МЧС РОССИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ВОЕННОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ «АКАДЕМИЯ ГРАЖДАНСКОЙ ЗАЩИТЫ МИНИСТЕРСТВА РОССИЙСКОЙ ФЕДЕРАЦИИ ПО ДЕЛАМ ГРАЖДАНСКОЙ ОБОРОНЫ, ЧРЕЗВЫЧАЙНЫМ СИТУАЦИЯМ И ЛИКВИДАЦИИ ПОСЛЕДСТВИЙ СТИХИЙНЫХ БЕДСТВИЙ ИМЕНИ ГЕНЕРАЛ-ЛЕЙТЕНАНТА Д.И. МИХАЙЛИКА»

УТВЕРЖДАЮ
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«14» марта 2023 г.

ПРОГРАММА
кандидатского экзамена по дисциплине «Иностранный язык»

Рассмотрено и одобрено на заседании
кафедры иностранных языков
Протокол № 6 от 25 01 2023 года

Химки – 2023

ВВЕДЕНИЕ

Программа кандидатского экзамена по дисциплине «Иностранный язык» составлена в соответствие с основными требованиями, разработанными и одобренными экспертным советом Высшей аттестационной комиссии Министерства образования Российской Федерации по филологии.

Изучение иностранных языков в вузе является неотъемлемой составной частью подготовки специалистов различного профиля, которые в соответствии с требованиями Государственного образовательного стандарта должны достичь уровня владения иностранным языком, позволяющего им продолжить обучение и вести профессиональную деятельность в иноязычной среде.

Адъюнкты (аспиранты, соискатели), окончившие курс обучения по данной программе должны владеть орфографической, орфоэпической, лексической, грамматической и стилистической нормами изучаемого языка в пределах программных требований и правильно использовать их во всех видах речевой коммуникации, в научной сфере в форме устного и письменного общения.

РАЗДЕЛ I

ОСНОВНЫЕ ПОЛОЖЕНИЯ И ТРЕБОВАНИЯ ПО ИЗУЧЕНИЮ ДИСЦИПЛИНЫ «ИНОСТРАННЫЙ ЯЗЫК»

1. Требования по видам речевой коммуникации

Говорение

к концу обучения адъюнкт (аспирант, соискатель) должен владеть подготовленной, а также неподготовленной монологической речью, уметь делать резюме, сообщения, научные доклады на иностранном языке; владеть диалогической речью в ситуациях научного, профессионального и бытового общения в пределах изученного языкового материала и в соответствии с избранной специальностью.

Аудирование

Адъюнкт (аспирант, соискатель) должен уметь понимать на слух оригинальную монологическую и диалогическую речь по специальности, опираясь на изученный языковой материал, фоновые страноведческие и профессиональные знания, навыки языковой и контекстуальной догадки.

Чтение

Адъюнкт (аспирант, соискатель) должен уметь читать, понимать и использовать в своей научной работе оригинальную научную литературу по

специальности, опираясь на изученный языковой материал, фоновые страноведческие и профессиональные знания и навыки языковой и контекстуальной догадки. Адъюнкт (аспирант, соискатель) должен овладеть всеми видами чтения (изучающее, ознакомительное, поисковое и просмотровое).

Письмо

Адъюнкт (аспирант, соискатель) должен владеть умениями письма в пределах изученного языкового материала, в частности уметь составить план (конспект) прочитанного, изложить содержание прочитанного в форме резюме; написать сообщение или доклад по темам проводимого исследования.

2. Языковой материал

2.1. Виды речевых действий и приемы ведения общения

При отборе конкретного языкового материала необходимо руководствоваться следующими функциональными категориями:

Передача фактуальной информации: средства оформления повествования, описания, рассуждения, уточнения, коррекции услышанного или прочитанного, определения темы сообщения, доклада и т.д.

Передача эмоциональной оценки сообщения: средства выражения одобрения/неодобрения, удивления, восхищения, предпочтения и т.д.

Передача интеллектуальных отношений: средства выражения согласия/несогласия, способности/неспособности сделать что-либо, выяснение возможности/невозможности сделать что-либо, уверенности/неуверенности говорящего в сообщаемых им фактах.

Структурирование дискурса: оформление введения в тему, развитие темы, смена темы, подведение итогов сообщения, инициирование и завершение разговора, приветствие, выражение благодарности, разочарования и т.д.;

владение основными формулами этикета при ведении диалога, научной дискуссии, при построении сообщения и т.д.

2.2. Фонетика

Интонационное оформление предложения: словесное, фразовое и логическое ударения, мелодия, паузация; фонологические противопоставления, релевантные для изучаемого языка: долгота/краткость, закрытость/открытость гласных звуков, звонкость/глухость конечных согласных и т.п.

2.3. Лексика

К концу обучения, предусмотренного данной программой, лексический запас адъюнкта (аспиранта, соискателя) должен составить не менее **5500** лексических единиц с учетом вузовского минимума и потенциального словаря, включая примерно **500** терминов профилирующей специальности.

2.4. Грамматика

Английский язык

Порядок слов простого предложения. Сложное предложение: сложносочиненное и сложноподчиненное предложения. Союзы и относительные местоимения. Эллиптические предложения. Бессоюзные придаточные. Употребление личных форм глагола в активном и пассивном залогах. Согласование времен. Функции инфинитива: инфинитив в функции подлежащего, определения, обстоятельства. Синтаксические конструкции: оборот «дополнение с инфинитивом» (объектный падеж с инфинитивом); оборот «подлежащее с инфинитивом» (именительный падеж с инфинитивом); инфинитив в функции вводного члена; инфинитив в составном именном сказуемом *(be + инф.)* и в составном модальном сказуемом; (оборот *«[оз: + smb. (o do smth.»)*. Сослагательное наклонение. Модальные глаголы. Модальные глаголы с простым и перфектным инфинитивом. Атрибутивные комплексы (цепочки существительных). Эмфатические (в том числе инверсионные) конструкции в форме *Continuous* или пассива; инвертированное придаточное уступительное или причины; двойное отрицание. Местоимения, слова-заместители *(that (o!), those (o!), this, these, do, one, ones),* сложные и парные союзы, сравнительно-сопоставительные обороты *(as ... as, not* so ... as, *the ... the).*

Немецкий язык

Простые распространенные, сложносочиненные и сложноподчиненные предложения. Рамочная конструкция и отступления от нее. Место и порядок слов придаточных предложений. Союзы и корреляты. Бессоюзные придаточные предложения. Распространенное определение. Причастие 1 с *zu* в функции определения. Приложение. Степени сравнения прилагательных. Указательные местоимения в функции замены существительного. Однородные члены предложения разного типа. Инфинитивные и причастные обороты в различных функциях. Модальные конструкции *sein* и *haben* + *zu* + *infinitiv*. Модальные глаголы с инфинитивом 1 и II актива и пассива. Конъюнктив и кондиционалис в различных типах предложений. Футурум 1 и II в модальном значении. Модальные слова. Функции пассива и конструкции *sein* + *Partizip II* (статива). Трехчленный, двучленный и одночленный (безличный пассив). Сочетания с послелогами, предлогами с уточнителями. Многозначность и синонимия союзов, предлогов, местоимений, местоименных наречий и т.д. Коммуникативное членение предложения и способы его выражения.

РАЗДЕЛ II

СОДЕРЖАНИЕ И СТРУКТУРА КАНДИДАТСКОГО ЭКЗАМЕНА

1. Содержание кандидатского экзамена по иностранному языку

На кандидатском экзамене адъюнкт (аспирант, соискатель) должен продемонстрировать умение пользоваться иностранным языком как средством профессионального общения в научной сфере.

Адъюнкт (аспирант, соискатель) должен владеть орфографической, орфоэпической, лексической и грамматической нормами изучаемого языка и

правильно использовать их во всех видах речевой коммуникации, в научной сфере в форме устного и письменного общения.

Говорение

На кандидатском экзамене аспирант (соискатель) должен продемонстрировать владение подготовленной монологической речью, а также неподготовленной монологической и диалогической речью в ситуации официального общения в пределах программных требований.

Оценивается содержательность, адекватная реализация коммуникативного намерения, логичность, связность, смысловая и структурная завершенность, нормативность высказывания.

Чтение

Адъюнкт (аспирант, соискатель) должен продемонстрировать умение читать оригинальную литературу по специальности, опираясь на изученный языковой материал, фоновые страноведческие и профессиональные знания, навыки языковой и контекстуальной догадки.

Оцениваются навыки изучающего, а также поискового и просмотрового чтения.

В первом случае оценивается умение максимально точно и адекватно извлекать основную информацию, содержащуюся в тексте, про водить обобщение и анализ основных положений предъявленного научного текста для последующего перевода на язык обучения, а также составления резюме на иностранном языке.

Письменный перевод научного текста по специальности оценивается с учетом общей адекватности перевода, то есть отсутствия смысловых искажений, соответствия норме и узусу языка перевода, включая употребление терминов.

Резюме прочитанного текста оценивается с учетом объема и правильности извлеченной информации, адекватности реализации коммуникативного намерения, содержательности, логичности, смысловой и структурной завершенности, нормативности текста.

При поисковом и просмотровом чтении оценивается умение в течение короткого времени определить круг рассматриваемых в тексте вопросов и выявить основные положения автора.

Оценивается объем и правильность извлеченной информации.

2. Рекомендуемая структура кандидатского экзамена

Кандидатский экзамен по иностранному языку проводится в два этапа:

На ***первом этапе*** адъюнкт (аспирант, соискатель) выполняет письменный перевод научного текста по специальности на язык обучения. Объем текста - 15 000 печатных знаков.

Успешное выполнение письменного перевода является условием допуска ко второму этапу экзамена. Качество перевода оценивается по зачетной системе.

Второй этап экзамена проводится устно и включает в себя три задания:

1. Изучающее чтение оригинального текста по специальности. Объем 2500-3000 печатных знаков. Время выполнения работы - 45-60 минут. Форма проверки: передача извлеченной информации осуществляется на иностранном языке (гуманитарные специальности) или на языке обучения (естественнонаучные специальности).

2. Беглое (просмотровое) чтение оригинального текста по специальности. Объем - 1000- 1500 печатных знаков. Время выполнения - 2-3 минуты. Форма проверки - передача извлеченной информации на иностранном языке (гуманитарные специальности) и на языке обучения (естественнонаучные специальности).

3. Беседа с экзаменаторами на иностранном языке по вопросам, связанным со специальностью и научной работой аспиранта (соискателя).

РАЗДЕЛ III

ТРЕБОВАНИЯ К НАУЧНОМУ РЕФЕРАТУ ПО ДИСЦИПЛИНЕ «ИНОСТРАННЫЙ ЯЗЫК»

Выполнение письменного перевода (реферата) и его защита являются обязательными условиями допуска адъюнкта (аспиранта, соискателя) к кандидатскому экзамену по иностранному языку.

Целью научного реферата является самостоятельный поиск, ознакомление и письменный обзор зарубежной литературы по исследуемой проблематике. Адъюнкту (аспиранту, соискателю) следует самостоятельно подобрать аутентичный иноязычный научный материал (статьи, диссертационные исследования, монографии) по специальности и выполнить его письменный перевод (реферат) с английского (немецкого) языка на русский. Объем русскоязычного текста научного реферата – **15000-25000** печатных знаков.

Основные требования к реферату:

1) Реферат выполняется на родном языке. Объем текстового иноязычного материала – не менее **150000** печатных знаков;

2) Отбор материала осуществляется аспирантом и его научным руководителем по специальности с учетом значимости материала для научной работы;

3) Объем реферата составляет 12-15 страниц машинописного текста;

4) В конце прилагается список литературы на английском языке, оформленный в соответствии со стандартами оформления диссертации.

5) Реферат необходимо предоставить для проверки преподавателю до экзамена. К реферату прилагается печатная копия иноязычного текста (в полном объеме), использованного для реферирования. Перевод оценивается с точки зрения его адекватности, соответствия нормам русского языка и знания терминологии по данной специальности;

6) Реферат следует предоставить вместе с составленным в алфавитном порядке англо-русский терминологическим словарем по специальности – 100 единиц (слова должны иметь транскрипцию, перевод). Знание слов по специальности на базе составленного словаря обязательно;

7) После того как преподаватель ознакомится с текстом научного реферата, его следует защитить на индивидуальной консультации, в ходе которой обсуждаются результаты работы над рефератом.

РАЗДЕЛ IV

ПЕРЕЧЕНЬ ВОПРОСОВ
для сдачи устной части кандидатского экзамена по дисциплине «Иностранный язык» (беседа с преподавателем)

1. What educational institution did you graduate from?
2. Where do you study now?
3. What can you tell about the Civil Defence Academy?
4. What is your specialty?
5. Why did you decide to take up a post-graduate course?
6. Who is your scientific supervisor and what is his/her contribution to science?
7. What does your scientific work deal with?
8. What problem do you investigate? Why are you interested in such a problem?
9. What can you say about your scientific work?
10. Do you need any special equipment for fulfilling your investigation?
11. What illustrations are you going to prepare to demonstrate the results of your investigation?
12. Have you made an outline of your future research?

