful strategy for expanding vocabulary and understanding complex scientific texts. It allows the student to move from passive recognition to active word formation, significantly accelerating the process of language acquisition in a specialized field.	
Module 2	Section 2. Types of texts. The specifics of the language of scientific texts. Theme and subtopic as an object of consideration in the scientific text of economic specialties. Grammatical classes of words Work on the word as a unit of vocabulary function. Attribute. Categories of gender, number, case; form formation.	2.1	Word-theme and its subthemes: object and its features types of concepts, forms of concepts, etc.	Word-theme and its subthemes: object and its features, types of concepts, forms of concepts, etc. In scientific and professional communication, any text is organized around a central word-theme (key concept). This theme is then developed through a hierarchy of subthemes, which describe the object's features, types, forms, and other attributes. Understanding this hierarchical structure is essential for both analyzing complex texts and producing clear, well-organized writing. This topic is particularly important for students of Russian as a foreign language at advanced levels (B2–C1). 1. Word-theme: Definition and Function A word-theme (or key concept) is the central word or phrase that names the main object, process, or phenomenon under discussion. It serves as the semantic anchor for the entire text or a significant section of it. Aspect Description Example Definition The main subject of the text. Inflation Role Organizes all information; other statements relate to it. All sentences in a paragraph on inflation will somehow refer back to "inflation." Expression Usually a noun or noun phrase. Inflation rate, monetary policy, economic growth Example of a word-theme in a sentence: "Inflation is a sustained increase in the general price level of goods	LC, S

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				and services in an economy." Here, the entire sentence is a definition of the word-theme inflation. 2. Subthemes: Developing the Word-theme A subtheme is a secondary concept that elaborates, specifies, or explains some aspect of the main word-theme. Subthemes are organized hierarchically. Hierarchy Example: text WORD-THEME: DATABASE │ ├── Subtheme 1: Definition of a database │ ├── Subtheme 2: Features of a database │ │ │ ├── Feature A: Data independence │ ├── Feature B: Data integrity │ └── Feature C: Data security │ ├── Subtheme 3: Types of databases │ │ │ ├── Sub-subtheme: Relational databases │ ├── Sub-subtheme: NoSQL databases │ └── Sub-subtheme: Object-oriented databases │ └── Subtheme 4: Functions of a database │ ├── Function 1: Data storage ├── Function 2: Data retrieval └── Function 3: Data manipulation 3. Object and Its Features The most common way to develop a word-theme is to describe the object (the theme itself) and its features (attributes, properties, characteristics). 3.1. Types of Features Type of Feature Question Example (Word-theme: Algorithm) Qualitative What kind? an efficient algorithm, a stable algorithm Quantitative How much/many? time complexity: O(n log n), space complexity: O(1) Structural What are its parts? An algorithm consists of input, output, definiteness, finiteness, and effectiveness. Functional What does it do? An algorithm solves a problem, processes data. Relational How is it connected? An algorithm is related to data structures. 3.2. Speech Clichés for Describing Features Function Russian Cliché English Equivalent Introducing features Основными признаками ... являются ... The main features of ... are ... Stating a property ... обладает следующими свойствами: ... ... has the following properties: ... Describing a function ... предназначен для ... ... is designed for ... Showing connection ... тесно связано с ... ... is closely related to .... 4. Types of Concepts When developing a word-theme, it is often necessary to discuss the types (or classes) of that concept. This involves classification. 4.1. The Logic of Classification Step Operation	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				Example 1 State the word-theme (class) Economic systems 2 Choose the basis for classification By the mechanism for coordinating economic activity 3 List the subclasses (types) Market economies, command economies, mixed economies 4.2. Common Bases for Classification in Science Basis Description Example By structure How the object is organized Unicellular vs. multicellular organisms By function What the object does Sensory vs. motor neurons By origin Where or how it arose Endogenous vs. exogenous factors By scale Size or magnitude Microeconomics vs. macroeconomics By composition What it is made of Organic vs. inorganic compounds 4.3. Speech Clichés for Types Function Russian Cliché English Equivalent Introducing types Выделяют следующие типы ... The following types are distinguished... Stating the basis По признаку ... классифицируют ... Based on the feature..., they are classified... Listing types ..., а именно: ... ..., namely..... 5. Forms of Concepts In addition to types (which are usually mutually exclusive and based on a single criterion), concepts can have different forms or manifestations. Forms often overlap or coexist. 5.1. Types vs. Forms Criterion Type Form Basis Based on a single, clear attribute Often based on multiple attributes or context Mutual exclusivity Usually mutually exclusive Can coexist Example Economic systems: market, command, mixed Forms of business ownership: sole proprietorship, partnership, corporation 5.2. Common Forms in Scientific Discourse Form Description Example (Word-theme: Communication) Verbal vs. Non-verbal Using words vs. using gestures, signs Verbal: speech, writing; Non-verbal: gestures, facial expressions Oral vs. Written Spoken vs. written medium Oral: conversation, lecture; Written: letter, email Formal vs. Informal Official vs. casual style Formal: business letter; Informal: chat with friends Direct vs. Indirect Explicit vs. implicit meaning Direct: "Close the door."; Indirect: "It's cold in here." 5.3. Speech Clichés for Forms Function Russian Cliché English Equivalent Introducing forms	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				..... can manifest in the form of ... Stating a form One of the forms of ... is ... Contrasting forms In contrast to the oral form, the written form 6. Other Subthemes Related to a Word-theme Beyond features, types, and forms, a scientific text may develop a word-theme through other subthemes. Subtheme Key Question Example (Word-theme: Innovation) Definition What is it? Innovation is the process of implementing a new or significantly improved product, service, or process. Essence What is its core idea? The essence of innovation lies in creating value through novelty. Causes Why does it occur? Innovation is driven by competition, technological advances, and changing consumer needs. Effects What does it lead to? Innovation leads to economic growth, increased productivity, and improved quality of life. Stages How does it develop? The stages of innovation include: idea generation, development, testing, implementation. Measurement How is it measured? Innovation is measured by R&D spending, number of patents, and new product launches. 7. The Full Logical Scheme for Developing a Word-theme A well-structured scientific text on a single word-theme typically follows this logical progression. Stage Subtheme Key Clichés 1 Definition 2 Essence... 3 Features / Properties ..... 4 Types / Classification ..... 5 Forms 6 Functions 7 Causes / Effects 8. Practical Exercises for Students (RFL B2-C1) Exercise 1. Identify the Word-theme and Subthemes Read the following short text. Identify the main word-theme and list the subthemes that are developed. "A computer virus is a type of malicious software (malware) that, when executed, replicates itself by modifying other computer programs. The main features of a virus are: self-replication, activation, and payload delivery. Viruses are classified by their method of infection: file infectors, boot sector	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				viruses, and macro viruses. They can also take different forms, such as worms, Trojans, or ransomware. The primary function of a virus is to disrupt system operations, steal data, or gain unauthorized access. A virus infection typically leads to system slowdown, data corruption, and security breaches." Answer: Word-theme: Computer virus. Subthemes: definition, features, classification, forms, function, effects. Exercise 2. Complete the Hierarchy Complete the hierarchy of subthemes for the word-theme "Database." text WORD-THEME: DATABASE │ ├── Subtheme 1: Definition of a database │ ├── Subtheme 2: Features of a database │ │ │ ├── Feature 1: _____ │ ├── Feature 2: Data integrity │ └── Feature 3: _____ │ ├── Subtheme 3: Types of databases │ │ │ ├── Type 1: _____ │ ├── Type 2: NoSQL databases │ └── Type 3: _____ │ └── Subtheme 4: Functions of a database │ ├── Function 1: Data storage ├── Function 2: └── Function 3: _____Exercise 3. Write a Paragraph Choose a word-theme from your field of study (e.g., "inflation," "algorithm," "morpheme," "cloud computing"). Write one paragraph (5-7 sentences) that develops at least three subthemes (e.g., definition, features, types). Use the speech clichés from this material. Exercise 4. Text Analysis Find a short scientific article in Russian (or an excerpt from a textbook). Underline the word-theme. Then, identify and label the subthemes in the margin (e.g., "definition," "feature," "type," "function," "cause"). Summary Table: Word-theme and Subthemes Concept Definition Key Questions Key Clichés Word-theme Central concept of a text What is being discussed? ... — это ... Feature Attribute or property of the theme What qualities does it have? Основными признаками ... являются ... Type Mutually exclusive subclass (based on a single criterion) What kinds exist? Выделяют следующие типы ... Form Manifestation (may overlap) How does it appear? Function Purpose or role What does it do? ... Cause Reason for occurrence Why	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				does it happen? Effect Consequence What does it lead to?Understanding the hierarchy of word-theme → subthemes is essential for both reading and writing scientific texts. It allows the reader to navigate complex information efficiently and provides the writer with a clear blueprint for organizing content logically and comprehensively.	
		2.2	Development of the theme of the text. Header structures. Typical forms. A term and its distribution.	Development of the Theme of the Text. Header Structures. Typical Forms. A Term and Its Distribution. In scientific and professional communication, the development of the theme is a dynamic process. A text is not a static list of sentences about a single topic; rather, the theme evolves, expands, contracts, and is specified as the author guides the reader through a logical argument. This process is signaled by header structures (titles, headings, subheadings) and is realized through typical forms of thematic progression. Additionally, a key concept—the term—undergoes distribution, being introduced, defined, and then used in various contexts throughout the text. This material is essential for advanced learners of Russian as a Foreign Language (B2–C1) who need to read, analyze, and produce complex scientific and professional texts. 1. Development of the Theme of the Text The theme of a text is what is being discussed. However, a well-written text does not simply repeat the same theme. It develops it through several logical operations. 1.1. Key Operations in Theme Development Operation Direction Purpose Example (Starting Theme: Digital Economy) Definition (Establishing) To state what the theme means. The digital economy is an economy based on digital technologies. Expansion Narrow → BroadTo generalize or place in a broader context. The digital economy is a key component of the Fourth Industrial Revolution. Contraction Broad → NarrowTo focus on a specific aspect. This paper will focus on the impact of the digital economy on small businesses. Specification General → Precise To add concrete parameters (time, place, conditions). We will study the impact of digital platforms on retail SMEs in Moscow from 2020 to 2024. Exemplification Abstract → Concrete To provide an example. For example, the Yandex.Market platform has changed the	LC, S