13. Don't you think that accurate planning can contribute to your scientific productivity?
14. What have you already managed to do?
15. What points of your plan have you failed to fulfill?
16. How many English publications important for your research have you found?
17. Who are the best informed scientists in the field of your research?
18. How long can it take you to complete your research?
19. What methods of investigation are commonly employed in your research?
20. By what time/by when will you have completed your research?
21. What contribution may your research make into science?
22. Did you take part in any scientific conferences?
23. Did you make any reports? What were they devoted to? Were your reports a success?
24. Are you going to take part in scientific conferences in the future?
25. Have you got any publications?
26. What is the purpose of your publications?
27. How long have you been working at your research?
28. What kind of sources do you prefer to use for the theoretical grounds of your research?
29. Could you tell about the historical background of your problem?
30. Can you say now what structure of your dissertation will be? How many chapters will it consist of?

РАЗДЕЛ V

МЕТОДИЧЕСКИЕ УКАЗАНИЯ К ПРОГРАММЕ КАНДИДАТСКОГО ЭКЗАМЕНА ПО ИНОСТРАННОМУ ЯЗЫКУ

Учебные цели

Основной целью изучения иностранного языка адъюнктами (аспирантами, соискателями) всех специальностей является достижение практического владения языком, позволяющего использовать его в научной работе.

Практическое владение иностранным языком в рамках данного курса предполагает наличие таких умений в различных видах речевой коммуникации, которые дают возможность:

- свободно читать оригинальную литературу на иностранном языке в соответствующей отрасли знаний;

- оформлять извлеченную из иностранных источников информацию в виде перевода или резюме;

- делать сообщения и доклады на иностранном языке на темы, связанные с научной работой аспиранта (соискателя),

- вести беседу по специальности.

в задачи курса подготовки адъюнктов (аспирантов, соискателей) по дисциплине «Иностранный язык» входят совершенствование и дальнейшее развитие полученных в высшей школе знаний, навыков и умений по иностранному языку в различных видах речевой коммуникации.

Обучение видам речевой коммуникации

Обучение различным видам речевой коммуникации должно осуществляться в их совокупности и взаимной связи с учетом специфики каждого из них. Управление процессом усвоения обеспечивается четкой постановкой цели на каждом конкретном этапе обучения. В данном курсе определяющим фактором в достижении установленного уровня того или иного вида речевой коммуникации является требование профессиональной направленности практического владения иностранным языком.

Чтение

Совершенствование умений чтения на иностранном языке предполагает овладение видами чтения с различной степенью полноты и точности понимания: просмотровым, ознакомительным и изучающим. *Просмотровое* чтение имеет целью ознакомление с тематикой текста и предполагает умение на основе извлеченной информации кратко охарактеризовать текст с точки зрения поставленной проблемы. *Ознакомительное* чтение характеризуется умением проследить развитие темы и общую линию аргументации автора, понять в целом не менее 70% основной информации. *Изучающее* чтение предполагает полное и точное понимание содержания текста.

в качестве форм контроля понимания прочитанного и воспроизведения информативного содержания текста-источника используются в зависимости от вида чтения: ответы на вопросы, подробный или обобщенный пересказ прочитанного, передача его содержания в виде перевода, реферата или аннотации. Следует уделять внимание тренировке в скорости чтения: свободному беглому чтению вслух и быстрому (ускоренному) чтению про себя, а также тренировке в чтении с использованием словаря. Все виды чтения должны служить единой конечной цели - научиться свободно читать иностранный текст по специальности.

Свободное, зрелое чтение предусматривает формирование умений вычленять опорные смысловые блоки в читаемом, определять структурно-семантическое ядро, выделять основные мысли и факты, находить логические связи, исключать избыточную информацию, группировать и объединять выделенные положения по принципу общности, а также формирование навыка языковой догадки (с опорой на контекст,

словообразование, интернациональные слова и др.) и навыка прогнозирования поступающей информации.

Аудирование и говорение

Умения аудирования и говорения должны развиваться во взаимодействии с умением чтения.

Основное внимание следует уделять коммуникативной адекватности высказываний монологической и диалогической речи (в виде пояснений, определений, аргументации, выводов, оценки явлений, возражений, сравнений, противопоставлений, вопросов, просьб и т.д.).

к концу курса адъюнкт (аспирант, соискатель) должен владеть:

- умениями монологической речи на уровне самостоятельно подготовленного и неподготовленного высказывания по темам специальности и по диссертационной работе (в форме сообщения, информации, доклада);

- умениями диалогической речи, позволяющими ему принимать участие в обсуждении вопросов, связанных с его научной работой и специальностью.

Перевод

Устный и письменный перевод с иностранного языка на родной язык используется как средство овладения иностранным языком, как прием развития умений и навыков чтения, как наиболее эффективный способ контроля полноты и точности понимания. Для формирования некоторых базовых умений перевода необходимы сведения об особенностях научного функционального стиля, а также по теории перевода: понятие перевода; эквивалент и аналог; переводческие трансформации; компенсация потерь при переводе; контекстуальные замены; многозначность слов; словарное и контекстное значение слова; совпадение и расхождение значений интернациональных слов («ложные друзья» переводчика) и т.п.

Письмо

В данном курсе письмо рассматривается не только как средство формирования лингвистической компетенции в ходе выполнения письменных упражнений на грамматическом и лексическом материале. Формируются также коммуникативные умения письменной формы общения, а именно: умение составить план или конспект к прочитанному, изложить содержание прочитанного в письменном виде (в том числе в форме резюме, реферата и аннотации), написать доклад и сообщение по теме специальности адъюнкта (аспиранта, соискателя) и т.п.

Работа над языковым материалом

Овладение всеми формами устного и письменного общения ведется комплексно, в тесном единстве с овладением определенным фонетическим, лексическим и грамматическим материалом.

Языковой материал должен рассматриваться не только в виде частных явлений, но и в системе, в форме обобщения и обзора групп родственных явлений и сопоставления их.

Фонетика

Продолжается работа по коррекции произношения, по совершенствованию произносительных навыков при чтении вслух и устном высказывании. Первостепенное значение придается смыслоразличительным факторам:

- интонационному оформлению предложения (деление на интонационно-смысловые группы-синтагмы, правильная расстановка фразового и в том числе логического ударения, мелодия, паузация);
- словесному ударению (в двусложных и в многосложных словах, в том числе в производных и в сложных словах; перенос ударения при конверсии);
- противопоставлению долготы и краткости, закрытости и открытости гласных звуков, звонкости (для английского языка) и глухости конечных согласных (для немецкого языка).

Работа над произношением ведется как на материале текстов для чтения, так и на специальных фонетических упражнениях и лабораторных работах.

Лексика

При работе над лексикой учитывается специфика лексических средств текстов по специальности адъюнкта (аспиранта, соискателя), многозначность служебных и общенаучных слов, механизмы словообразования (в том числе терминов и интернациональных слов), явления синонимии и омонимии.

Адъюнкт (аспирант, соискатель) должен знать употребительные фразеологические сочетания, часто встречающиеся в письменной речи изучаемого им подъязыка, а также слова, словосочетания и фразеологизмы, характерные для устной речи в ситуациях делового общения.

Необходимо знание сокращений и условных обозначений и умение правильно прочитать формулы, символы и т.п.

Адъюнкт (аспирант, соискатель) должен вести рабочий словарь терминов и слов, которые имеют свои оттенки значений в изучаемом подъязыке.

Грамматика

Программа предполагает знание и практическое владение грамматическим минимумом вузовского курса по иностранному языку. При углублении и систематизации знаний грамматического материала, необходимого для чтения и перевода научной литературы по специальности, основное внимание уделяется средствам выражения и распознавания главных членов предложения, определению границ членов предложения (синтаксическое членение предложения); сложным синтаксическим конструкциям, типичным для стиля научной речи: оборотам на основе неличных глагольных форм, пассивным конструкциям, многоэлементным определениям (атрибутным комплексам), усеченным грамматическим конструкциям (бессоюзным придаточным, эллиптическим предложениям и т.п.); эмфатическим и инверсионным структурам; средствам выражения смыслового (логического) центра предложения и модальности.

Первостепенное значение имеет овладение особенностями и приемами перевода указанных явлений.

При развитии навыков устной речи особое внимание уделяется порядку слов как в аспекте коммуникативных типов предложений, так и внутри повествовательного предложения; употреблению строевых грамматических элементов (местоимений, вспомогательных глаголов, наречий, предлогов, союзов); глагольным формам, типичным для устной речи; степеням сравнения прилагательных и наречий; средствам выражения модальности.

Учебные тексты

В качестве учебных текстов и литературы для чтения используется оригинальная монографическая и периодическая литература по тематике широкого профиля вуза (научного учреждения), по узкой специальности аспиранта (соискателя), а также статьи из журналов, издаваемых за рубежом.

Для развития навыков устной речи привлекаются тексты по специальности, используемые для чтения, специализированные учебные пособия для аспирантов по развитию навыков устной речи.

Общий объем литературы за полный курс по всем видам работ, учитывая временные критерии при различных целях, должен составлять примерно 600000-750000 печ. знаков (то есть 240-300 стр.). Распределение учебного материала для аудиторной и внеаудиторной проработки осуществляется кафедрой иностранных языков в соответствии с принятым учебным планом.

РАЗДЕЛ VI

ПЕРЕЧЕНЬ ОСНОВНОЙ И ДОПОЛНИТЕЛЬНОЙ ЛИТЕРАТУРЫ, НЕОБХОДИМОЙ ДЛЯ ОСВОЕНИЯ ДИСЦИПЛИНЫ

Английский язык

а) основная литература:

1. Программа по иностранным языкам для вузов неязыковых специальностей. Методические указании к программе. Учебно-методическое объединение по лингвистическому образованию. М., 1995.
2. Артемьева Ю.В., Уютова Е.В. Кандидатский экзамен по английскому языку. Учебное пособие для адъюнктов, аспирантов и соискателей. – Химки: АГЗ МЧС России, 2020. – 105 с., Инвентарный номер № 4096 к/4
3. Качалова К.Н. Практическая грамматика английского языка с упражнениями и ключами: учебник в 2-х т. / К.Н. Качалова, Е.Е. Израилевич. – 8-е изд., перераб. и доп. – Киев: Методика, 1996. Инвентарный номер № 25127-ЧЗ.

б) дополнительная литература:

1. Бабушкин А.П. Учебное пособие по английскому языку для аспирантов и соискателей. Подготовка к чтению и переводу научного текста. – Воронежский государственный университет, 2012. – 46 с.
2. Васючкова О.И., Князева Н.И., Лукша Т.Г. Английский язык для аспирантов. - Минск: БГУ, 2015. — 125 с.
3. Гарагуля С.И. Английский язык для аспирантов и соискателей ученой степени. – М. : Гуманитар. изд. центр ВЛАДОС, 2015. — 327 с.
4. Зильберман Л.И. Пособие по обучению чтению английской научной литературы (структурно-семантический анализ текста). М.: Наука, 1981.
5. Крупаткин Я.Б. Читайте английские научные тексты. М.: Высш. шк., 1991.
6. Курашвили Е.И. Английский язык: Пособие по чтению и устной речи для технических вузов. М.: Высш. шк., 1991.
7. Лимарева Т.Ф., Лоза В.И., Тхорик В.И. Экзамен по английскому языку: Учебник для аспирантов и соискателей. – Краснодар: Кубанский гос. Ун-т, 2020. – 80 с.
8. Минакова Т.В. Английский язык для аспирантов и соискателей. – Оренбург: ГОУ ОГУ, 2019. – 103 с.
9. Михельсон Т.Н., Успенская Н.В. Пособие по составлению рефератов на английском языке. Л.: Наука, 1980.
10. Рейман Е.А., Константинова Н.А. Обороты речи английской обзорной научной статьи. Л.: Наука, 1978.
11. Резник Р.В., Сорокина Т.С., Казарицкая Т.А. Практическая грамматика английского языка. М.: Флинта, Наука, 1996.

Немецкий язык

а) основная литература

1. Богатырева Н.А. Немецкий для менеджеров. М.: Астрель, АСТ, 2002.
2. Виноградова В.С. Zu Besuch in Deutschland. Практикум по немецкому языку. 1995.
3. Гяч Н.В. Пособие по развитию навыков устной речи по теме «Международные научные связи» (немецкий язык). л.: Наука, 1980.
4. Зорина Н.В. Deutsch Kommunikativ. М.: МГУ, 1994.
5. Нарустранг Е.В. Практическая грамматика немецкого языка. СПб.: Союз, 1998.

6. Халеева И.И. Основы теории обучения пониманию иноязычной речи: Подготовка переводчиков. М.: Высш. шк., 1989.