Number of Module	Name of the Discipline Section	Name of the Topic	Content of the Topic	Type of Academic Work*
			competitive landscape for online retailers. Comparison (Relational) To show similarities or differences with another theme. Unlike the traditional economy, the digital economy relies on data as a key resource. Cause-Effect (Relational) To explain why something happens or what it leads to. The growth of the digital economy has led to increased demand for IT specialists. 1.2. Thematic Progression: Moving from Sentence to Sentence Within a paragraph, the theme is developed through patterns of thematic progression. The most common patterns are: Pattern Description Example Linear (Chain) Progression The rheme (new information) of one sentence becomes the theme (given information) of the next sentence. *The digital economy (T1) is based on data. Data (T2 = R1) has become a key resource. This resource (T3 = R2) is often called "the new oil."* Constant (Parallel) Progression One central theme is maintained across several sentences; each sentence adds new information about the same theme. The digital economy (T) transforms business models (R1). It (T) also changes labor markets (R2). Furthermore, it (T) creates new regulatory challenges (R3). Derived (Hypertheme) Progression A hypertheme (a general theme) is broken down into several subthemes in subsequent sentences. *The digital economy (Hypertheme) includes several sectors: e-commerce (Subtheme 1), fintech (Subtheme 2), and edtech (Subtheme 3).* 2. Header Structures (Titles, Headings, Subheadings) Headers are the "skeleton" of a text. They signal the logical structure and guide the reader through the development of the theme. 2.1. Functions of Headers Function Description Informative States the content of the section. Structural Indicates the level (chapter, section, subsection). Navigational Allows the reader to quickly find specific information. Rhetorical Engages the reader, creates interest (more common in humanities). 2.2. Typical Header Structures (Models) Model Structure Example (Economics) Example (IT) 1. Noun phrase (the most common) Noun or Noun + dependent words Inflation Algorithms 2. Two-word (process + object) Noun + Noun in Genitive Analysis of the Market Data Compression 3. Process + its characteristic Noun +	

Number of Module	Name of the Discipline Section	Name of the Topic	Content of the Topic	Type of Academic Work*
			Adjective Monetary Policy Parallel Computing 4. Phrase with "O" (about) O + Prepositional case On the Role of the Central Bank On the Security of Cloud Systems 5. Question form Interrogative sentence What Causes Economic Crises? How Does a Compiler Work? 6. Two-part title (general: specific) General phrase : specific phrase Economic Growth: Sources and Limits Databases: A Comparative Analysis of SQL and NoSQL 2.3. Linguistic Features of Headers (in Russian Scientific Texts) Feature Description Example Nominalization Use of nouns instead of verbs. Рассмотрение проблемы (instead of Рассматривая проблему) Use of the Genitive case Chains of nouns in the Genitive case. Анализ структуры рынка ценных бумаг Absence of verbs Headers are typically noun phrases, not full sentences. Методы оптимизации (not Мы изучаем методы оптимизации) Use of key terms Headers contain the central terminology of the field. Эконометрическое моделирование временных рядов 3. Typical Forms of Thematic Development The development of a theme often follows predictable patterns or "forms." 3.1. Form: General → Specific (Deductive) The text begins with a broad statement and then narrows down to a specific thesis or example. Header: The Impact of Digitalization on the Economy Paragraph 1 (General): Digitalization is transforming all sectors of the economy. Paragraph 2 (More Specific): The retail sector has been particularly affected. Paragraph 3 (Specific): This paper analyzes the impact of online platforms on book sales in Moscow. 3.2. Form: Specific → General (Inductive) The text begins with specific data, examples, or observations and then draws a general conclusion. Header: Case Study: The Rise of Online Education Paragraph 1 (Specific): In 2024, online course enrollment at XYZ University increased by 40%. Paragraph 2 (Specific): Student satisfaction scores for online courses also rose by 15%. Paragraph 3 (General): These trends suggest that online education is becoming a preferred mode of learning for many students. 3.3. Form: Problem → Solution The text presents a problem and then proposes a solution. Header: Addressing the Skills Gap in the IT Sector Paragraph 1 (Problem): There is a	

Number of Module	Name of the Discipline Section	Name of the Topic	Content of the Topic	Type of Academic Work*
			significant shortage of qualified software developers in Russia. Paragraph 2 (Analysis): This shortage is caused by a mismatch between university curricula and industry needs. Paragraph 3 (Solution): This paper proposes a new model of public-private partnership for IT education. 3.4. Form: Cause → Effect The text explains the causes of a phenomenon and then its effects. Header: The Causes and Consequences of Inflation Paragraph 1 (Cause): Inflation is often caused by an increase in the money supply or demand-pull factors. Paragraph 2 (Effect): High inflation leads to a decrease in purchasing power and economic uncertainty. 4. A Term and Its Distribution A term is a word or phrase that denotes a specific concept in a scientific or professional field (e.g., inflation, algorithm, morpheme). Term distribution refers to how a term is introduced, defined, and then used (distributed) throughout a text. 4.1. Stages of Term Distribution Stage Operation Purpose Example (Term: Cloud Computing) 1. Introduction The term is presented for the first time. To announce the key concept. This paper will discuss the concept of cloud computing. 2. Definition The term is given a precise meaning. To establish a shared understanding. Cloud computing is a model for enabling ubiquitous, convenient, on-demand network access to a shared pool of configurable computing resources. 3. Abbreviation (optional) A shortened form is introduced. To avoid repetition. ...hereinafter referred to as CC. 4. Use (Distribution) The term is used repeatedly in various contexts. To develop the theme. The advantages of CC include scalability. CC also reduces capital expenditures. Companies adopt CC to increase agility. 5. Synonymy / Paraphrase The term is restated using different words. To avoid monotony, to clarify meaning. This on-demand computing model allows. . 6. Connection to other terms The term is related to other concepts. To build a conceptual network. Cloud computing is closely related to virtualization and distributed systems. 4.2. Speech Clichés for Term Distribution Stage Russian Cliché English Equivalent Introduction В данной работе рассматривается понятие ... This paper examines the concept of.....Definition	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				Под ... понимается ... By ... is meant ... Abbreviation ... (далее — ...) ... (hereinafter — ...) Use ... обладает свойством ... ... has the property of ... SynonymyИными словами, ... In other words, ... Connection ... тесно связано с ... ... is closely related to ... 4.3. Practical Example: Term Distribution in a Text Text: "This article analyzes the concept of digital inequality (1. Introduction). Digital inequality refers to the gap between those who have access to digital technologies and those who do not (2. Definition). Digital inequality, hereinafter referred to as DI (3. Abbreviation), is a multidimensional phenomenon. DI (4. Use) manifests in three forms: access inequality, skill inequality, and outcome inequality. This digital divide (5. Synonymy) has significant economic consequences. DI (4. Use) is closely related to broader social inequalities, such as income and education gaps (6. Connection)." 5. Practical Exercises for Students (RFL B2-C1) Exercise 1. Identify Theme Development Read the following paragraph. Identify the pattern of thematic progression (linear, constant, or derived). *"Economic growth (T1) is often measured by GDP. GDP (T2 = R1) has several limitations. These limitations (T3 = R2) include the exclusion of non-market activities and environmental degradation."* Answer: Linear (chain) progression. Exercise 2. Create Headers Create two different header structures for a scientific paper on the following topics: A comparison of two programming languages (Python and Java). An analysis of the causes of the 2008 global financial crisis. Example Answer: A Comparative Analysis of Python and Java (Model 2) or Python vs. Java: Which Language is More Efficient for Data Science? (Model 6) The Causes of the 2008 Global Financial Crisis (Model 2) or What Led to the 2008 Financial Crisis? (Model 5) Exercise 3. Identify the Form What typical form of thematic development is used in the following outline? Header: Solving the Problem of Software Piracy Introduction: The scale of software piracy in Russia. Section 1: Why is software piracy harmful? (Economic losses, security risks). Section 2: Current methods to combat piracy (Legal, technical). Section 3: A new proposal: Educational campaigns combined with affordable licensing.	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				Answer: Problem → Solution form. Exercise 4. Analyze Term Distribution Find a short scientific text (2-3 paragraphs) in your field. Identify a key term and trace its distribution through the text. Identify the stage (introduction, definition, use, synonymy, connection) for each occurrence. Exercise 5. Write a Short Text Choose a term from your field (e.g., liquidity, machine learning, phoneme). Write a short text (5-7 sentences) that demonstrates the stages of term distribution: introduction, definition, use (at least twice), and connection to at least one other term. Summary Table Concept Definition Key Operations / Stages Theme Development How the main topic evolves in a text Expansion, contraction, specification, exemplification, comparison, cause-effect Thematic Progression Pattern of theme-rheme movement across sentences Linear, constant, derived Header Structures Titles and headings that signal text structureNoun phrase, two-word, question form, two-part title Typical Forms Common patterns of argumentation General → Specific, Problem → Solution, Cause → Effect Term Distribution How a term is introduced, defined, and used Introduction → Definition → (Abbreviation) → Use → Synonymy → Connection Mastering the development of the theme, the use of header structures, and the distribution of terms is essential for advanced academic literacy in Russian. These skills allow a reader to navigate complex texts efficiently and a writer to produce clear, logical, and professional scientific communication.	
		2.3	Structure of a concept. Qualitative and quantitative characteristics of the concept.	Structure of a Concept. Qualitative and Quantitative Characteristics of the Concept. In scientific and professional communication, a concept is not a simple, monolithic unit. It has a complex structure that consists of various components. Furthermore, to fully describe a concept, one must specify its qualitative (what kind?) and quantitative (how much? how many?) characteristics. Understanding these aspects is essential for precise, unambiguous, and complete scientific description. This material is designed for advanced learners of Russian as a Foreign Language (B2–C1), particularly those in economics, IT, management, or linguistics. 1. The Structure of a Concept The most influential model of a	LC, S

Number of Module	Name of the Discipline Section	Name of the Topic	Content of the Topic	Type of Academic Work*
			concept's structure in Russian linguistics is the three-component model. According to this model, any concept (e.g., "inflation," "computer," "justice") consists of the following layers: Component Description Key Question Example (Concept: "Database") 1. Conceptual (Notional) Core The essential, defining features of the concept. The "dictionary definition." What is its essence? What distinguishes it from others? A database is an organized collection of structured information, or data, typically stored electronically in a computer system. 2. Image-Experiential Layer Sensory and metaphorical representations; what the concept "looks like" or is compared to in the mind. What images or associations does it evoke? A "container" of information, a "filing cabinet," a "warehouse" of data. 3. Evaluative (Value) Layer The positive or negative assessment associated with the concept. Is it good or bad? Important or unimportant? A database is seen as a valuable asset, a source of efficiency, but also as a potential security risk. Key Point: The conceptual core is relatively stable and universal. The image and evaluative layers are culturally and individually specific. 1.1. Example: Analyzing the Concept "Risk" (in Economics) Component Description Conceptual Core Risk is the probability of an adverse outcome or a deviation from an expected result. Image Layer Risk is a "gamble," a "tightrope walk," a "storm at sea." Evaluative Layer Risk is generally negative (something to be avoided or mitigated), but in finance, it is linked to reward (higher risk, higher potential return). 2. Qualitative Characteristics of a Concept Qualitative characteristics describe the properties, qualities, and features of a concept. They answer the question: What kind? 2.1. Types of Qualitative Characteristics Type Description Example (Concept: "Programming Language") Physical / Material Tangible, observable properties (for concrete concepts). The language is compiled vs. interpreted; it is statically vs. dynamically typed. Functional What the concept does or is used for. A programming language is used to instruct a computer; it allows for data manipulation. Relational How the concept relates to other concepts. Python is compatible with C++ libraries; Java is independent of the	

Number of Module	Name of the Discipline Section	Name of the Topic	Content of the Topic	Type of Academic Work*
			operating system. Comparative How the concept compares to others. C++ is more efficient than Python for system programming; Python is easier to learn than Java. Modal Possibility, necessity, or obligation associated with the concept. The code must be compiled; the program can be run on any platform. 2.2. Speech Clichés for Qualitative Characteristics Function Russian Cliché English Equivalent Stating a quality ... has the following qualities: ... Describing a function Основная функция... The main function of ... is ... Showing a relation ... is closely related to ... Making a comparison In contrast to ... has ... Expressing modalitycan... must.....3. Quantitative Characteristics of a Concept Quantitative characteristics describe the measurable parameters, size, quantity, and degree associated with a concept. They answer the question: How much? How many? 3.1. Types of Quantitative Characteristics Type Description Example (Concept: "Inflation") Absolute A specific number or count. The inflation rate reached 7.5%. Relative A proportion, ratio, or percentage. The inflation rate increased by 2% compared to last year. Temporal Duration, frequency, period. The period of high inflation lasted for 12 months; the price index is calculated monthly. SpatialSize, distance, volume. The size of the database is 10 terabytes. Statistical Mean, median, mode, variance, standard deviation. The mean inflation rate over the decade was 5%; the variance was low. Threshold / Limit Minimum, maximum, optimal value. The maximum acceptable inflation rate is 4%; the optimal rate is 2%. 3.2. Speech Clichés for Quantitative Characteristics Function Russian Cliché English Equivalent Stating a number... amounts to Showing a Range…. ranges from ... to ... Indicating a change ..... (by); ... (to) ... increased by ...; ... decreased to ... Stating a threshold The minimum value of ... is .... Describing a statistical measure	

Number of Module	Name of the Discipline Section	Name of the Topic	Content of the Topic	Type of Academic Work*
			The mean value of ... is 4. The Relationship Between Qualitative and Quantitative Characteristics Qualitative and quantitative characteristics are not independent. A change in a quantitative parameter often leads to a change in a qualitative state. This is often expressed through the concept of measure and transition points. Principle Description Example Measure The specific quantitative value of a property. The temperature of the water is 20°C. Transition (Threshold) The point at which a quantitative change leads to a qualitative change. At 0°C, water transitions from a liquid to a solid (qualitative change). Example in Economics (Inflation): Quantitative measure: *Inflation rate = 2%* Qualitative state: "Moderate inflation" (generally considered acceptable) Quantitative measure: *Inflation rate = 15%* Qualitative state: "Hyperinflation" (qualitatively different: loss of confidence in currency, economic collapse) Example in IT (Database Performance): Quantitative measure: *Query response time = 0.1 seconds* Qualitative state: "High performance" Quantitative measure: *Query response time = 10 seconds* Qualitative state: "System degradation" 5. Practical Application: The Full Description of a Concept A complete scientific description of a concept should include both its structural components (core, image, evaluation) and its qualitative and quantitative characteristics. Example Concept: "Liquidity" (in Economics) Aspect Description Conceptual Core Liquidity is the ease with which an asset can be converted into cash without affecting its market price. Image Layer Liquidity is like "water" flowing through the economy; a liquid asset is "cash-like." Evaluative Layer Liquidity is positive (essential for financial stability) but excess liquidity can be negative (fueling inflation). Qualitative Characteristics High liquidity (cash, government bonds), low liquidity (real estate, art). Liquid markets are deep (many buyers/sellers) and resilient (can absorb large trades without price shocks). Quantitative Characteristics *Liquidity is measured by the bid-ask spread (e.g., 0.01%), trading volume (e.g., $1 billion per day), and the turnover ratio. The current ratio (current assets / current liabilities) measures a company's liquidity.* 6.	