б) дополнительная литература

1. Немецко-русский, русско-немецкий словарь, М., 2013 г. Инв. №2886е-чз
2. Грамматика немецкого языка Завьялова В.М., Извольская И.В., М., 2004 г. Инв. №163у
3. Большой немецко-русский в 2-х томах под рук. О.И.Москальской. Инв. №5402
4. Немецко-русский, русско-немецкий словарь, М., 2002 г. Галахов Н. Инв. №26888-чз
5. Немецко-русский юридический словарь под ред. П.И. Гришаева, М., 1996 г. Инв. №25169-чз
6. Немецко-русский словарь. М.1998. Инв. №288у

РАЗДЕЛ VII
ПЕРЕЧЕНЬ РЕСУРСОВ ИНФОРМАЦИОННО-ТЕЛЕКОММУНИКАЦИОННОЙ СЕТИ ИНТЕРНЕТ

1. Cambridge Dictionary Online. [Интернет-ресурс]. — Режим доступа: https://dictionary.cambridge.org/dictionary/
2. *Carpi A., Egger A.E.* Research Methods: The Practice of Science // Vision-learning. — Vol. POS-2 (1), 2019. [Интернет-ресурс]. — Режим доступа: http://www.visionlearningxom/library
3. Merriam-Webster Dictionary. [Интернет-ресурс]. — Режим доступа: http://www.merriam-webster.com/dictionary
4. Oxford Advanced Learner's Dictionary. [Интернет-ресурс]. — Режим доступа: http://oald8.oxfordlearnersdictionaries
5. Postgraduate education. [Интернет-ресурс]. — Режим доступа: http:// www.prospects.ac.uk/rassia_j)ostgraduate_study.htm
6. ЭБС «Университетская библиотека ОНЛАЙН»: http://biblio-online.ru
7. ЭБС «ЮРАЙТ»: http://biblioclub.ru
8. ЭБ Академии: http://10.19.201.222
9. Онлайн словари: https://www.multitran.com/, https://wooordhunt.ru/
10. Специализированные сайты национальных и международных организаций:, https://www.fema.gov/ru, http://icdo.org/, https://www.unocha.org/, https://www.icrc.org/, https://media.ifrc.org/ifrc/

ПРИЛОЖЕНИЕ 1

Министерство Российской Федерации по делам гражданской обороны, чрезвычайным ситуациям и ликвидации последствий стихийных бедствий

Академия гражданской защиты

Кафедра иностранных языков

Ю.В.Артемьева, Е.В. Уютова

КАНДИДАТСКИЙ ЭКЗАМЕН ПО АНГЛИЙСКОМУ ЯЗЫКУ

УЧЕБНОЕ ПОСОБИЕ ДЛЯ АДЪЮНКТОВ, АСПИРАНТОВ И СОИСКАТЕЛЕЙ

Химки – 2023

УДК 802.0 (075)
ББК 81.2 Англ-923

Авторы: к.филол.наук, доцент Ю.В.Артемьева, к.филол.наук Е.В. Уютова

Кандидатский экзамен по английскому языку. Учебное пособие для адъюнктов, аспирантов и соискателей.– Химки: АГЗ МЧС России, с.

Пособие представляет собой комплексный курс английского языка для адъюнктов, аспирантов и соискателей, готовящихся к сдаче кандидатского экзамена.

Пособие содержит описание требований к кандидатскому экзамену по английскому языку, знакомит с образцом экзаменационного билета, включает методические рекомендации по подготовке научного реферата, тексты и послетекстовые задания для тренировки навыков перевода, просмотрового чтения, реферирования и аннотирования на английском языке. Кроме того, в пособие включены задания для развития навыка говорения в соответствии с государственным образовательным стандартом, а также список наиболее часто задаваемых вопросов экзаменаторов с возможными вариантами ответов.

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ЧАСТЬ 1

I. ТРЕБОВАНИЯ К ВСТУПИТЕЛЬНОМУ ЭКЗАМЕНУ ПО АНГЛИЙСКОМУ ЯЗЫКУ

На вступительный экзамен необходимо представить литературу по специальности на иностранном языке общим объемом 15 страниц.

ТРЕБОВАНИЯ К ЛИТЕРАТУРЕ

а) литература должна представлять собой монографию (часть) или несколько статей;

б) на титульном листе должны быть выходные данные (автор, название, место, год);

в) литература не должна быть адаптирована;

г) литература не должна относиться к разряду учебных пособий или справочных изданий;

д) литература должна быть написана носителем языка.

СОДЕРЖАНИЕ ЭКЗАМЕНА

1. Письменный перевод со словарем на родной язык оригинального текста по специальности объемом 1200 знаков (время на подготовку – 45-60 минут).

2. Передача содержания текста на английском языке (объем текста 2500 печатных знаков).

3. Беседа по темам: 1) 0 себе 2) Учеба в университете 3) Моя дипломная работа 4) Мое научное исследование

4. Умение представить себя, дать информацию на иностранном языке о вузе, факультете, который вы закончили,

сообщить имя руководителя, вид обучения (очная или заочная аспирантура).

II. ТРЕБОВАНИЯ К КАНДИДАТСКОМУ ЭКЗАМЕНУ. МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ

Дисциплина «Иностранный язык» является неотъемлемой частью (дополняющей, уточняющей, обобщающей) комплекса общенаучных (гуманитарных) дисциплин по направлениям подготовки преподавателей-исследователей 20.07.01/20.06.01 «Техносферная безопасность», 41.06.01 «Политические науки и регионоведение», 56.07.01 «Военные науки». Курс рассчитан на 72 часа аудиторных занятий и 72 часа самостоятельной работы при очной форме обучения.

Основная цель курса иностранного (английского) языка для аспирантов - подготовка высокообразованного специалиста, научного работника, владеющего иностранным языком как средством осуществления научной, профессиональной и творческой деятельности в иноязычной сфере, а также средством межкультурной коммуникации в сферах науки, культуры и быта страны изучаемого языка. Изучение дисциплины ориентирует обучающихся на совершенствование коммуникативной компетенции иностранного языка для профессионального общения в научной сфере в иноязычной среде в рамках направлений подготовки кадров высшей квалификации. Знание иностранного

языка будет способствовать повышению научного уровня диссертации, принесет новизну в диссертационное исследование.

Дисциплина готовит обучающихся к решению следующих профессиональных задач:

- уметь читать, понимать и использовать в своей научной работе информацию, извлеченную при чтении оригинальной научной литературы по специальности, опираясь на изученный языковый материал, фоновые профессиональные знания по специальности, навыки языковой и контекстуальной догадки;
- владеть подготовленной и неподготовленной монологической речью;
- уметь делать резюме по прочитанному материалу, сообщения, доклад на иностранном языке;
- иметь способность принимать участие в диалогической речи в ситуациях научного и профессионального общения в соответствии с избранной специальностью;
- уметь понимать на слух монологическую и диалогическую речь по специальности, опираясь на изученный языковый материал, фоновые профессиональные знания, навыки языковой и контекстуальной догадки;
- овладеть навыками аннотирования и реферирования как на русском, так и на иностранном языке.

Для освоения дисциплины «Иностранный язык» обучающимся необходимо:

- знать основной лексический материал в объеме, необходимом для чтения и понимания профессионально-ориентированных

текстов на иностранном языке (не менее 5500 лексических единиц с учетом вузовского минимума, включая 500 терминов по специальности аспиранта). Рекомендуется составление терминологического словаря с учетом специфики научной сферы деятельности аспиранта;

– читать на иностранном языке оригинальную литературу по своему направлению с различной степенью полноты и точности понимания (общий объем литературы за полный курс по всем видам работ, учитывая временные критерии при различных целях, должен составлять примерно 150 000 печатных знаков);
– владеть орфоэпическими, орфографическими, лексическими и грамматическими нормами иностранного языка и правильно использовать их во всех видах речевой деятельности, представленных в сфере культурного, профессионального общения; навыками критического восприятия информации и для устного общения на профессиональные темы с зарубежными коллегами, публичных выступлений по тематике исследования.

Успешное освоение учебной дисциплины «Иностранный язык» предполагает активную самостоятельную работу обучающихся по отработке учебного материала, изученного на практических занятиях.

Самостоятельная работа адъюнктов и аспирантов включает в себя:

– текущую работу над учебным материалом, изложенным в учебниках, учебных пособиях и дополнительной литературе, в т.ч. выполнение учебных заданий и упражнений;

- подготовку научного реферата для допуска к кандидатскому экзамену;
- подготовку терминологического словаря.

В целях эффективного овладения компетенциями (УК-1, УК-3, УК-4 УК-5 и ОПК-1) обучающимся рекомендуется:

- непрерывно пополнять свои знания способов коммуникативно-прагматического и композиционного построения профессионально-ориентированных текстов на иностранном языке;
- развивать энциклопедическую эрудицию, пополнять «фоновые» знания, следить за развитием внутриполитических и культурных событий и за внешнеполитической деятельностью страны (стран) изучаемого иностранного языка;
- при выполнении упражнений из учебников и источников информации online пользоваться большими двуязычными, специальными и толковыми словарями, а также справочниками и иной справочной литературой; тщательно выполнять работу по исправлению допущенных в упражнениях смысловых, стилистических, лексических, грамматических, орфографических и иных ошибок и погрешностей.

В целях закрепления изучаемой лексики и расширения словарного запаса обучающимся рекомендуется в процессе изучения дисциплины прослушивание аудиозаписей, просмотр фильмов на изучаемом языке, а также чтение дополнительной литературы по изученным темам, работа с иноязычными сайтами.

III.СТРУКТУРА КАНДИДАТСКОГО ЭКЗАМЕНА

Кандидатский экзамен по иностранному (английскому) языку проводится в **два этапа**.

На **первом этапе** аспирант должен**:**

– выполнить письменный перевод (реферат) научного текста по специальности на английском языке объемом 15000-25000 печатных знаков. Реферат представляет собой обзор зарубежной литературы по исследуемой проблематике. К реферату предъявляются следующие требования: 1) Реферат выполняется на родном языке. Объем текстового материала статей не менее 150000 печатных знаков; 2) Отбор материала осуществляется аспирантом и его научным руководителем по специальности с учетом значимости материала для научной работы; 3) Объем реферата составляет 12-15 страниц машинописного текста; 4) В конце прилагается список литературы на английском языке, оформленный в соответствии со стандартами оформления диссертации (см. **Приложение** 1);

– предоставить реферат для проверки преподавателю до экзамена. Перевод оценивается с точки зрения его адекватности, соответствия нормам русского языка и знания терминологии по данной специальности;

– предоставить составленный в алфавитном порядке англо-русский терминологический словарь по специальности – 150 единиц (слова должны иметь транскрипцию, перевод, см. **Приложение 1**). Знание слов по специальности на базе составленного словаря обязательно;

– обсудить результаты работы над рефератом на английском языке в ходе индивидуальной консультации с преподавателем.

Успешное выполнение письменного перевода реферата и его защита являются условиями допуска ко **второму (устному) этапу** экзамена.

IV. СОДЕРЖАНИЕ УСТНОГО ЭТАПА ЭКЗАМЕНА

1. Изучающее чтение и письменный перевод со словарем оригинального текста по узкой специальности на русский язык. Объем текста 2300-2500 печатных знаков. Время выполнения – 45-60 минут. Отрывок выбирается членами комиссии из общего объема прочитанного в курсе изучения специальной литературы (150000 печатных знаков).

Форма проверки:

а) выборочное чтение вслух части текста;

б) проверка подготовленного перевода;

с) передача основного содержания текста на иностранном языке в форме резюме.

2. Просмотровое чтение оригинального текста по специальности. Объем 1200 знаков. Время выполнения 4-5 минут. Форма проверки - передача на русском языке не менее 70% извлеченной информации.

3. Беседа на английском языке по вопросам, связанными со специальностью и научной работой аспиранта. Темы для беседы на кандидатском экзамене:

1) О себе
2) Учеба в университете
3) Учеба в аспирантуре
4) Мои научные интересы
5) Современное состояние науки в вашей области
6) Научная работа и достижения вашей кафедры
7) Публикации статей в научных изданиях.
8) Участие в научных конференциях
9) Роль иностранного языка в работе над диссертацией

ЧАСТЬ 2.

I. ТЕКСТЫ ДЛЯ ЧТЕНИЯ И ПЕРЕСКАЗА

SECTION 1. POSTGRADUATE EDUCATION

1. *Before you read the texts in this section, translate the following words and word combinations into Russian:*

graduate (from), undergraduate, postgraduate (student), take a postgraduate course, postgraduate education, degree, academic degree, Bachelor's degree, Master's degree, PhD degree, Doctoral degree, award a degree, earn a degree, research, perform/conduct/do/undertake/carry out research, thesis, dissertation, defend a thesis/a dissertation, defence of one's thesis/dissertation, science, scientist, scholar, scholarship, proceed, require, requirement, submission, assess, assessment, adviser, supervisor, academic/research adviser (supervisor).

2. *Read and translate Text 1A:*

Text 1A. POSTGRADUATE DEGREES

Postgraduate education involves learning and studying for degrees or other qualifications for which a first or Bachelor's degree is generally required. The organisation and structure of postgraduate education varies in different countries, and also in different institutions within countries. In most countries, the hierarchy of postgraduate degrees is as follows:

Master's degrees. These are sometimes placed in a further hierarchy, starting with degrees such as the Master of Arts and Master of Science, then Master of Philosophy, and finally Master of Letters. Many

Master's students will perform research culminating in a paper, presentation, and defence of their research. This is called the Master's thesis.

Doctorates. An academic doctorate can be awarded as a PhD (Doctor of Philosophy). In the context of academic degrees, the term *philosophy* does not refer solely to the field of philosophy, but is used in a broader sense in accordance with its original Greek meaning, which is *love of wisdom*.

Many postgraduate programmes require students to pass one or several examinations in order to demonstrate their competence as scholars. In some departments, a comprehensive examination is often required in the first year, and is designed to test a student's background undergraduate-level knowledge. Most postgraduate students perform teaching duties. Doctoral programmes often require students to pass more examinations.

The criteria for award of Doctorates vary somewhat throughout the world, but typically require the submission of a substantial body of original research undertaken by the candidate. This may take the form of a single thesis or dissertation, and will usually be assessed by a small committee of examiners appointed by the university.

In total, the typical Doctoral degree takes between three and eight years from entering the programme to completion, though this time varies depending upon the department, thesis topic, and many other factors.

Many post-Soviet countries, including Russian Federation, have a two-stage research degree obtaining path, generally similar to the

doctorate system in Europe. The first stage is named Kandidat nauk (literal translation means *Candidate of Sciences*). According to par. 262 International Standard Classification of Education (ISCED) UNESCO 2011, for purposes of international educational statistics Candidate of Sciences is equivalent to Doctor of Philosophy (PhD) degree as awarded in many English-speaking countries. It allows its holders to reach the level of the Associate Professor (Docent). The second stage is Doktor nauk (Doctor of Sciences). It requires many years of research experience and writing a second dissertation. The degrees of Candidate and Doctor of Sciences are only awarded by the special governmental agency (Higher Attestation Commission). A university or a scientific institute where the thesis was defended can only recommend awarding a seeker the sought degree.

3. Complete the following sentences with details from the Text.

1) Master's degree programmes usually include.... 2) The degree of an academic doctorate is called .... 3) Examinations are required to test ... 4) Typically a doctorate degree takes ... to complete. 5) ... is earned after obtaining a PhD degree. 6) The first stage research degree in Russia is ... 7) The second stage research degree in Russia is ... .

4. Discuss the following questions with your groupmates and teacher:

1) What does postgraduate education involve? 2) Does postgraduate education vary in different countries? 3) What is its organisation in most countries? 4) Do postgraduate programmes require

any examinations? 5) What characteristics of Doctoral studies do you know? 6) What are the criteria for award of a Doctorate degree? 7) What is the structure of postgraduate education in Russia? 8) What degrees are the Russian postgraduate degrees of *kandidat nauk* and *doktor nauk* equivalent to as awarded in many countries?

5. Locate the following details in the Text.

1) In which lines does the author explain the meaning of the term *philosophy* in the context of academic degrees? 2) Where in the Text does the author first mention the requirements for Doctoral degree programmes? 3)Where in the Text does the author discuss what doctoral students are expected to demonstrate to be awarded a PhD degree? 4) In which lines does the author explain the equivalence of Russian postgraduate degrees to the ones recognized internationally?

6. Mark the main ideas of the Text 1A and retell it in English.

7. Skim Text 1B "Postgraduate levels in Russia" and try to understand what it is about. Give a brief overview of its contents in Russian.

Text 1B. POSTGRADUATE LEVELS IN RUSSIA

The postgraduate diploma structure so far retains its unique Soviet pattern established in 1934. The system makes a distinction between scientific degrees, evidencing personal postgraduate achievement in scientific research, and related but separate academic titles, evidencing personal achievement in university-

level education. There are two successive postgraduate degrees: *kandidat nauk* (Candidate of Sciences) and *doktor nauk* (Doctor of Sciences). Both are a certificate of scientific, rather than academic, achievement, and must be backed up by original/ novel scientific work, evidenced by publications in peer-reviewed journals and a dissertation defended in front of the senior academic board. The titles are issued by the Higher Attestation Commission of the Ministry of Education. A degree is always awarded in one of the fields of science.

Kandidat nauk can be achieved within university environment, specialised research facilities. A typical *kandidat nauk* path from admission to diploma takes about 3 years. The dissertation paper should contain a solution of an existing scientific problem, or a practical proposal. The title is often perceived as equivalent to Western Ph.D., although this may vary depending on the field of study, and may not be seen as such outside of Russia. *Doktor nauk*, the next stage, implies achieving significant scientific output. This title is often equated to the German or Scandinavian habilitation. The dissertation paper should summarise the author's research resulting in theoretical statements that are qualified as a new discovery, solution of an existing problem, or a practical proposal. The road from *kandidat* to *doktor* typically takes 10 years of dedicated research activity; one in four candidates reaches this stage.

Academic titles of *dotsent* and *professor* are issued to active university staff who already achieved degrees of *kandidat* or *doktor*;

the rules prescribe authoring established course books in their chosen field, and mentoring successful postgraduate trainees; special, less formal rules apply to professors of arts.

SECTION 2. RESEARCH WORK

1. *Before you read the texts in this section, translate the following words and word combinations into Russian:*

Arise, objective, target, worth, impact, occur, consider, available, availability, investigate, facilitate, take account of, take into account, opportunity, take an opportunity, misconception, access, have an access, gain/obtain access, data source, relate (to), closely related, enable, complete (v).

2. *Read and translate Text 2A:*

Text 2A. MANAGING YOUR POSTGRADUATE RESEARCH PROJECT

Research degrees offer a rewarding and exciting opportunity to explore an issue in real depth. On completion you will be one of the world's leading experts in your field. During your study you will have the opportunity to meet researchers from around the world and present your work to them. However, research projects rarely run smoothly, they are often frustrating and highly challenging. Being prepared for this and understanding why you are undertaking the research will help you to maintain your motivation and prepare for future opportunities.

Postgraduate research projects are often highly complex requiring several objectives to be completed and various tasks that must be carried out at specific times. To be an effective and efficient researcher you will need to plan your research projects carefully to make the most

of your time and research opportunities. Your plan will need to be revised as your research develops and changes over time.

When you know what you need to do, and when you need to do it, you can start to build an initial plan. This does not need to be complex, and could simply be a list of milestones in your diary or calendar. Some students with highly complex projects may find project management software useful, and many institutions offer training to use this effectively.

With an initial plan in place, it is worth looking at each of the tasks and milestones to identify any risks that might be present. For each risk estimate the impact it will have on your project, and how likely it is to occur. You should consider setting up contingency plans for any risks which are most likely to occur.

For example, in most research projects the availability of data can have a significant impact, be this the availability of an industrial partner or access to archive data. It is often hard to be certain that you will get the data that you want and expect to be available. If in your case you assess the likelihood of the data source being unavailable, you could manage this risk by investigating the possibility of alternative data sources and make initial preparations to use them.

It is not uncommon for doctoral research projects to dramatically change as you discover more about your research area. As changes occur, update your plan to keep it realistic and deliverable. You may also add more detail to your plan as the research method becomes clearer. To facilitate your thinking about this you may find that a work breakdown structure will help you.

Identify the reasons for why you did not finish on time, and identify the problems you faced. You may find the following reasons occurring commonly:

– If it was due to other commitments, have you taken too much on?

– If it was due to unexpected complexity, will other tasks also take longer?

– If it was due to the unavailability of equipment, did you manage to start another task in your free time?

Now modify your plan to take account of your changed situation. You may have to reduce the amount of work you plan to do. If so, discuss this with your supervisor, taking care to identify the tasks that are essential to complete your project successfully.

3. Complete the following sentences with details from the Text.

1) Postgraduate degrees offer ... . 2) The plan of your research project will need ... . 3) Project management software can be applied for …. 4) The data available for research projects can have … . 5) You should keep your plan … and … .

4. Discuss the following questions with your groupmates and teacher:

1) What opportunities will you have during postgraduate study? 2) Do you think research projects run smoothly? 3) What is required to be an efficient researcher? 4) Do you know how to plan a research project? 5) What risks can have the impact on a research project? 6) What are the reasons for not completing a project on time

5. Locate the following details in the Text.

1) In which lines does the author explain how to plan a research project? 2) Where in the Text does the author first mention the research objectives? 3) At what point in the Text does the author discuss some possible modifications of a research project?

6. Mark the main ideas of the Text 2A and retell it in English.

7. Skim Text 2B "Basic objectives and misconceptions of postgraduate research work" and try to understand what it is about. Give a brief overview of its contents in Russian.

Text 2B. BASIC OBJECTIVES AND MISCONCEPTIONS OF POSTGRADUATE RESEARCH WORK

A good starting point in understanding the difference between the objectives of postgraduate research work and the misconceptions is to consider the parable of the two workmen, laying bricks on a construction site. In the parable, in response to a question regarding their roles, one workman replies that he is "laying bricks", while the other replies that he is "building a cathedral".

In response to a question regarding their roles in a postgraduate research programme, many students will provide the analogous answer that relates to how they are laying bricks rather than how they are building the proverbial cathedral. The key point here is to recognise

that, just as bricklaying has a higher sense of purpose than laying bricks, so too does postgraduate research have a higher sense of purpose than just undertaking a research project. Ironically, few research students recognise the higher sense of purpose that is being sought through their research until long after the programme has been completed.

In failing to recognise the higher sense of purpose for which a postgraduate research programme is intended, many research students needlessly expend weeks or months on activities that do not contribute to their learning process or to a positive outcome within the assessment process. Worse still, many students inadequately address (or fail to address) the key issues needed to demonstrate an understanding of the research process.

The first issue that needs to be examined is the "research cathedral" that is being constructed during a postgraduate research programme. In this text, the following motivational factor is put forward for postgraduate research:

(i) An individual should seek to undertake a Master's or Doctoral research programme for the purposes of becoming a person who has a solid understanding of the mechanisms associated with the systematic and rigorous process of discovery and independent review.

On the other hand, in practice, the dynamism that many students invoke to undertake such programmes begins with a range of different motivators, including:

(ii) "A higher degree will be good for my career and/or I will get paid more if I have a higher degree".

(iii) "I will be able to work in a project area which I find particularly interesting."

(iv) "I will have the freedom to spend several years investigating an area that I find of interest".

Ironically, the typical motivating factors (ii) — (iv) that students have for undertaking a programme are not necessarily the ones which will enable them to either succeed in their desired outcomes or to "build the research cathedral".

SECTION 3. THESIS (DISSERTATION)

1. *Before you read the texts in this section, translate the following words and word combinations into Russian:*

Set out, approach (to), approach to the problem, novel (adj.), novelty, sate, statement of the problem, chapter, introduce, introduction, conclude, conclusion, arrive at /reach a conclusion, review, literature review, refer (to), reference (to), references, reference book, propose, proposal, prove, proof, pertinent, predict, prediction, technique, scientific technique, evaluate, summarise, sum up, summary.

2. *Read and translate Text 3A:*

Text 3A. PhD THESIS

The PhD thesis or dissertation is a monograph, i.e. a self-contained piece of work written solely by the PhD candidate and no-one. It sets out a certain problem that the candidate has worked on, possibly within a larger team, under guidance of one or more academic advisors. It motivates and defines the problem, reviews

existing approaches to the problem, identifies through critical analysis a clear gap for a possible novel academic contribution, and spells out a so-called hypothesis, which is a proposed explanation for the problem or a proposed solution to the problem. The thesis also explains in sufficient detail, and justifies the work undertaken to decide on the hypothesis (or hypotheses as the case may be). This work typically involves a combination of further literature studies, theoretical analysis, experimental design, data collection, carrying out the experiments, data analysis, and drawing conclusions. A good thesis also delineates the limitation of the work done or the conclusions drawn and outlines possible future research directions.

The format of a PhD thesis is not very different from any other formal research dissertation or study paper. However, a PhD thesis requires much more research and evaluation on the topic.

To start a PhD thesis, you will need to submit a written proposal in to your advisor. The length of this proposal will vary, and is dependent upon your advisor's specifications and the topic that the paper is written on. The body of the proposal contains certain elements that must be included.

The most important part of your PhD proposal is coming up with a hypothesis for your research questions. This is where your successful research study will begin. In most cases this requires the researcher to do background work ahead of time in order to choose a direction for which his or her thesis should go, as well as what the research will need to be done to prove his or her point.

The second stage of the process is actually beginning your PhD thesis. This requires approval of your proposal first. The first chapter will be the basic introduction to your subject, including the reasons why you decided on this topic for your research. The introduction also takes a look at other work that a researcher has done that is pertinent to the PhD thesis, and what new achievements he or she is trying to do through the study.

The second chapter looks at the literature that deals with the same subject matter. Keep in mind that the literature should include items such as journals and books. While the review chapter does not directly relate to the thesis work itself, it shows the reader what the researcher was thinking when he or she began working on the research topic.

The third chapter looks at the research question with a detailed discussion of the PhD thesis statement. It will also include the information like the statement of the problem, and the hypothesis and predictions. It summarizes what the researcher is trying to accomplish through the course of the study.

The fourth chapter of your thesis takes a look at your research and the method that you used when coming up with the data. This chapter can be very different from one thesis to another, as it will depend on what method the research used, including comparative analysis, scientific technique, regression analysis, and more. This chapter also includes information such as the variables that were used, as well as why you used them and the theories you had behind choosing them.

The fifth chapter looks at the study that has been done so far, and what results were obtained during this study. It also looks at what methodology was applied during the study.