Number of Module	Name of the Discipline Section	Name of the Topic	Content of the Topic	Type of Academic Work*
			Practical Exercises for Students (RFL B2-C1) Exercise 1. Identify Components Analyze the concept "Algorithm." Identify: The conceptual core (definition). An image or metaphor for an algorithm. An evaluative statement (positive or negative). Exercise 2. Qualitative vs. Quantitative Read the following statements about the concept "Computer Network." Label each as Qualitative (Ql) or Quantitative (Qt). The network has a high bandwidth of 1 Gbps. (Qt) The network is reliable and fault-tolerant. (Ql) The latency of the network is 50 milliseconds. (Qt) The network supports both TCP/IP and UDP protocols. (Ql) The number of connected devices is 250. (Qt) Exercise 3. Describe the Transition Describe the quantitative threshold at which a qualitative change occurs for one of the following: Water temperature (liquid to gas) Unemployment rate (natural rate of unemployment vs. high unemployment) Database size (small vs. "big data") Exercise 4. Write a Paragraph Write a paragraph (5-7 sentences) describing the concept "Economic Growth." Include: A definition (conceptual core). One qualitative characteristic. One quantitative characteristic (use a specific number or range). One sentence describing a transition point (e.g., at what growth rate does "growth" become a "boom"?). Summary Table Aspect Key Question Components / Types Key Clichés Structure of a Concept What is it composed of? Conceptual core, image layer, evaluative layer Qualitative Characteristics. What kind? Physical, functional, relational, comparative, modal Quantitative Characteristics How much? How many? Absolute, relative, temporal, spatial, statistical, threshold. Understanding the structure of a concept and the distinction between its qualitative and quantitative characteristics is fundamental to scientific and professional communication. It allows for precise, complete, and unambiguous descriptions, and it enables the writer to move from abstract definitions to concrete, measurable parameters. This skill is essential for writing research papers, technical reports, and analytical reviews in Russian.	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
		2.4	Economic's discourse. Characteristics of the process, properties. The essence (content of the concept).	Economic Discourse: Characteristics of the Process, Properties, and Essence (Content of the Concept) Economic discourse is a complex, multifaceted phenomenon that has become a powerful tool for influencing people and shaping public opinion. As a specialized type of communication, it occupies a unique position at the intersection of scientific knowledge and mass media, professional expertise and public accessibility. This material explores the nature of economic discourse, its key characteristics as a process, its defining properties, and the essence of this concept as understood in modern linguistics and related disciplines. The relevance of studying economic discourse has grown significantly due to changes in economic models and the increasing need for economically competent specialists across various fields. Understanding this type of discourse is essential for students of Russian as a foreign language, particularly those in economics, business, and related fields. 1. The Concept of Economic Discourse: Definitions and Approaches 1.1 Defining Discourse Before examining economic discourse specifically, it is necessary to understand what "discourse" means as a broader category. In modern linguistics, discourse is understood as "a coherent text in conjunction with extralinguistic – pragmatic, sociocultural, psychological and other factors; text taken in its event aspect; speech viewed as a purposeful social action". The key idea is that discourse is more than just text. It includes: The participants in communication and their roles The goals and intentions of the speakers The social and cultural context The psychological and cognitive processes involved As N.D. Arutyunova famously stated, discourse is "speech immersed in life". 1.2 Defining Economic Discourse Economic discourse is the verbalized speech-mental activity in the sphere of economics, representing a certain structure as the result of speech-mental activity (in linguistic terms) and a world shared by communicants (in extralinguistic terms). In simpler terms, economic discourse encompasses all forms of communication – written and spoken, professional and popular – that deal with economic topics. This includes everything from academic articles in economics journals to	LC, S

Number of Module	Name of the Discipline Section	Name of the Topic	Content of the Topic	Type of Academic Work*
			news reports about inflation, from business negotiations to political speeches about economic policy. Participants of economic discourse include: Scientists researching economics Businesspeople and enterprise managers Students of economic specialties Non-professionals interested in economic news 1.3 Key Definitions at a Glance Source Definition General Discourse Text + extralinguistic factors (pragmatic, sociocultural, psychological); speech "immersed in life" Economic Discourse Verbalized speech-mental activity in economics; a structure as process and result; a shared world for communicants As a Process The cognitive activity of producing and interpreting economic texts As a Result The corpus of texts generated through economic communication 2. Characteristics of Economic Discourse as a Process Economic discourse is not a static entity but a dynamic process of communication. Understanding this process involves examining several key characteristics. 2.1 Institutional Nature Economic discourse is classified as a type of institutional discourse. This means it is bound to a specific social institution – the economic sphere – and follows established norms, conventions, and role relationships. Participants in economic discourse are expected to have certain knowledge and behave in certain ways depending on their position (e.g., economist, journalist, businessperson, consumer). 2.2 Dual Nature: Professional and Popular One of the defining characteristics of economic discourse is its syncretism of scientific and popular elements (sometimes called "synergism of scientificity and populism"). This dual nature reflects the fact that economic discourse operates in two main spheres: Sphere Characteristics Examples Professional Specialized terminology, complex reasoning, assumptions of expert knowledge Academic articles, financial reports, economic models Popular / Mass Media Simplified language, explanations of basic concepts, attention-grabbing elements News articles, economic commentary, political speeches on economics The goal of economic discourse in the mass media is not just to report economic events but also "to attract citizens' attention to current economic processes occurring in society – globally significant and	

Number of Module	Name of the Discipline Section	Name of the Topic	Content of the Topic	Type of Academic Work*
			simultaneously relevant to each reader". 2.3 Cognitive Nature Economic discourse is fundamentally a cognitive process. It involves: The conceptualization of economic reality The selection and organization of information The interpretation of economic phenomena based on existing knowledge structures From a cognitive perspective, "a person is capable of describing the surrounding world only as it is projected in their brain". However, this subjective image is always limited by the collective experience of society. 2.4 Communicative-Pragmatic Orientation Economic discourse is goal-oriented. Communicants engage in economic communication with specific intentions: To inform about economic events To explain economic phenomena To persuade others of a particular economic viewpoint To influence economic decisions and behaviors The purpose of this communicative phenomenon is not only to illuminate a particular economic event but also to attract citizens' attention to current economic processes. 3. Properties of Economic Discourse Modern research has identified several fundamental properties that characterize economic discourse as a distinct phenomenon. 3.1 Ideological Orientation Economic discourse is inherently ideologically charged. This is perhaps its most significant property. The way economic phenomena are described, explained, and evaluated is influenced by the ideological positions of the communicants. Key observations about ideological orientation: Researchers' personal characteristics and class affiliations influence their methodological choices Economic research often responds to a "social order," even when not institutionally formalized The same empirical data can lead to diametrically opposite conclusions depending on ideological perspective As noted in the literature, "scientific communities are fatally doomed not only to constantly search for objective patterns of society's development and its economic system, but also to identify 'false' concepts and deliberate conceptual simplifications that serve the global economic interests of specific states, classes, socio-economic groups and individuals". 3.2 Openness (Dynamic Boundaries) Economic discourse is characterized by openness. Its boundaries are not fixed; they expand or contract depending on	

Number of Module	Name of the Discipline Section	Name of the Topic	Content of the Topic	Type of Academic Work*
			various factors. Factor Effect on Boundaries Economic system type Boundaries narrow under redistributive relations (planned economy); expand under market relations Social changes Economic transformations lead to new terminology and discourse practices Interdisciplinary connections Economic discourse borrows from and influences other fields 3.3 Nonlinearity Economic discourse exhibits nonlinearity. This means that small changes in discourse can lead to large effects, and cause-effect relationships are not always straightforward. The discourse does not develop in a simple, predictable, linear fashion. 3.4 Instability (Dynamism) Economic discourse is characterized by instability. It is constantly changing in response to: Economic events (crises, growth, policy changes) Social and political transformations Technological developments Shifts in economic theory 3.5 Complexity and Heterogeneity of Structure Economic discourse has a complex and non-homogeneous structure. The core consists of professional economic communication, while the periphery includes non-professional economic discourse. This complexity is reflected in the range of genres within economic discourse. 3.6 Self-Organization (Synergetic Properties) From a synergetic perspective, economic discourse can be viewed as "a complex functional-adaptive system" that is "regulated by the synergetic law of functional dependence of elements". It is a "super-complex self-organizing system" that adapts to changing conditions. Characteristics as a synergetic system: Dynamic conceptual space open to innovations Self-organization of discourse elements Functional dependence between components Ability to adapt to new communicative needs 3.7 Manipulative Potential Economic discourse has significant manipulative potential. Through careful selection of vocabulary, framing of issues, and presentation of data, speakers can shape audience perceptions and influence behavior. 4. The Essence (Content) of the Concept "Economic Discourse" 4.1 Core Definition The essence of economic discourse lies in its function as a verbalized representation of economic reality. It is the primary means by which economic knowledge is created, transmitted, and negotiated in society. From a linguistic perspective, economic	

Number of Module	Name of the Discipline Section	Name of the Topic	Content of the Topic	Type of Academic Work*
			discourse is a particular subsystem of discourse that functions "with the aim of revealing the essence of various aspects of economic activity of both individuals and human collectives". From a cognitive perspective, it is the process by which economic concepts are formed, organized, and communicated. The conceptual space of economic relations is "the most open to innovation" among forms of social consciousness. From a social perspective, economic discourse is both a reflection of economic reality and a force that shapes that reality. Discourse, on one hand, is formed by social relations, and on the other hand, forms them. 4.2 Two Interconnected Plans of Discourse Economic discourse has two interconnected dimensions: Plan Focus Manifestation Linguo-Cognitive Language consciousness, choice of linguistic means, text production and perception Context, presupposition, cognitive strategies Properly Linguistic The actual language resources used Lexical, morphological, syntactic features of texts These two plans are inseparable. The linguo-cognitive plan influences which linguistic means are chosen, while the linguistic plan provides the observable evidence for cognitive processes. 4.3 The Discursive Formation of Economics Economic discourse is organized as a discursive formation – a system that "unites various genres": Genre Type Audience Examples Specialized texts Professional economists Academic articles, standards, financial forecasts, economic analysis Educational texts Beginning economists Textbooks, study guides Mass media texts General public News articles, economic commentary The position of a text within this discursive formation – and consequently its structure, genre, and linguistic means – is determined by "the point of origin," i.e., the position of the producer in the economic field, their professional and linguistic competence, and the role they perform. 5. Characteristics of Economic Discourse as a Process 5.1 As a Process vs. As a Result Aspect Process (Discourse as activity) Result (Discourse as product) Focus How meaning is created, negotiated The texts produced Key questions What strategies and tactics are used? What cognitive operations occur? What linguistic	