The sixth chapter looks at the results in greater detail. It will also evaluate the results against the previous information already known or what the researcher has discovered.

The seventh chapter is the critical analysis. This includes the information that was discovered during the research, as well as the areas of the study that may be open to further research in the future.

The final chapter sums up the results of the research and allows the author to give his or her interpretations and thoughts on the study itself.

Writing your thesis is not the end of the study. You will also be required to put together a defence of your research, which entails being able to verify all of the information that is included in your thesis. To do this, you will be put in front of a panel of experts who will question your research. Therefore, you need to make sure that your evidence is accurate, proves what it needs to, is relevant to the issue, can be easily understood, and that it is convincing enough that the readers will believe what you have to say.

3. Complete the following sentences with details from the Text:

1) The PhD thesis sets out … . 2) You will need … to begin a PhD thesis. 3) The introduction chapter studies … . 4) The methodology you applied is discussed in … . 5) The critical analysis chapter includes the

information … .

4. Discuss the following questions with your groupmates and teacher:

1) What is a PhD thesis? 2) What is the most important part of a PhD thesis? 3) Does a PhD thesis require approval? 4) What is the purpose of the review chapter? 5)What is the procedure of defending a PhD thesis? 6) What similarities and differences can you find between a PhD thesis and a *kandidatskaya* thesis?

5. Locate the following details in the Text.

1) In which lines does the author explain what PhD dissertation writing involves? 2) Where in the Text does the author mention the statement of the problem in thedissertation? 3) At what point in the Text does the author discuss the research methods to be used in a PhD dissertation? 4)Where in the Text does the author explain what scientific evidence is characteristic of?

6. Mark the main ideas of the Text 3A and retell it in English.

7. Skim Text 3B "Thesis and final defence" and try to understand what it is about. Give a brief overview of its contents in Russian.

Text 3B. THESIS AND FINAL DEFENCE

In Russia, the work on a thesis (dissertation) is commonly carried out during a postgraduate study period called *aspirantura*. It is

performed either within an educational institution (such as a university) or a scientific research institution (such as an institute of the Russian Academy of Sciences network). It can also be carried out without a direct connection to the academy. In exceptional cases, the Candidate of Sciences degree may be awarded on the basis of published scholarly works without writing the thesis. In experimental sciences the dissertation is based on an independent research project conducted under the supervision of a professor, the results of which must be published in at least three papers in peer-review journals.

A necessary prerequisite is taking courses in philosophy and a foreign language, and passing qualifying examinations called *candidate minimum*. In the Soviet Union, *the candidate minimum* included exams in the specialty field of the postgraduate student, in a foreign language of his/her choice and in Scientific Communism. In post-Soviet Russia and other post-Soviet states, the examination in Scientific Communism was replaced by that in Philosophy, and in Russia recently in History and Philosophy of Science.

The thesis is presented and defended at the accredited educational or scientific institutions before a committee called the Academic Council. The Council consists of about 20 members, who are the leading specialists in the field of the thesis and who have been selected and approved to serve on the Council. The summary (the author's abstract) of the thesis must be published before the public defence in 100 copies, and distributed to major research organisations and libraries. The degree seeker must have an official scientific supervisor. The thesis must be delivered together with

official references of several reviewers, called *opponents*. In a procedure called the defence of the thesis the thesis is summarised before the Council, followed by the opponents' speeches or the reading of their references, and replies to the opponents' comments and the Council members' questions by the postgraduate student. If the defence is successful, it is recommended and later must be approved by the central statewide board called the Higher Attestation Commission.

SECTION 4. RESEARCH METHODS

1. *Before you read the texts in this section, translate the following words and word combinations into Russian:*

Vary, various, variety, variable (n, adj), observe, observation, method, comparative method, descriptive method, experimental method, modelling method, research method, apply/employ a method, overlap, measure, measurement, relation, relationship, quantity, quantify, quality, rely on, confirm, confirmation, solve, solution, investigate, investigation, treat, treatment, determine.

2. *Read and translate Text 4A:*

Text 4A. THE METHODS OF SCIENCE

Scientific research is a dynamic practice that employs multiple methods towards investigating phenomena, including observation, experimentation, description, comparison, and modelling. Though these methods are described separately here, many of these methods overlap

or are used in combination. For example, when NASA scientists purposefully slammed a 370 kg spacecraft named *Deep Impact* into a passing comet in 2005, the study had some aspects of descriptive research and some aspects of experimental research. Many scientific investigations largely employ one method, but different methods may be combined in a single study, or a single study may have characteristics of more than one method. The choice of which research method to use is personal and depends on the experiences of the scientists conducting the research and the nature of the question they are seeking to address. Despite the overlap and interconnectedness of these research methods, it is useful to discuss them separately to understand their principal characteristics and the ways they can be used to investigate a question.

Experimentation. Experimental methods are used to investigate the relationship(s) between two or more variables when at least one of those variables can be intentionally controlled or manipulated. The resulting effect of that manipulation can then be measured on another variable or variables. The work of the French scientist Louis Pasteur is a classic example. Pasteur put soup broth in a series of flasks, some open to the atmosphere and others sealed. He then measured the effect that the flask type had on the appearance of microorganisms in the soup broth in an effort to study the source of those microorganisms.

Description. Description is used to gather data regarding natural phenomena and natural relationships and includes observations and measurements of behaviours. A classic example of a descriptive study is Copernicus's observations and sketches of the movement of planets

in the sky in an effort to determine if the Earth or the Sun is the orbital centre of those objects.

Comparison. Comparison is used to determine and quantify relationships between two or more variables by observing different groups that either by choice or circumstance are exposed to different treatments. Examples of comparative research are the studies that were initiated in the 1950s to investigate the relationship between cigarette smoking and lung cancer in which scientists compared individuals who had chosen to smoke of their own accord with non-smokers and correlated the decision to smoke with various health problems including lung cancer.

Modelling. Both physical and computer-based models are built to mimic natural systems and then used to conduct experiments or make observations. Weather forecasts are an example of scientific modelling that we see every day, where data collected on temperature, wind speed, and direction are used in combination with known physics of atmospheric circulation to predict the path of storms and other weather patterns.

These methods are interconnected and are often used in combination to fully understand complex phenomena. Most areas of scientific research employ all of these methods as a means of complementing one another towards clarifying a specific hypothesis, theory, or idea in science. Scientific theories are clarified and strengthened through the collection of data from more than one method that generate multiple lines of evidence. Take, for example, the various research methods used to investigate what came to be known as *the ozone hole*.

3. Complete the following sentences with details from the Text:

1) Scientific research employs multiple methods, including … . 2) Scientific investigations largely employ one method, but different methods may be … . 3)The choice of which research method to use is … . 4) A classic example of using descriptive methods is … . 5) Weather forecasts are an example of … .

4. Discuss the following questions with your groupmates and teacher:

1) What is scientific research? 2) What scientific methods do you know? 3)What are they characteristic of? 4) What does the choice of research methods depend on? 5) Are research methods interconnected? 6) How can scientific theories be strengthened?

5. Locate the following details in the Text.

1) In which lines does the author defines the name the existing methods of scientific research? 2) Where in the Text does the author mention NASA's research? 3) At what point in the Text does the author discuss the example of experimentation method? 4) Where in the Text does the author tells about the combination of research methods?

6. Mark the main ideas of the Text 4A and retell it in English.

7. Skim Text 4B "Some types of research" and try to understand what it is about. Give a brief overview of its contents in Russian.

Text 4B. SOME TYPES OF RESEARCH

Descriptive research includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present. The methods of research utilised in descriptive research are survey methods of all kinds, including comparative and correlational methods. In analytical research, on the other hand, the researcher has to use facts or information already available, and analyse these to make a critical evaluation of the material.

Research can either be applied research or fundamental (basic or pure) research. Applied research aims at finding a solution for an immediate problem facing a society or an industrial/business organisation, whereas fundamental research is mainly concerned with generalisations and with the formulation of a theory. Gathering knowledge for the sake of knowledge is termed pure or basic research. Research concerning some natural phenomenon or relating to pure mathematics are examples of fundamental research. Similarly, research studies, concerning human behaviour carried on with a view to make generalisations about human behaviour, are also examples of fundamental research, but research aimed at certain conclusions (say a solution) facing a concrete social or business problem is an example

of applied research. Research to identify social, economic or political trends that may affect a particular institution or the marketing research or evaluation research are examples of applied research. Thus, the central aim of applied research is to discover a solution for some pressing practical problem, whereas basic research is directed towards finding information that has a broad base of applications and thus, adds to the already existing organised body of scientific knowledge.

SECTION 5. SCIENTIFIC CONFERENCE

1. *Before you read the texts in this section, translate the following words and word combinations into Russian:*

Participate, participation, conference, conference proceedings, workshop, article, paper, keynote speaker, abstract/synopsis/summary, deadline for papers, keep (meet) a deadline, submit, submission, to be held annually, application.

2. *Read and translate Text 5A*

Text 5A. PARTICIPATING IN AN ACADEMIC CONFERENCE

An academic conference is a conference for researchers to present and discuss their work. Along with academic or scientific journals, conferences provide an important channel for the exchange of information among experts.

Conferences are usually composed of various presentations. They tend to be short and concise, with a time span of about 10 to 30 minutes; presentations are usually followed by a discussion. The work

may be bundled in written form as academic papers and published as the conference proceedings. A conference will usually include keynote speakers. The keynote lecture is often longer, lasting sometimes up to an hour and a half, particularly if there are several keynote speakers on a panel. In addition to presentations, conferences also feature panel discussions, round tables on various issues and workshops. Prospective presenters are usually asked to submit a short abstract of their presentation, which will be reviewed before the presentation is accepted for the meeting.

In some disciplines, such as English and other languages, it is common for presenters to read from a prepared script. In other disciplines, such as the sciences, presenters usually base their talk around a visual presentation that displays key figures and research results.

A large meeting is usually called *a conference*, while a smaller one is termed *a workshop*. At some conferences, social or entertainment activities such as tours and receptions can be part of the programme. Business meetings for learned societies or interest groups can also be part of the conference activities. The larger the conference, the more likely it is that academic publishing houses may set up displays. Large conferences also may have a career and job search and interview activities.

Academic conferences fall into three categories:

— the themed conference, i.e. a small conference organised around a particular topic;

— the general conference, i.e. a conference with a wider focus,

with sessions on a wide variety of topics (these conferences are often organised by regional, national, or international learned societies, and held annually or on some other regular basis);

— the professional conference, i.e. a large conference not limited to academics but with academically related issues.

Web conferencing is used to conduct live meetings or presentations via the Internet. In a web conference, each participant sits at his or her own computer and is connected to other participants via the Internet. This can be either a downloaded application on each of the attendees' computers or a web-based application where the attendees will simply enter a URL (website address) to enter the conference.

A webinar is a neologism to describe a specific type of web conference. It is typically one-way, from the speaker to the audience with limited audience interaction, such as in a webcast. A webinar can be collaborative and include polling and question and answer sessions to allow full participation between the audience and the presenter. In some cases, the presenter may speak over a standard telephone line, pointing out information being presented on screen and the audience can respond over their own telephones. There are web conferencing technologies on the market that have incorporated the use of VoIP (Voice over Internet Protocol) audio technology to allow for a truly web-based communication. Webinars may (depending upon the provider) provide hidden or anonymous participant functionality, enabling participants to be unaware of other participants in the same meeting.

Conferences are usually organised either by a scientific society or by a group of researchers with a common interest. The conference is announced by way of *a Call for Papers* or *a Call for Abstracts*, which lists the topics of the conference and tells prospective presenters how to submit their abstracts or papers. Increasingly, submissions take place online.

3. Complete the following sentences with details from the Text:

1) A keynote lecture is … . 2) Presenters dealing with sciences talk around visual presentation displaying their research results and ….. 3) Social or entertainment activities and … can be part of the conference programme. 4) Web conferences are organised to conduct presentations and…. via the Internet. 5) A webinar usually includes sessions dealing with polling, … , and questions.

4. Discuss the following questions with your groupmates and teacher:

`1) What is an academic conference? 2)What are conferences composed of? 3) What is the procedure of presenting a paper at a conference? 4) What is the difference between a conference and a workshop? 5) What types of academic conferences do you know? 6) How are academic conferences announced?

5. Locate the following details in the Text.

1) In which lines does the author explain some specific features of academic conferences? 2) Where in the Text does the author first mention the structure of an academic paper? 3)Where in the Text

does the author discuss large conferences? 4)At what points in the Text does the author explain the meaning of a webinar?

6. Mark the main ideas of the Text 5A and retell it in English.

7. Skim Text 5B "Posters and oral presentation" and try to understand what it is about. Give a brief overview of its contents in Russian.

Text 5B. POSTERS AND ORAL PRESENTATIONS

Good scientific research involves a sound methodology and a novel idea that can be tested simply and repeatedly to give valid, trustworthy results. However, even the most significant research is useless if it is not communicated successfully.