Number of Module	Name of the Discipline Section	Name of the Topic	Content of the Topic	Type of Academic Work*
			features are present? What genres are produced? Analysis level Cognitive, pragmatic Textual, structural, stylistic 5.2 Communicative Strategies In producing economic discourse, speakers employ various cognitive strategies. These include: Strategies for introducing topics Strategies for presenting arguments Strategies for framing economic phenomena Strategies for establishing credibility (ethos) Strategies for emotional appeal (pathos) Strategies for logical persuasion (logos) 5.3 Syntactic Characteristics Analysis of economic discourse reveals specific syntactic patterns: Feature Examples Complex sentences with cause-effect conjunctions since, as, for, because Logical connectors however, moreover, firstly, secondly, consequently, nevertheless, likewise Emotional loading Achieved through specific syntactic choices that create emphasis These syntactic features serve to "ensure the logic and coherence of discourse, often create emotional load, and emphasize the most significant information". 6. Linguistic Features of Economic Discourse 6.1 Terminology Economic discourse is characterized by a rich and dynamic terminology. The composition and organization of economic terminology depend on the existing type of economic structure and corresponding economic management model (planned vs. market economy). Types of texts by terminological function: Type Function Examples Term-using Apply existing terminology Most economic texts, including those for non-specialists Term-fixing Record and define terminology Dictionaries, reference works Term-generating Create new terminology Research articles introducing new concepts 6.2 Lexical Features High density of economic terms Borrowings from other languages (especially English for international economic discourse) Metaphorical expressions (e.g., "market correction," "economic bubble," "liquidity cushion") Abbreviations and acronyms (GDP, CPI, ECB, IMF) 6.3 Stylistic Features Economic discourse exhibits a range of stylistic features depending on the communicative situation. Professional economic texts tend toward: Objectivity and impersonality Precision and unambiguity Logical organization Mass media economic texts may incorporate:	

Number of Module	Name of the Discipline Section	Name of the Topic	Content of the Topic	Type of Academic Work*
			Evaluative language Emotional appeals Rhetorical devices 7. Practical Application: Analyzing Economic Discourse When analyzing economic discourse, researchers consider multiple dimensions: Dimension Questions to Ask Participants Who is speaking? To whom? What are their roles and relationships? Purpose What is the communicative goal? To inform? To persuade? To influence? Context What is the social, economic, political situation? Content What economic phenomena are being discussed? Form What genre? What linguistic features? Effect What impact is intended? What impact is achieved? 8. Practical Exercises for Students (RFL B2-C1) Exercise 1. Identify the Sphere Read the following excerpts and determine whether they belong to professional or popular economic discourse. Justify your answer. "The marginal propensity to consume (MPC) is the fraction of an additional unit of disposable income that a household spends on consumption." *"Inflation hit a 40-year high last month, making everything from gas to groceries more expensive for ordinary families."* Exercise 2. Analyze Ideological Orientation Read the following statements. What ideological assumptions are隐含 in each? "Tax cuts are the most effective way to stimulate economic growth." "Government spending on social programs is essential for reducing inequality." Exercise 3. Identify Syntactic Features Find examples of cause-effect conjunctions and logical connectors in an economic news article. Exercise 4. Write a Short Text Choose an economic concept (e.g., "supply and demand," "GDP," "inflation"). Write a short text (5-7 sentences) explaining it in a way that would be accessible to a general audience. Then, write a second version appropriate for professional economists. Summary Table Aspect Key Characteristics Essence Verbalized representation of economic reality; both reflects and shapes economic relations As a Process Cognitive, communicative-pragmatic, goal-oriented Properties Ideological, open, nonlinear, unstable, complex, self-organizing, manipulative Linguistic Features Specialized terminology, logical connectors, cause-effect syntax, genre variation Structure Core (professional) + periphery (popular); multiple genres and audiences Conclusion Economic discourse is a dynamic,	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				complex, and ideologically charged form of communication that plays a crucial role in modern society. Its essence lies in the verbal representation of economic reality, while its characteristics as a process include cognitive activity, communicative purpose, and institutional framing. The properties of economic discourse – ideological orientation, openness, nonlinearity, instability, and self-organization – distinguish it from other types of discourse and make it a particularly rich object of study. For learners of Russian as a foreign language, understanding economic discourse is essential for: Reading and comprehending economic texts Participating in professional economic communication Recognizing the ideological and rhetorical strategies used in economic arguments Producing clear, effective economic discourse in Russian The study of economic discourse continues to evolve, with researchers exploring its features in various contexts, including political speeches, media coverage, and professional communication. As economic systems and communication technologies change, economic discourse will continue to adapt, offering ongoing opportunities for linguistic research.	
		2.5	The relationship of juxtaposition and opposition. Objects. Lexico-grammatical structures.	The Relationship of Juxtaposition and Opposition. Objects. Lexico-Grammatical Structures. In scientific and professional communication, the ability to compare and contrast objects, concepts, and processes is fundamental. Two key logical relationships are juxtaposition (simple comparison, noting similarities or differences without explicit contrast) and opposition (direct contrast, highlighting how objects differ on a specific attribute). These relationships are expressed through specific lexico-grammatical structures that signal to the reader how two or more objects are related. This material is designed for advanced learners of Russian as a Foreign Language (B2–C1), particularly those in economics, IT, management, and linguistics. 1. Juxtaposition and Opposition: Definitions Term Definition Key Question Example Juxtaposition Placing two or more objects side by side to compare them, noting similarities or differences without creating a sharp contrast. How do these objects relate? What are their similarities and differences? Object A has property X. Object	LC, S

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				B also has property X. Object A has property Y, while Object B has property Z. Opposition A type of juxtaposition that emphasizes direct contrast, often on a single attribute or a binary scale. How do these objects differ on a specific attribute? Which is more/less? Object A is high, but Object B is low. Unlike A, B is inefficient. Key Distinction: Juxtaposition is the broader category, including both similarity and difference. Opposition is a subset of juxtaposition that focuses exclusively on difference, often in a binary or graded opposition (hot/cold, efficient/inefficient). 2. Objects of Comparison Any object (concrete or abstract) can be compared. In scientific texts, the objects of juxtaposition and opposition are often: Type of Object Examples Concepts Inflation vs. deflation; supply vs. demand Processes Compilation vs. interpretation; economic growth vs. recession Properties Liquidity vs. profitability; stability vs. volatility Methods / Approaches Qualitative vs. quantitative methods; top-down vs. bottom-up approaches Objects (concrete) Smartphone vs. tablet; relational vs. NoSQL database 3. Lexico-Grammatical Structures for Juxtaposition 3.1. Structures for Similarity (Comparing) These structures indicate that two or more objects share a property or characteristic. Structure Russian Example English Translation. Russian and English have a common property: they are both analytical. Both demand and supply influence price. Python, as well as Java, is an object-oriented language. А сходно cInflation is similar to devaluation in that both reduce purchasing power. Monopoly and oligopoly markets have the following common features: barriers to entry and	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				price control. 3.2. Structures for Difference (Juxtaposing without sharp opposition) These structures indicate that objects differ, but without creating a strong contrast. Structure Russian Example English Translation. NoSQL differs from relational databases in that it does not use a schema. The difference between macro- and microeconomics lies in the level of analysis. Python, in contrast to C++, is an interpreted language. If demand grows, then price increases; if supply grows, then price decreases. 4. Lexico-Grammatical Structures for Opposition Opposition structures emphasize direct contrast, often on a binary scale. They are used to highlight which object is more or less of something, or to present mutually exclusive categories. 4.1. Binary Opposition (A vs. not-A) Structure Russian Example English Translation The decision depends on qualitative, not quantitative, factors. This is not deflation, but disinflation (a slowing of the inflation rate). Monopoly is the opposite of perfect competition. 4.2. Graded Opposition (More/Less) Structure Russian Example English Translation. Java is more strictly typed than Python. Bonds are less risky than stocks. The higher the inflation, the lower the purchasing power.	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				In terms of execution speed, compiled languages surpass interpreted ones. 4.3. Conjunctions for Opposition Conjunction Russian Example English Translation a (contrastive) Demand increased, while supply remained unchanged. The market is competitive, but barriers to entry still exist. Prices increased; however, demand did not fall. Whereas a monopolist sets the price, a competitive firm takes the market price. Classical economics emphasizes supply, whereas Keynesian economics emphasizes demand. 5. Lexico-Grammatical Structures for Juxtaposition of Properties When juxtaposing properties (attributes, characteristics) of objects, specific structures are used. Function Structure Russian Example English Translation Stating a property of A. A relational database has the property of data integrity. Stating a property of B. NoSQL is characterized by horizontal scalability. Juxtaposing properties. A monopoly market is characterized by high barriers, whereas a perfect competition market is characterized by low barriers. Opposing properties A stock is an equity security, whereas a bond is a debt security. 6. Full Scheme for Juxtaposition and Opposition of Objects When writing a scientific text that juxtaposes or opposes two or more objects, the following logical-semantic scheme is recommended: Step Operation Key Questions	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				Key Clichés 1. Introduction of objects What objects are being compared? 2. Basis for comparison On what grounds will they be compared? 3. Similarities What features are common to both? 4. Differences (Juxtaposition) How do they differ (without sharp opposition)? 5. Differences (Opposition) Which is more/less? Which is the opposite? 6. Conclusion/Evaluation Which is better / more effective / more appropriate under given conditions? 7. Practical Examples Example 1: Economics (Market Structures) Step Text Introduction. Basis. Similarities . Difference (Juxtaposition) Perfect competition differs from monopoly in that the market of perfect competition has many firms operating, whereas a monopoly has only one. Opposition Under perfect competition, the firm is a price taker, whereas the monopolist is a price maker. The higher the barriers to entry, the less competitive the market is. Conclusion. Thus, perfect competition is more beneficial for consumers, as it leads to lower prices.Example 2: IT (Programming Languages) Step Text Introduction Let's compare two programming languages: Python and Java. Basis The comparison is conducted based on the following criteria: execution type, type strictness, development speed. Similarities Both Python and Java are object-oriented languages. Difference (Juxtaposition) Python differs from Java in that it is interpreted, while Java is	

Number of Module	Name of the Discipline Section	Name of the Topic	Content of the Topic	Type of Academic Work*
			compiled (with JIT compilation). Opposition Python is less strictly typed than Java. Python provides higher development speed, however Java ensures higher performance. Conclusion Thus, Python is preferable for prototyping and data analysis, while Java is better for large corporate systems.. 8. Practical Exercises for Students (RFL B2-C1) Exercise 1. Identify the Relationship Read the following sentences. Label each as Juxtaposition (J) or Opposition (O). Both inflation and deflation are harmful to the economy, but in different ways. (J) Unlike a traditional bank, a neobank operates entirely online. (O) The difference between a compiler and an interpreter lies in when the code is translated. (J) SQL is a declarative language, whereas Python is imperative. (O) C++ is more efficient than Python for system programming. (O) Exercise 2. Choose the Correct Conjunction Fill in the blank with the appropriate conjunction: Prices on oil grew, and / however the ruble exchange rate strengthened. (a / однако) A monopolist can set the price, whereas a competitive firm cannot. (в то время как) Investments in stocks can bring high returns, but they are associated with high risk. (но)Exercise 3. Complete the Juxtaposition Complete the following sentences to express the relationship indicated. The similarity between internet marketing and traditional marketing lies in the fact that ... Relational databases differ from graph databases in that ... Classical economics, in contrast to Keynesian, ... Exercise 4. Write a Paragraph Choose a pair of objects from your field of study (e.g., "microeconomics vs. macroeconomics," "HTTP vs. HTTPS," "past tense vs. present tense in Russian"). Write a paragraph (5-7 sentences) that introduces the objects, states the basis for comparison, notes one similarity, and contrasts at least two differences using both juxtaposition and opposition structures. Summary Table Relationship Definition Key Clichés Conjunctions Juxtaposition (Similarity) Noting shared properties	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				Juxtaposition (Difference) Noting differences without sharp contrast Opposition (Binary) Direct contrast; mutually exclusive A, Opposition (Graded) Comparison on a scale (more/less) Mastering the lexico-grammatical structures for juxtaposition and opposition is essential for clear, precise scientific and professional communication in Russian. These structures allow the writer to present complex comparisons logically and to guide the reader through nuanced relationships between objects, concepts, and processes.	
		2.6	Scientific style of speech. Grammatical aspect. Grammatical classes of words	Scientific style of speech. Grammatical aspect. Grammatical classes of words The scientific style of speech is a functional style of the Russian literary language that serves the sphere of science and technology. Its primary function is to accurately, logically, and objectively convey scientific information. This material examines the grammatical aspect of the scientific style, focusing on the specific features and usage patterns of various grammatical classes of words (parts of speech). 1. General characteristics of the scientific style The scientific style is characterized by several key features that distinguish it from other functional styles: Feature Description Example Precision (unambiguity) Terms have a single, clear meaning within a given field. Morpheme – the smallest meaningful unit of language. Abstractness (generalization) Focus on general concepts, laws, and patterns, not specific instances. Water boils at 100 degrees Celsius. (not "this water in this kettle") Logicality Clear, consistent, and coherent presentation; use of logical connectors. Therefore, thus, consequently, firstly, secondly Objectivity Impersonal presentation; focus on facts and data, not the author's emotions. The experiment was conducted... It was observed that... Conciseness Dense information; avoidance of unnecessary words. Nominalizations, short participle forms The scientific style is realized in various genres, including: Genre Examples	ЛК, СЗ

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				Primary (research) Article, monograph, dissertation Secondary (derived) Abstract, review, annotation Educational Textbook, study guide, lecture Reference Dictionary, encyclopedia, standard 2. Grammatical aspect of the scientific style The grammatical aspect of the scientific style refers to the specific morphological and syntactic features that characterize scientific texts. These features serve the broader goals of precision, abstraction, logicality, and objectivity. 2.1. Key grammatical features at a glance Grammatical feature Manifestation in scientific style Morphology Predominance of nouns over verbs; use of abstract nouns; specific tense-aspect forms of verbs; passive and impersonal constructions; specific use of pronouns Syntax Complex sentences with subordinate clauses; participial and adverbial phrases; direct word order; extensive use of logical connectors 3. Grammatical classes of words (Parts of speech) in scientific style 3.1. Nouns Nouns are the dominant part of speech in scientific texts. Their features include: 3.1.1. Abstract nouns Scientific style strongly prefers abstract nouns over concrete ones. This reflects the focus on general concepts rather than specific objects. Concrete noun (less common) Abstract noun (more common) factory, production, computer, computation, scientist, research 3.1.2. Verbal nouns (nominalization) Verbal nouns (nouns formed from verbs) are extremely common. They allow actions and processes to be treated as concepts. Verb Verbal noun Example in scientific text to study 3.1.3. Nouns in the Genitive case Chains of nouns in the Genitive case are typical. Example s t u d y of the dependence of the reaction rate on temperature	

Number of Module	Name of the Discipline Section	Name of the Topic	Content of the Topic	Type of Academic Work*
			3.1.4. Suffixes typical of scientific nouns Suffix Meaning Examples process, result abstract property process, result agent, instrument system, doctrine 3.2. Adjectives Adjectives in scientific style are primarily relative (indicating a relation to something), not qualitative (describing a quality that can have degrees). 3.2.1. Relative vs. qualitative adjectives Relative adjective (typical) Qualitative adjective (less common) economic, good, chemical, bad, social, beautiful, linguistic, interesting 3.2.2. Short form adjectives The short form is used to express a permanent property or state, often in definitions and conclusions. Full form Short form Example dependent — dependence The result depends on the input data. equal — equal The angle of incidence equals the angle of reflection. known — known This method is known as recursion. necessary — necessary Analysis is necessary to solve the problem. 3.2.3. Suffixes typical of scientific adjectives Suffix Meaning 3.2.4. Comparative degree The comparative degree is used for logical comparison, not emotional evaluation. Usage Example Comparison of objects Expression of dependence 3.3. Verbs Verbs in scientific style have specific tense, aspect, and voice preferences. 3.3.1. Present tense (praesens scientificus) The present tense is used to	