Unlike presenting scientific work through a paper in which the researcher is glued to a computer for days, presenting a poster is quite fun. It is the only chance for the scientist to talk to the audience. For this reason, it is important to know the message that you want to get across and be able to deliver it successfully. Clear language and a good poster design are key to a successful poster presentation. Before the presentation, a brief 5 — 10 minutes' verbal script should be prepared for the poster. During the presentation, it also helps to provide the audience with a postcard size summary of the poster.

Oral presentations are yet another avenue for scientists to share their findings with the world. Although it can be challenging to present

years of works within fifteen minutes, oral presentations can be a rewarding experience. Some tips for oral presentations are as follows.

Know your audience. It is always a good idea to structure your talk so that anyone in the audience can understand what you are presenting. A good scientist should be able to present complex, scientific ideas, no matter how technical they are, in a simple, easy to follow manner. Complexity is not a necessity, it is an annoyance. Understand your purpose. This way you can get the point of your talk across appropriately and affectively by catering to your specific audience.

Be organised. Whether you are giving a 15 minutes' talk or a 45 minutes' talk, make sure you give yourself enough time to deliver all the information you want in a calm manner. Allocate time for questions and answers. Be able to summarise your presentation in five minutes.

Be concise. Use your space wisely. Use illustrations. Check grammar, spelling, and lay out of each slide. Keep an outline with you during the presentation; it will help you stay on track. Prepare backup slides. These will come in handy if a question comes up about a topic that needs further explanation.

Presentation. Practice your talk enough so that you have flow, but no so much that you have the entire talk memorised. Memorising your talk will bore you and your audience, as it will be monotonous.

Be professional. Know what you are presenting and be ready to answer question during and after the presentation. Do not answer questions vaguely. A knowledgeable scientist is specific and accurate with his/her information. Dress up to present with confidence and respect for the audience and the science involved. Be enthusiastic.

Scientific talks can be boring, as often they are full of technical jargon. Be clear and talk simplistically. Make sure the presentation is visually pleasing. Add pertinent graphics and use fewer words.

Be aware of technical problems. Make sure the format you choose for your presentation is compatible with your style of speech. Also, be prepared for technical disasters just before your talk. Be able to give your talk in another format just in case your first choice (e.g. PowerPoint presentation) fails to load.

Oral presentations are an excellent means of communicating basic science research. Unlike a poster presentation or a written manuscript, the audience during an oral presentation is more attentive as they are focused on the presenter. For the researcher, this is a rare opportunity to shine! In as few as five minutes, the researcher can convey scientific information and give a years' worth work some meaning that can be useful to thousands of people. Of course, this also means that in as few as five minutes, the researcher can cause a great deal of confusion by giving a bad presentation. Just as is the case with written manuscripts and poster presentations, oral presentations must also communicate research to include all aspects of the scientific method. There are, however, no rules as to what order and which format this should be done in. In order to deliver a successful talk, the presenter should be organised, prepared, and enthusiastic about the research being presented.

SECTION 6. ACADEMIC WRITING

1. *Before you read the texts in this section, translate the following words and word combinations into Russian:*

Draft, edit, revise, revision, cite, citation, paragraph, convey, report, journal, highlight, deal with, articulate, stylistic requirements, fidelity to the source, obtain an overview, with respect to, focus on

2. *Read and translate Text 6A:*

Text 6A. ACADEMIC WRITING AS A SKILL

Postgraduate studies call for advanced critical thinking, argumentation, writing and research skills. You may be expected to define your own topics, analyse and evaluate primary and secondary source materials, and undertake written specialised writing tasks such as literature reviews, research proposals, abstracts, and reports. Writing a research essay, Master's thesis or PhD dissertation is very different from the writing tasks you encountered at undergraduate level. Not only will the process (planning, drafting, editing, and revising) take you months or even years, there are a number of specialised tasks to master. Whether these tasks are separate pieces of writing or part of the whole, they have specific stylistic requirements.

Academic writing does many of the things that personal writing does not: it has its own set of rules and practices. These rules and practices may be organised around a formal order or structure in which to present ideas, in addition to ensuring that ideas are supported by authors' citations in the literature. In contrast to personal writing contexts, academic writing is different because it deals with the

underlying theories and causes governing processes and practices in everyday life, as well as exploring alternative explanations for these events.

In the case of *an essay*, the introductory paragraph informs the reader about the nature of the topic, which is discussed and evaluated in the middle of the essay, also referred to as the body. The introduction may also summarise shortly, in a sentence or two, your position on the issue, which is then elaborated on at length in the series of paragraphs that make up the body of the essay. The final paragraph constitutes a conclusion in which you may summarise the overall points made.

There is another type of summary — *a summary essay*. The key features of this type of writing are that it is shorter than the source; and that it repeats the ideas of the source in different phrases and sentences. The purpose of the summary essay is to convey to others an understanding of a text you have read, without their having to read it themselves. An important feature of the summary essay is its fidelity to the source; you must represent your source accurately and comprehensively, with as little of your own interpretation as possible. The following format works well for a summary essay.

Another type of structure is that of *a report*, often organised around the identification of problems or difficulties and corresponding solutions. Unlike most essays, a report is divided according to clearly labelled sections, such as *Introduction*, *Discussion*, *Conclusions*, and *Recommendations*. Further, unlike an essay, reports allow for bulleted points with respect to the conclusion and recommendation sections. *An abstract* is a stand-alone statement that enables readers to obtain an

overview of your whole work. The abstract comes first in your paper, but you write it last. It resembles your conclusion more than your introduction. Writing a strong abstract is a daunting prospect for many researchers. The key here is to make your abstract, like your other communications, message-driven. You want your abstract to catch the reader's attention, and you want it to convey your main message clearly.

Above all, follow precisely the instructions about its length, font, etc. for the particular journal for which you are writing. In general, your abstract should be one paragraph, 150–300 words, and should briefly convey all the essential information of your paper, present the objective, methods, results, and conclusions of a research project, contain all the key terms associated with your research, and have a succinct, non-repetitive style. Look at abstracts as examples from the prior year of the particular conference you are interested in.

Like all varieties of writing, academic writing has its own tone, which dictates the choice of words and phrasing. Academic writing typically aims to be objective, concise, and formal (e.g. avoiding slang, exclamation marks, contractions). It is important to remember who you are writing for. Being conscious of academic tone suggests that you should be aware of your audience and respect the formality normally associated with academic writing. When writing academically, you must target a more general audience than just your supervisor. You should assume that your readers will be intelligent thinking people, but they may not be specifically informed of your topic. Do not presume that your reader knows all the terms and concepts associated with your

work. In academic writing you should always follow rules of punctuation and grammar.

3. Complete the following sentences with details from the Text:

1) The planning, revising, …. , and editing of your academic writing take you a very long time. 2) Academic writing has its own … and practices. 3) The final paragraph of an essay constitutes a … in which you may summarise the overall points made. 4) One of the main features of a summary essay is … . 5) In academic writing you should always follow rules of … and … .

4. Discuss the following questions with your groupmates and teacher:

1) What are the specific features of academic writing? 2) What is an essay characteristic of? 3) What is the purpose of a summary essay? 4) Does a report differ from other types of academic writing? 5) What is an abstract?

5. Locate the following details in the Text.

1) In which lines does the author explain the difference between personal writing and academic writing? 2) Where in the Text does the author first mention the structure of academic writing? 3) Where in the Text does the author discuss the introduction of an essay? 4) At what point in the Text does the author explain the meaning of academic tone?

6. Mark the main ideas of the Text 6A and retell it in English.

7. Skim Text 6B "Writing a good journal paper" and try to understand what it is about. Give a brief overview of its contents in Russian.

Text 6B. WRITING A GOOD JOURNAL PAPER — A GUIDE FOR POSTGRADUATE STUDENTS

The goal of academic research is publication. It is only through publication that new knowledge can be shared with the rest of the world. Writing a paper for publication is not as difficult as it may seem. This text provides some tips to postgraduate students on writing a good research paper for journal publication.

The student with the help of the supervisor has to decide in which journal the work is to be published. The paper must be written to meet the standard required by the journal. The students must read the latest on-line authors' guideline as many journal editors continuously update the scope of their journals.

Before starting to write a journal paper it is important to list down a number of points: What is the problem being solved? Why is the problem important? Has anyone in the past solved a similar problem? What is the contribution of your study? What is its practical significance? It is usually easier to get a paper accepted if it focuses only on one clear problem! Since a PhD research is carried out over a long time and may comprise several

stages, with each stage focusing on one issue, it is possible to publish several papers from one PhD work if it is properly planned.

The *Introduction* section is the most important part of the paper and is also the most difficult to write. A good introduction should consist of three clear paragraphs. In the first paragraph, the student should explain the background of the research. In the second paragraph, a critical review of past work should be detailed out. In the third, the author's own contribution and the significance of the findings should be explained. However, a lengthy introduction should be avoided so that the problem highlighted is succinct.

The Introduction is usually followed by a section that describes *the experimental setup used and the methodology*. If the work comprises only a simulation study, then this section explains how the simulation was carried out. For experimental setups, a photograph of the setup followed by a schematic diagram will help the reader to understand the facilities used in conducting the research. Very detailed information of each equipment used should be provided, e.g. model, manufacturer, specifications etc. Detailed information is necessary to enable anyone to duplicate and verify the research results. The methodology is best described using a flowchart. Each stage in the flowchart should be explained in detail in the text.

In the section *Presenting and Discussing the Results* it is normally courteous to explain what the data in a table (or figure) show. Sometimes the author has to decide whether to use a table or a figure to

show their results. If numerical values are important then a table should be used. However, if a trend is more important then a graph should be used. A graph should always be used when several sets of data or different trends are being compared. When discussing the results, the author should explain how the results solve the problem highlighted in the Introduction. A comparison with published results should also be made to show how the solution presented is better compared to those carried out by others.

The *Conclusion* section should be as concise and as succinct as possible. What has been developed in the study is not as important as how the developed method solves the problem and the significance of the solution. Explain exactly how you solved the problem highlighted in the Introduction. Ensure that what you claim in the Conclusion is substantiated by data in the Results and Discussion section.

Writing *the Abstract* is usually the last task in drafting the paper. An abstract is essentially a summary of the whole paper. A distinguishing feature of the abstract is that it should stand alone. Thus, the abstract should contain all the elements of the full paper in one concise paragraph: background, methodology, results, conclusion and contribution.

The method of writing *references* depends on the format used in the journal in which the paper is intended for publication. The method of citing the paper in the main text also depends on the Authors' Guideline given by the publisher.

It is best to check the paper for errors and accuracy a few days after the writing has been completed. In this way the student can give a fresh

look at the paper and spot errors more easily. A manuscript should not be submitted in haste.

Most manuscript submission is now done online. Many online submission systems generate a 'pdf" file that the author has to check and approve. It is normal for the editor of the journal to send the paper to two or three reviewers. The review process usually takes two to three months. Upon receiving the reviewers' reports, the paper should be revised accordingly. Major correction comprises explaining some parts in more details, adding more references, including more data etc.

Reading an e-mail from an editor that starts with "I am pleased to inform you that your paper has been accepted …" can be the most gratifying moment of the entire research effort for many academic researchers. It not only gives a sense of accomplishment but also the pride of being part of the worldwide research community. Writing a good journal paper that is accepted for publication is a personal challenge .

SECTION 7. COMPUTER AND LANGUAGE SKILLS

1. *Before you read the texts in this section, translate the following words and word combinations into Russian:*

Brief, in brief, disseminate, precise, precisely, advanced, advancement, digital, contribute, tool, store, storage, validate a hypothesis, validate a conclusion, disprove a hypothesis, time-consuming, simulation, subject to, be subjected to, range, share, insight.

2. *Read and translate Text 7A:*

Text 7A. THE ROLE OF COMPUTERS IN RESEARCH

Computers play a major role today in every field of scientific research from genetic engineering to astrophysics research. This text is a brief overview of the role that computers have played in research and the ways in which they are helping unravel several scientific mysteries. While they are still far away from that supreme ideal of being able to think for themselves as artificially intelligent machines, the brute force of their ability to calculate and process information at phenomenal speeds powers research in every field. In fact, computers have changed the way in which information, or more precisely, knowledge is disseminated around the world.

The first computers developed were mere calculators, with the ability to carry out simple arithmetic operations. Advancement in electronics, the development of the vacuum tube-based transistors and the devising of digital logic gates led to the development of the first digital computer which could perform more advanced logical operations.

These early machines took up whole multistorey buildings and were operated through punch cards. All this changed after the development of semiconductor-based transistors which led to the extreme miniaturization of integrated circuits, which made the development of the first personal computers possible.

Since then, computer technology has advanced by leaps and bounds to bring extreme computing power into the hands of the common man. Today computers are ubiquitous, with applications in every field of human endeavour. To no field have computers contributed as much as scientific research. From predicting weather to running astrophysical

simulations, computers are the scientist's prime analytical tool in unraveling the mysteries of nature.

It is truly impossible to capture the whole range of computer applications in scientific research. Here is a bird's-eye view of the role of computers in scientific research, where four of their most important applications are discussed.