Number of Module	Name of the Discipline Section	Name of the Topic	Content of the Topic	Type of Academic Work*
			express general, timeless statements, laws, and regularities. Usage Example Definition Law / regularity Property . Process description. 3.3.2. Future and past tense These tenses are less common but used for specific purposes. Tense Usage Example Past To report specific results or experiments Future To state predictions or planned actions 3.3.3. Aspect (perfective vs. imperfective) Aspect Usage Example Imperfective (process, repetition) To describe processes, methods, repeated actions Perfective (result, single action) To state results, completed actions 3.3.4. Passive voice and reflexive verbs (-ся) The passive voice emphasizes the action or result, not the agent. Active voice (less common) Passive voice (more common) Common passive/reflexive forms in scientific style: Form ..... The data are obtained using... быть + short passive participle The result was obtained... 3.3.5. Impersonal constructions Impersonal constructions avoid mentioning the agent (the "I" or "we"). Construction Example Translation One can assume that + verb It is necessary to note that. One should consider + verb It was possible to establish that... 3.4. Pronouns Pronouns in scientific style have specific usage patterns. Pronoun typeUsageExample Personal "We" is used to include the reader or to avoid "I"	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				DemonstrativeTo refer to previously mentioned conceptsDefinitive To emphasize precision Avoided: (I) To maintain objectivity. Instead of use 3.5. Numerals Numerals are used extensively for precise quantitative information. Usage Example Measurements Percentages 7,5%. Dates and periods \ Statistical data. 3.6. Prepositions and conjunctions Prepositions and conjunctions serve to express logical relationships. 3.6.1. Prepositions for cause, purpose, condition Preposition Meaning Example due to as a result of for the purpose of under the condition on the basis of. Conjunctions for logical relations Type Conjunctions Example Cause Consequence Condition 4. Practical exercises for students (RFL B2-C1) Exercise 1. Identify grammatical features Read the following scientific text excerpt and identify: Three abstract nouns One verbal noun (nominalization) One passive construction One impersonal construction	

Number of Module	Name of the Discipline Section	Name of the Topic	Content of the Topic	Type of Academic Work*
			increase in production costs. It has been found that moderate inflation (2-3%) can stimulate economic growth."* Exercise 2. Transform into scientific style Rewrite the following sentences in scientific style, replacing colloquial elements with appropriate grammatical forms. We conducted an experiment and saw that the temperature had risen. I think that this method is better than that one. Water begins to boil when it is heated to one hundred degrees. If you look at the graph, you will notice that sales are increasing. Exercise 3. Choose the correct form Fill in the blank with the appropriate form. The data (is / are) obtained using sensors. The article (examines / examines) the problem of unemployment. (Should / Must) be noted that the results are preliminary. The result (is / are) dependent on the input parameters. Exercise 4. Write a scientific paragraph Write a short paragraph (5-7 sentences) on a topic from your field. Use: At least 3 abstract nouns At least 2 verbal nouns (nominalizations) At least 1 passive construction At least 1 impersonal construction At least 1 logical connector (therefore, thus, therefore) Summary table: Grammatical classes of words in scientific style Part of speech Key features Typical forms / examples Nouns Abstract, verbal nouns (nominalizations), Genitive case chains study, dependence, analysis of market structure Adjectives Relative (not qualitative), short forms, comparative degreeeconomic, necessary, faster Verbs Present tense (praesens scientificus), passive voice, impersonal constructions, imperfective aspect represents, was obtained, can be assumed Pronouns we (inclusive), demonstratives; avoidance of I we will consider, this method Numerals Precise quantitative data 25%, 500 respondents, in 2023 Prepositions Cause, purpose, condition in connection with, as a result, for the purpose of, provided that Conjunctions Cause, consequence, condition, concession, comparison because, therefore, if, although, than...then Conclusion The grammatical aspect of the scientific style of speech is characterized by specific	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				patterns in the use of all grammatical classes of words. The dominant features include: Nominalization – the preference for nouns (especially abstract and verbal nouns) over verbs Impersonality and objectivity – achieved through passive voice, reflexive verbs, and impersonal constructions Generality – expressed through the present tense (praesens scientificus) and abstract nouns Precision and logicality – achieved through specific conjunctions, prepositions, and comparative structures Mastering these grammatical features is essential for students of Russian as a foreign language who need to read, understand, and produce scientific texts in their fields of study. The ability to recognize and use these patterns distinguishes fluent, natural scientific Russian from everyday conversational language.	
		2.7	Work on the word as a unit of vocabulary. Ways of semantizing economic vocabulary.	Work on the Word as a Unit of Vocabulary. Ways of Semantizing Economic Vocabulary. Vocabulary acquisition is a cornerstone of learning any foreign language, and for students of Russian as a foreign language (RFL) in economic fields, mastering economic terminology is essential for professional communication. This material explores how to work with words as units of vocabulary and, specifically, the various methods (ways) of semantizing economic vocabulary – that is, explaining the meanings of economic terms. 1. The Word as a Unit of Vocabulary 1.1. The Word: Definition and Functions The word is the basic unit of language that names objects, phenomena, properties, processes, and relations. It has several key functions: Function Description Nominative Names objects, concepts, phenomena (market, inflation, demand) Communicative Serves as a building block for sentences and texts Cognitive Stores and organizes knowledge about the world In teaching RFL, working with a word involves mastering its: Aspect Description Phonetic formPronunciation and stress Orthographic form Spelling Grammatical form Declension, conjugation, agreement patterns Lexical meaning Semantic content Compatibility Which words it can combine with (collocations) Derivational potential What other words can be formed from it 1.2. Stages of Work on Vocabulary In RFL methodology, work on a word typically follows a sequence: Stage	LC, S

Number of Module	Name of the Discipline Section	Name of the Topic	Content of the Topic	Type of Academic Work*
			Упражнение 1. Презентация, знакомящая со словом в контексте (текст, диалог, ситуация) 2. Семантизация, объясняющая значение слова 3. Упражнения на первичное закрепление для распознавания и понимания 4. Упражнения для активного использования в речи 5. 2. Семантизация: Определение и цели Семантизация - это процесс объяснения или раскрытия значения языковой единицы (слова, фразы, термина). Цель семантизации - создать ясную, точную и запоминающуюся связь между формой слова (его звучанием и написанием) и его содержанием (его значением). При преподавании RFL экономистам и бизнес-профессионалам эффективная семантизация имеет решающее значение, поскольку: Экономические термины часто не имеют прямых эквивалентов в родном языке учащегося Экономические понятия могут быть абстрактными и сложными, часто встречаются ложные друзья (слова, которые звучат похоже, но имеют разные значения). 3. Ways of Semantizing Economic Vocabulary There are two main groups of semantization methods: non-translation (monolingual) methods and translation-based methods. 3.1. Non-Translation (Monolingual) Methods These methods explain meaning without resorting to the student's native language. They are preferred for developing direct associations between the Russian word and its meaning. Method Description Example (Word: инфляция) Visual (Subject) Visualization Showing an object, picture, diagram, or realia Showing a graph of rising prices; a photo of a price tag with increasing numbers Contextual Guess Placing the word in a clear, understandable sentence or text The country is experiencing inflation: prices for goods are rising every month. Definition (Conceptual) Providing a scientific or dictionary definition Inflation is a sustained increase in the overall level of prices for goods and services. Synonymy Using a word with a similar meaning that the student already knows A decrease in the ruble exchange rate is a devaluation. (if the decrease is known) Antonymy Using a word with the opposite meaning Inflation is an increase in prices, while deflation is a decrease in prices. Word-Formation Analysis Breaking the word down into its parts (root,	

				prefix, suffix)	

Number of Module	Name of the Discipline Section	Name of the Topic	Content of the Topic	Type of Academic Work*
			property) Listing (Listing) - Listing members of a conceptual group that can be personal (money) and illiquid (movement). Demonstration of actions that play out or simulate an action (for verbs) that simulate buying and selling for the verb to trade Contextually (based on text) Using a short text that clarifies the meaning of the phrase "Exchange", "which is a product", "exchange for a product without using money". 3.2 Translation-based methods These methods use the student's native language (or an intermediary language such as English) to convey meaning. Method description Advantages and disadvantages Direct translation (equivalent), which provides a quick and effective one-word equivalent in the student's language for specific nouns, may not capture all the nuances; it involves equivalent translation with explanation Providing a translation plus additional commentary More precise; explains cultural or conceptual differences Takes more time Comparative (Two-Language) Context Presenting the word in parallel texts (Russian and native language) Shows usage in context Requires well-prepared materials 3.3. Choice of Method: Factors to Consider Factor Recommendation Level of students Beginners may need more translation; advanced students benefit from monolingual methods Type of word Concrete nouns (visualization); abstract concepts (definition, contextual guess) Availability of equivalents If a direct equivalent exists, translation is efficient; if not, use definition or explanation Learning goals For passive recognition, translation may suffice; for active use, deeper semantization is needed 4. Specific Methods for Semantizing Economic Vocabulary Economic vocabulary presents unique challenges: abstract concepts, numerical relationships, and terms that are part of larger systems. The following methods are particularly effective for economic terms. 4.1. Visualization of Economic Concepts Economic concepts can be visualized through graphs, charts, diagrams, and infographics. Concept Visualization Спрос и предложение (supply and demand)Graph showing intersecting curves Инфляция (inflation) Graph showing upward trend in prices over time ВВП (GDP) Bar chart comparing	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				GDP of different countries Бюджет (budget)Pie chart showing allocation of funds 4.2. Definition (Conceptual Semantization) Definitions are the most common way to semantize abstract economic terms. A good definition should: State the class (broader category) to which the term belongs Specify the distinguishing features that make it unique Term Class Distinguishing Features Definition Inflation is a process of sustained growth in the general level of prices. Liquidity is the ability to quickly sell an asset at market price. Monopoly is a market structure with a single seller and high barriers to entry.4.3. Contextual Guess (Inference from Context) A single sentence or a short text can make the meaning of an economic term clear. Example for devaluation: In 2014, the Central Bank of Russia switched to a floating exchange rate for the ruble, which led to a devaluation — a significant decrease in the value of the ruble against the dollar and the euro. The phrase significant decrease in the value of the ruble explains the meaning. Example for subsidy: The government provides subsidies to young families: they receive free money to buy a home. The phrase free money explains the meaning. 4.4. Word-Formation (Morphemic) Analysis Breaking down an economic term into its parts can reveal its meaning. Term Root Prefix / SuffixMeaning of parts Full meaning Privatization making something private transfer of state property to private ownership. Inflation blowing into inflation (as if blowing air into prices) Devaluation lowering value official reduction of currency value	