Data storage and analysis. Experimentation is the cornerstone of scientific research. Every experiment in any of the natural sciences generates a lot of data which need to be stored and analysed to derive important conclusions, to validate or disprove hypotheses. Computers attached with experimental apparatuses directly record data as they are generated and subject them to analysis through specially designed software. Analysing tons of statistical data is made possible using specially designed algorithms that are implemented by computers. This makes the extremely time-consuming job of data analysis to be a matter of a few minutes. In genetic engineering, computers have made the sequencing of the entire human genome possible. Data from different sources can be stored and accessed via computer networks set up in research labs, which makes collaboration simpler.

Scientific simulations. One of the prime uses of computers in pure science and engineering projects is the running of simulations. A simulation is a mathematical modelling of a problem and a virtual study of its possible solutions. Problems which do not yield themselves to experimentation can be studied through simulations carried out on computers. For example, astrophysicists carry out structure formation simulations, which are aimed at studying how large-scale structures like

galaxies are formed. Space missions to the Moon, satellite launches and interplanetary missions are first simulated on computers to determine the best path that can be taken by the launch vehicle and spacecraft to reach its destination safely. *Instrumentation control.* Most advanced scientific instruments come with their own on-board computer, which can be programmed to execute various functions. For example, the Hubble Space Craft has its own onboard computer system which is remotely programmed to probe the deep space. Instrumentation control is one of the most important applications of computers.

Knowledge sharing through the Internet. Lastly, in the form of the Internet, computers have provided an entirely new way to share knowledge. Today, anyone can access the latest research papers that are made available for free on websites like *ArXiv.org*. The sharing of knowledge and collaboration through the Internet has made international cooperation on scientific projects possible.

Through various kinds of analytical software programs, computers are contributing to scientific research in every discipline, ranging from biology to astrophysics, discovering new patterns and providing novel insights. When computers are granted with the ability to learn and think for themselves, future advances in technology and research will be even more rapid. If we survive human strife and manage not to self-destruct our civilization, future is going to be an exciting time [Phatak, 2011].

3. *Complete the following sentences with details from the Text:*

1) Computers play an important part in the dissemination of … and knowledge. 2) The first computers were operated through … .3) The data obtained from experiments need … and … . 4) One of the main applications of computers is … . 5) Computers are contributing to … in every discipline.

4. Discuss the following questions with your groupmates and teacher:

1) How have computers changed the world? 2) What do you know about the first computers? 3) What are modern computers like? 4) What can you say about such uses of computers as data storage and analysis, scientific simulations, instrumentation control, and sharing knowledge through the Internet? 5) What other computer applications in scientific research do you know?

5. Locate the following details in the Text.

1) In which lines does the author discuss the subject of this text? 2) Where in the Text does the author first mention different computer applications? 3)At what points in the Text does the author explain the use of computers in genetic engineering and astrophysics? 4)Where in the Text does the author discuss the use of instruments in research?

6. Mark the main ideas of the Text 7A and retell it in English.

7. Skim Text 7B "The importance of learning a foreign langauge" and try to understand what it is about. Give a brief overview of its contents in Russian.

Text 7 B. THE IMPORTANCE OF LEARNING A FOREIGN LANGUAGE

The problem of learning languages is very important today. Foreign languages are in great demand nowadays when the progress in science and technology has led to an overflow of information. English is the global language, an official or co-official language of 45 countries. Around a quarter of the world's population (1.5 billion people) can communicate in English for work or leisure. Its importance is growing faster than at any time in the last 400 years. Half of all business deals are conducted in English. 2/3 of scientific papers are written in English. Over 70% of all mail is written in English. It is the language of the international air traffic control, maritime, police and emergency services. Russia is integrating into the world community and the problem of learning English for the purpose of communication is becoming especially urgent. With the knowledge of foreign languages many opportunities are opened up for post-graduate students. Once they start writing their thesis they face the problem of reading scientific literature in a foreign language. They also publish their scientific articles in English and place their findings on the Internet, so as they

could be available for scientists all over the world. Post graduates are often involved in international conferences where they are required to know foreign languages to prove their worth. That is why to know English is absolutely necessary for any educated person, for any good specialist. It can improve their career prospects and boost their salaries. Remember the saying: 'You can use your own language to buy things, but if you want to sell, you must use the language of your customers'. When learning a foreign language, it is important to know about the culture of the country where the language is spoken. Cultural awareness is just as important as linguistic skills. What is more, if you are a post-graduate student, it will make your research far more interesting, useful and exciting.

II. УСТНЫЕ ТЕМЫ

ABOUT MYSELF

Let me introduce myself. My name is Nickolay Ivanovich Petrov, but my parents, friends and relatives call me Nick. I was born in the city of Moscow where I live now together with my parents. Last year I graduated from the University. When I went to school, I felt a call for foreign languages, that's why I decided to obtain higher education in this field of learning. Here I should say that it was my lucky chance to study for 5 years at the faculty of Foreign languages where I developed a habit of research and creative work. And here I got a proper training in many subjects. I usually did a lot of reading at home and it helped me to get through the state exams with credit. At present I'd like to continue doing research in my special field and to take up a postgraduate course. For me there's nothing like working under the direct supervision of experienced

specialists highly competent in the subject, who provide the students with proper encouragement and impart precious knowledge to them. When I was a third-year student, my term-paper was a success and I was invited to join the scientific society the leaders of which had already won the international recognition and now are trying to foster love for research work and creative quests in young people. To tell the truth, I'm a "work-hard, play-hard" kind of guy, which means I successfully combine study with leisure. I haven't got any special hobby, but I'm fond of reading books. They give me more knowledge and broaden my outlook. Besides, books contribute greatly to my own education. I believe the time spent on a good book is never wasted. The historical novel is my favourite literary genre. Sometimes I play different sport games to keep fit and derive pleasure. My hobbies help me to relax, so that after weekends I'm ready to get down to my studies. Finally, I hope to continue my research and make an efficient chemist.

Questions:

1. What is your native town/city? 2. Did you find it difficult to study at the University? 3. What subjects were you good at school? 4. How did it influence your future studies? 5. What was your usual way of preparing for classes? 6. What do you intend to do after graduating from the University? 7. Are you pleased with your past education? 8. What made your school years memorable for you? 9. How do you manage your time and how does it affect your work? 10. What do you hope to do in future?

UNIVERSITY STUDIES

When I wes/nt to school, 1 felt a call for Chemistry, that's why I decided to obtain higher education in this field of learning. Here I should

say that it was my lucky chance to enter the Kuban State University and study for 5 years at my favourite faculty. And here I got a proper training in many subjects. While studying I was involved in different types of activities. 1 attended compulsory and optional courses and I suppose that my university studies helped me become an intelligent and well-educated person. When I was a third-year student, my term-paper was a success and I was invited to join the scientific society the leaders of which had already won the international recognition and reputation and now are trying to foster in young people love for research work and creative quests. It's common knowledge that being at university is quite different from being at school, because you have to rely more on your own abilities and motivation. When a student, I tried to do my best to develop my abilities and to gain a habit of research and creative work. However, it doesn't mean that I spent all my time studying. I had a social life too: basketball games and parties with my friends. In summer we chanced to go to the Black sea for a couple of days, everybody enjoyed it. I must say that I appreciate honesty, kindness, a sense of justice and intelligence, and I was really lucky to find these qualities in my group-mates. During the last year of our studies we became really close and we decided to get together every year or at least to keep in touch. My final year at the University was really tense. I did a lot of reading for my classes and it helped me get through the state exams with credit. As a matter of fact, I decided to take up a post-graduate course, because I want to make the best of my abilities and I intend to obtain a Master's degree. People say that I'm an able student. Moreover, I always try to do my best, because I want to make an efficient chemist.

Questions:

1. What is your major? 2. What optional courses did you attend? 3. What made you attend optional courses? 4. Why did you join the scientific society? 5. Who headed the scientific society? 6. What skills and habits did you develop during your University studies? 7. Do you still keep in touch with your group-mates? 8. Was it difficult for you to get through the state exams? Why? 9. Why did you want to take up a post-graduate course? 10. Do you want to devote yourself to scientific work?

POST-GRADUATE STUDIES

When a pupil, I felt a call for exact sciences, that's why I decided to obtain higher education in this field of knowledge. When I studied at the University, I decided to major in Law and develop a habit of research and creative work. Upon graduation, I was eager to continue doing research in the chosen field, that's why I decided to enter a post-graduate course. For me there's nothing like working under the direct supervision of experienced specialists who can help me to produce work of a high standard. Of course, being a post-graduate student is not easy. Everything depends on your own motivation and abilities. That's why I work and study really hard and try to make the best of my abilities in order to meet the obligatory requirements of my post-graduate training. I'm really lucky to have an opportunity to work under the guidance of efficient professors of our faculty. My scientific advisor helps me with my thesis. On the one hand, it's not an easy matter to collect and process data, but on the other hand it's very interesting. It may seem strange, but

I really enjoy the innumerable mathematical calculations involved in my research and I'm entirely engrossed in my experiments. I'm going to do a research in Law and the theme of my thesis is "Legal issues in emergency response". I know that it will be really difficult to prove the thesis, but I'll do my best, because I'm really interested in obtaining a Master's degree. My scientific advisor encourages me, and I hope that I'll succeed in performing the experiments and defending my thesis. Several years ago I was invited to join the scientific society. The leaders of this society have already won international recognition and reputation and now are trying to foster love for research work and creative quests in young people. I'm not selling myself to you, but I'm a diligent, industrious and persistent student. I do work hard and I know for sure that for me these years won't be spent in vain, because it is the time for self-improvement and self-education.

Questions:

1. Why did you want to take up a post-graduate course? 2. What does it mean to be a post-graduate student? 3. What is the aim of post-graduate training? 4. What does the program of post-graduate training include? 5. What are the fields of investigation at your department? 6. What is your scientific research about? 7. What contribution are you going to make to the problem in question? 8. What do you like and dislike about doing a research? 9. You believe that it's on the part of the supervisors to guide our creative work and research, don't you?

MY RESEARCH WORK

I chose to continue on to postgraduate study at the Civil Defence Academy in part due to the hugely positive experience that I had here as an undergraduate (a Master's degree student). Now I am a first-year full-time postgraduate student. My research interests span across the following areas _____. I am carrying on research in the field of _____. The topic of my thesis is "_____". The choice of the topic of my thesis is explained by the fact that this subject has not been studied thoroughly yet and it is very topical for__. The aim of the study is___. The novelty of the research can be seen_____. I apply some modern methods of scientific analysis _____. To check my hypothesis I will have to carry out a lot of (some) experiments. I think I will conduct both laboratory and field experiments. My thesis consists of the introduction,__chapters, the conclusions, the bibliography, and some supplements. In the introduction I explain the choice of the theme, draft the research goals and research methods, and summarise the content of the chapters of my thesis shortly. The first chapter titled "__ _____" is devoted to _____. I study _____. The title of the second chapter is "___". It deals with__. I analyse _____. In the third chapter titled "_____" I study_____. Finally, I draw my conclusions, draft the new scientific achievements and the recommendations for the practical application of my findings. I work under the guidance of Professor__. My scientific supervisor is very supportive and always helpful to me. He invests time meeting me to discuss___and also gives some advice on how to publish my work and how to apply for funding. I am also involved in teaching in the

department. I take part in various scientific conferences and departmental seminars which provide me with further opportunity to discuss my research. I am going to present my dissertation for defence in _____. I have already published __ articles. There is much to be done and I am continuing to work on my thesis.

Questions:

1. What do you favour more, intelligence or diligence? 2. Can ambition be a stimulus in scientific work? 3. What is the role of a scientific advisor in developing a person's talent? 4. What attitudes are necessary for successful work in theoretical research? 5. What theories do you use in your research? 6. What methods of investigation are commonly employed in your research? Is it only physics or any other adjacent sciences that your research is concerned with?

ПРИМЕР БЕСЕДЫ О НАУЧНЫХ ИНТЕРЕСАХ АСПИРАНТА

1. What is your name?	- My name is …. .
2. What educational institution did you graduate from? When?	- I graduated from the Civil Defence Academy in 20…
3.What is your speciality?	- My speciality is …/ My profession is
4. Why did you decide to take a post-graduate course?	- I decided to take a post graduate-course because I had been interested in science since my 3-d year at the Academy / because scientific approach is very important in my profession.
5. What is the subject of your	- The subject of my scientific

future scientific research?	research is … /My future scientific research is devoted to the problem of … / My future scientific research deals with the problem of …
6. Who is your scientific supervisor?	- My scientific supervisor is …, (Associate) Professor, Kandidate (Doctor) of technical/ economic sciences, Head of the Chair of … / Head of the Department of … He has got a lot of publications devoted to the problem of …
7. Have you ever participated in any scientific conferences?	-Yes, I've participated in many conferences devoted to the most actual problems of …/Not yet, but I hope, together with my supervisor, I'll prepare some reports for scientific conferences/I'll take part in several conferences in the near future.
8. Do you have any publications?	- Yes, I've got some publications connected with my research. / Not yet, but I hope, together with my supervisor, I'll prepare some publications, they will be devoted

	to my research.
9.What methods are you going to use in your investigation?	- Together with my supervisor we are going to apply such methods as theoretical, experimental, practical and computational methods because they will help me to complete my research.
10. What will your scientific research give the world? / In what way can your investigation/research be useful to … science?	- I think / I hope / I dare say that the problem of our scientific research is very urgent and our scientific research will be very useful for … / it will help people in the field of …

ПРИМЕРНЫЙ ПЕРЕЧЕНЬ ВОПРОСОВ ПО СПЕЦИАЛЬНОСТИ И НАУЧНОЙ ДЕЯТЕЛЬНОСТИ АСПИРАНТА

1.Who is your scientific supervisor and what is his/her contribution to science?