Number of Module	Name of the Discipline Section	Name of the Topic	Content of the Topic	Type of Academic Work*
			4.5. Synonymy and Antonymy Synonymy (using words with similar meanings): Term Synonym Explanation Inflation is the rise in prices of goods and services. Deflation is the decline in the general level of prices. Unemployment is the lack of employment among the working-age population. Antonymy (using words with opposite meanings): Pair Explanation Inflation - Deflation Inflation is the increase in prices, and deflation is the decrease in prices. Demand - Supply Demand is the desire of buyers to buy a product, and supply is the desire of sellers to sell. Export - Import Export is the export of goods from a country, and import is the import of goods into a country. 4.6. Enumeration (Listing Members of a Category) Category Members Explanation Securities Stocks, bonds, and promissory notes are securities. Taxes VAT, income tax, personal income tax VAT, income tax, and personal income tax are the main taxes in Russia. Marketing tools Advertising, PR, and sales promotion Advertising, PR, and sales promotion are marketing tools. 5. Practical Exercises for Students Exercise 1. Match the term with its definition Match the economic term on the left with its correct definition on the right. Term Definition 1. Inflation A) The ability of an asset to be quickly sold at market price 2. Liquidity B) A steady increase in the general level of prices 3. Monopoly C) A budget deficit 4. Budget deficit D) A market structure with a single seller Answers: 1-B, 2-A, 3-D, 4-C Exercise 2. Guess the meaning from context Read the sentences and write the meaning of the italicized word. As a result of the ruble devaluation, imported goods have become significantly more expensive. The government has allocated subsidies to support small businesses. Outsourcing allows companies to transfer non-core functions to third-party organizations. Exercise 3. Word-formation analysis Break down the following economic terms into their parts (root, prefix, suffix). Explain how	

Number of Module	Name of the Discipline Section	Name of the Topic		Content of the Topic	Type of Academic Work*
				the parts contribute to the meaning. Приватизация Национализация Антиинфляционный Макроэкономика Exercise 4. Create definitions Write a definition for each term using the formula: Term = Class + Distinguishing features Акция Банк Маркетинг Exercise 5. Translate and semantize Working in pairs, choose 5 economic terms from a Russian economic text. For each term, semantize it using at least two different methods (e.g., definition + contextual guess; synonymy + visualization). Summary Table: Ways of Semantizing Economic Vocabulary Method Best for Example Visualization Concrete concepts, relationships Graph of supply and demand Definition Abstract concepts, scientific terms Инфляция — это рост общего уровня цен. Contextual guess Any term in a clear context Цены растут каждый месяц — это инфляция. Word-formation Terms with transparent morphology Приватизация ← частный Synonymy Terms with known synonyms Инфляция — это рост цен Antonymy Terms with clear opposites Инфляция vs. дефляция Enumeration Terms that are members of a category Ценные бумаги: акции, облигации Translation Terms with direct equivalents Банк = bank Conclusion Work on vocabulary, particularly economic vocabulary, is a systematic process that involves multiple stages: presentation, semantization, reinforcement, training, and activation. The choice of semantization method depends on the level of students, the type of term, and the learning goals. For economic vocabulary, the most effective methods are often a combination of: Definition (to provide precision) Contextual guess (to show usage in real situations) Visualization (to make abstract relationships concrete) Word-formation analysis (to reveal the internal logic of Russian economic terminology) By mastering these methods, students can move beyond simple translation to develop a deep, conceptual understanding of economic terms in Russian, enabling them to read, discuss, and produce professional economic discourse.	

* - 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

Type of academic activities	**Classroom equipment**	**Specialised educational / laboratory equipment, software, and materials for course study** (if necessary)
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.	Hall 4. Libraries Lenovo AIO-510-22ISH Monoblock Intel I5 2200 MHz/8 GB/1000 GB/DVD/audio, monitor 21" Multimedia Projector Cactus CSC4.SG MS Windows 10 64bit Microsoft Office 2021 LTSC
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.	Hall 4. Libraries Lenovo AIO-510-22ISH Monoblock Intel I5 2200 MHz/8 GB/1000 GB/DVD/audio, monitor 21" Multimedia Projector Cactus CSC4.SG MS Windows 10 64bit Microsoft Office 2021 LTSC

* The premises for students' self-studies are subject to **MANDATORY** mention

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main reading:

1. Vorobyov V.V., Dronov V.V. V75 Speech images of Russia: a corrective course in the Russian language and culture: a textbook/V.V. Vorobyov, V.V. Dronov - M.: Russian language. Courses, 2024. - 304 p.: Ill. ISBN 978-5-907390-46-1

2. "On Economics in Russian." II Certification level of proficiency in Russian as a foreign language in the educational and socio-professional spheres: a textbook on the Russian language/V.V. Vorobiev, Yu.A. Voropaeva, A.Yu. Ovcharenko - Moscow: LLC "Russian language. Courses, "2024 -116 p.

- Russian as a foreign language: textbook and workshop for universities/edited by N. D. Afanasyeva. - Moscow: Yurayt Publishing House, 2025. - 350 p. - (Higher education). — ISBN 978-5-534-00357-4. - Text: electronic//Educational platform Yurayt [site]. - URL: https://www.urait.ru/bcode/560574 (access date: 15.04.2025).

- Zhukova, T. A. Russian as a foreign language: conversational workshop (V2 - C1): a textbook for universities/T. A. Zhukova. - 2nd ed. - Moscow: Yurayt Publishing House, 2025. - 181 p. - (Higher education). — ISBN 978-5-534-14886-2. - Text: electronic//Educational platform Yurayt [site]. - URL: https://www.urait.ru/bcode/568185 (access date: 15.04.2025).

- Pozdnyakova, A. A. Russian as a foreign language in 2 hours. Part 1: textbook

and workshop/A. A. Pozdnyakova, I. V. Fedorova. - Moscow: Yurayt Publishing House, 2025. - 417 p. - (Higher education). — ISBN 978-5-534-15119-0. - Text: electronic//Educational platform Yurayt [site]. - URL: https://www.urait.ru/bcode/560292 (access date: 15.04.2025).

Additional reading:

1. Pozdnyakova, A. A. Russian as a foreign language in 2 hours. Part 2: textbook and workshop/A. A. Pozdnyakova, I. V. Fedorov. - Moscow: Yurayt Publishing House, 2025. - 329 p. - (Higher education). — ISBN 978-5-534-15121-3. - Text: electronic//Educational platform Yurayt [site]. - URL: https://www.urait.ru/bcode/560306 (access date: 15.04.2025).

2. Terémova, R. M. Russian as a Foreign Language. Current Conversation: textbook for universities / R. M. Terémova, V. L. Gavrilova. — 3rd ed., rev. and exp. — Moscow: Yurait Publishing House, 2025. — 318 p. — (Higher Education). — ISBN 978-5-534-06084-1. — Text: electronic // Yurait Educational Platform [website]. — URL: https://www.urait.ru/bcode/561815 (accessed: 15.04.2025).Russian as a foreign language. Culture of speech communication: a textbook for universities/I. A. Pugachev, M. B. Budiltseva, N. S. Novikova, I. Yu. Varlamova. - Moscow: Yurayt Publishing House, 2025. - 243 p. - (Higher education). — ISBN 978-5-9916-5585-9. - Text: electronic//Educational platform Yurayt [site]. - URL: https://www.urait.ru/bcode/559351 (access date: 15.04.2025).

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 *:*

Course of Lectures on the Discipline "Professionally Oriented Russian Language"

* 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.

All teaching and methodological materials for students' independent work are posted in accordance with the established procedure on the discipline page in TUIS!

DEVELOPERS:

Associate Professor	Voropaeva Yulia Aleksandrovna
position, department	name and surname
position, department	name and surname
position, department	name and surname

HEAD OF EDUCATIONAL DEPARTMENT:

Head of the Department	Voronov Vladimir Vasilyevich
name of department	name and surname

HEAD
OF HIGHER EDUCATION PROGRAMME:

Associate Professor	Sergey Yuryevich Chernikov
position, department	name and surname