2. What does your scientific work deal with? Or: What problem do you investigate? 3. What can you say about your scientific work?

5. Do you need any special equipment for fulfilling your investigation?

6. What illustrations are you going to prepare to demonstrate the results of your investigation?

8. How do you plan you research?

9. What have you already managed to do?

10. What points of your plan have you failed to fulfill?

12. How many English publications important for your research have you found? 15. Who are the best informed scientists in the field of your research?

16. How long can it take you to complete your research?

17. By what time/by when will you have completed your research?

18. What contribution may your research make into science?

19. Did you take part in scientific conferences?

20. Did you make any reports? What were they devoted to? Were your reports a success?

21. Are you going to take part in scientific conferences in the future?

21. Have you got any publications?

22. What is the purpose of your publications?

23. How long have you been working at your research?

27. Why are you interested in such a problem?

28. What kind of sources do you prefer to use for the theoretical substantiation/grounds of your research?

29. Could you speak about the historical background of your problem?

30. Can you say now what structure of your dissertation will be? How many chapters will it consist of?

III. ТЕКСТЫ ДЛЯ ПРОСМОТРОВОГО ЧТЕНИЯ

SECTION 1. CIVIL DEFENCE AND EMERGENCY MANAGEMENT

FEDERAL EMERGENCY MANAGEMENT AGENCY

The Federal Emergency Management Agency (FEMA) is a part of the U.S. Department of Homeland Security (since March 1, 2003). It coordinates actions, carrying out a role of federal government on prevention, mitigation of influence and liquidation of consequences of any accidents, both natural, and created by the man, including the terrorist acts. FEMA's mission is coordination of actions on liquidation of consequences of accidents, from which are not capable to cope local authorities. The governor of state, in which there was an accident, should announce in state an extreme situation and send inquiry to the President of the USA that have interfered FEMA and Federal Government. Exception of this procedure is cases, when the accidents occur in federal territory or concern the federal property. The example can be served with explosion of a building of federal government in Oklahoma in 1995 or accident of a space shuttle «Columbia» in 2003. Disaster strikes anytime, anywhere. It takes many forms - a hurricane, an earthquake, a tornado, a flood, a fire or a hazardous spill, an act of nature or an act of terrorism. It builds over days or weeks, or hits suddenly, without warning. Every year, millions of Americans face disaster, and its terrifying consequences. FEMA's employees FEMA has more than 6,651 full time employees. They work at FEMA headquarters in Washington D.C., at regional and area offices across the country, the Mount Weather Emergency Operations Center, and the National

Emergency Training Center in Emmetsburg, Maryland. FEMA also has nearly 4,000 standby disaster assistance employees who are available for deployment after disasters. Often FEMA works in partnership with other organizations that are part of the nation's emergency management system. These partners include state and local emergency management agencies, federal agencies and the American Red Cross.

THE CHERNOBYL DISASTER AND ITS CONSEQUENCES

The Chernobyl Nuclear Power Plant (ChNPP) is situated in the eastern part of a vast region called the Belorussian and Ukrainian Polessye. The nuclear power plant is located on the bank of the Pripyat River which drains into the Dnieper River 18 km from the regional center of Chernobyl. The accident at ChNPP occurred at 1:23 a.m. (Moscow time) on April 26, 1986, when the fourth power unit of the plant exploded during a test. The power unit capability was being tested while the electricity supply was switched off, yet the generator's turbine was still rotating inertially. During this test, the electricity supply to the safety system was also turned off in order to ensure an accurate testing. However, this meant that the reactor was uncontrollable thus creating conditions for a major crisis. The explosion tore the reactor's vessel and severely damaged the reactor building. The explosion was followed by a fire and radioactive material was discharged into the air. The Chernobyl disaster was the worst of its kind in the entire history of nuclear power industry in terms of its impact on human life, the economy and the environment. From an environmental perspective, Chernobyl was considered a global disaster. Russian experts estimated in 1990 that economic damages would soar up to as much as US$ 180,000–250,000

million by the year 2000. Nearly 30 regions in the former Soviet Union, with more than 4 million people, were directly affected by the radioactive fallout. The fallout was also registered as far as 2000 km away from the accident site; it spread to at least 20 other countries. Thousands of people died or became seriously ill, and many others have had their health considerably compromised. The health effects include among other things: radiation sickness, cancer in children, chromosome abnormalities, malignant neoplasm and heart attacks. The population living within the 30 km radius of ChNPP experienced severe trauma with numbers reaching 116,000 in April and May 1986 (Porfiriev, 1996). In addition, considerable damage was inflicted upon the natural environment with thousands of hectares of forest and arable land spoiled by radiation. This considerably disturbed the reproductive functions, blood composition and bone marrow of the mammals living in the area. Furthermore, the accident significantly altered the fauna and soil composition, as well as fish and mussel reproduction.

CYCLONE DAMAGE "CATASTROPHIC" IN MYANMAR DISASTER

(a newspaper article)

YANGON, Myanmar (AP) – Myanmar announced it is delaying a crucial constitutional referendum in areas badly hit by a cyclone that killed more than 10,000 people and may have left as many as a million homeless. Officials feared the death toll could soar.

State radio said Saturday's vote on a military-backed draft constitution would be delayed until May 24 in 40 of 45 townships in the

Yangon area and seven in the Irrawaddy delta, which took the brunt of the weekend storm.

It indicated that the balloting would proceed in other areas as scheduled. Foreign Minister Nyan Win was quoted on Tuesday by state-run television as saying over 10,000 people had perished in the low-lying delta and a smaller number died in and around Yangon, the country's largest city. “News and data are still being collected, so there may be many more casualties,” he said.

The television report gave two different numbers – 59 and 130 – for the dead in what is known as Yangon division.

The U.N. World Food Program, which was preparing to fly in food supplies, offered a grim assessment of the destruction: up to a million people possibly homeless, some villages almost totally destroyed and vast rice-growing areas wiped out.“We hope to fly in more assistance within the next 48 hours,” WFP spokesman Paul Risley said in Bangkok. “The challenge will be getting to the affected areas with road blockages everywhere.”

Images from state television showed large trees and electricity poles sprawled across roads as well as roofless houses ringed by water in the delta, regarded as Myanmar's rice bowl.

The country's ruling military junta, which has spurned the international community for decades, urgently appealed for foreign aid at a meeting Monday among Nyan Win and diplomats in Yangon.

The appeal came less than a week ahead of the referendum on a military-backed constitution that the junta hoped would go smoothly in its favor, despite opposition from the country's feisty pro-democracy

movement. However, the disaster could stir the already tense political situation.

A military transport plane was scheduled to land in Yangon later Tuesday with emergency aid from Thailand while a number of other countries and organizations said they were prepared to follow.

The United States, which has slapped economic sanctions on the country, said it like-wise stood ready, but that a U.S. disaster team must be invited into the country.

"Our biggest fear is that the aftermath could be more lethal than the storm itself," said Caryl Stern who heads the U.N. Children's Fund in the United States. UNICEF said it had dispatched live assessment teams to three of the affected areas and lifesaving supplies were being moved into position.

The European Commission was providing €2 million ($3.1 million) in humanitarian aid while the president of neighboring China, Hu Jintao, promised assistance without offering details.

The diplomats said they were told Myanmar welcomed international aid including urgently needed roofing materials, medicine, water purifying tablets and mosquito nets. The Thais were sending a shipment of 9.9 tons of such supplies.

"The worst-hit areas were in the country-side, now largely inaccessible by road because of the storm damage".

The appeal for assistance was unusual for Myanmar's ruling generals, who have long been suspicious of international organizations and have closely controlled their activities.

There was little sign of official efforts to repair the damage in Yangon, but the worst-hit areas were in the countryside, now largely inaccessible by road because of the storm damage.

"The combination of the cyclone and the referendum within a few days of each other makes an angry population angrier and vulnerable and makes the political situation more volatile" than it has been since last year's massive pro-democracy demonstrations, said Monique Skidmore, a Myanmar expert at Australian National University.

At least 31 people were killed and thousands more were detained when the military cracked down on peaceful protests in September led by Buddhist monks and democracy advocates.

The government had apparently taken few efforts to prepare for the storm, which came bearing down on the country from the Bay of Bengal Jate Friday. "The government misled people," said Thin Thin, a grocery store owner in Yangon. "They could have warned us about the severity of the coming cyclone so we could be better prepared."

EMERGENCY MANAGEMENT

Emergency management is a state's responsibility and ability to manage all types of emergencies by coordinating the actions of numerous agencies. Emergency management is an important role of government. It must be carried out at all levels: the federal, regional and local ones, but the federal government plays a significant role in emergency management when the capacity of local organization(s) is not enough.

Emergency management functions are usually grouped into four phases: mitigation, preparedness, response, and recovery. The emergency management is a cyclical process and the activities in each phase often overlap, so the boundaries between phases are seldom precise. For example, recovery often includes elements of mitigation and response often includes recovery measures.

Mitigation activities occur in all phases of a disaster. These activities include identifying risks and hazards in order to reduce or eliminate the impact of an incident usually through structural measures. In many cases they occur in the recovery stage of a major disaster. Some examples of mitigation include building codes that address risks such as fires, high winds, or earthquakes; rebuilding damaged structures with more resilient materials, dams that help prevent flooding.

Mitigation programmes must exist at all levels of government as mitigation provides a long-term effect. It is known that for every $1 invested in mitigation, $4 would be saved in future losses. Depending on the type of disaster and place, this number can be as high as $8.

The objective of preparedness is to enhance the capacity to respond to an incident by taking steps to ensure that personnel and organizations are capable of responding to a wide range of potential incidents. Preparedness activities may include training of emergency responders; planning; stockpiling resources, such as food, water, and medication; intelligence and surveillance activities to identify potential threats.

Response activities are immediate actions to save lives, protect property and the environment, and meet basic human needs. Response involves the realization of emergency plans and related actions, and may

include evacuating victims; deployment of response teams, medical stockpiles, and establishment of incident command center.

Recovery activities are characterized by a complex set of problems and decisions that must be made by individuals and organizations. Their objective is to restore essential services and repair damages caused by the disaster. Recovery activities may include the restoration of government operations, reconstruction of infrastructure and services for displaced people, and replenishment of stockpiles.

SECTION 2. TECHNOSPHERE SAFETY

A NATURE OF DISASTER

A disaster is a sudden and usually unforeseen event that seriously damages the functioning of a society and causes human, material, economic or environmental losses that exceed the society's ability to cope using its own resources. Each disaster is unique but all disasters occur when there is a combination of hazards, vulnerability and inability to reduce the potential negative consequences of risk.

Disasters represent many different types of events, so there is no any unified disasters classification. Nevertheless, disasters can be commonly categorized by their origin as natural and man-made. Natural disaster is any catastrophic event caused by nature or the natural processes of the Earth. These disasters can be divided into five groups: hydrological (floods, avalanches), climatological (extreme temperatures, drought, wildfires), biological (epidemics, insect and animal plagues), geo-physical (earthquakes, landslides, tsunamis, volcanic eruptions) and extra-terrestrial (meteorite or asteroid impacts).

Disasters caused by humans can be divided into two main types: technological and social ones. A technological disaster is a catastrophic event that is caused by either human error in controlling technology or a malfunction of a technology system. Technological disasters include industrial catastrophes (radiation and chemical accidents, explosions, oil spills), transport catastrophes (air, sea, railroad crashes) and infrastructure accidents (structural failures, power failures, gas main breaks). Riots, stampedes, shootings, hostage taking, and terrorist incidents including weapons of mass destruction attacks are examples of other forms of man-made hazard that give rise to social disasters.

Besides natural and man-made disasters there can be complex disasters that have no single cause but occur due to a combination of factors, which may involve an extreme weather event, conflict and/or migration, environmental catastrophes and other problems. The Fukushima Nuclear Power Plant accident of Japan in 2011 caused by an earthquake that initiated tsunami is a good example of a complex disaster.

TECHNOLOGICAL HAZARDS

Technological hazards are an increasing source of risk to people and their environment. This is an effect of the globalization of production, an increase of industrialization and a certain level of risk of accidents connected with production, processes, transportation and waste management. Severe accidents have happened which afflicted thousands of people. These have found expression in the public demand

to provide technical and organizational tools for the prevention and mitigation of disasters.

Structural collapse.

Structural collapses are often caused by engineering failures. Bridge failures may be caused in several ways, such as under-design (as in the Tay Bridge disaster), by corrosion attack (such as in the Silver Bridge collapse), or by aerodynamic flutter of the deck (as in Tacoma Narrows Bridge). Failure of dams was not infrequent during the Victorian era, such as the Dale Dyke dam failure in Sheffield, England in the 1860s, causing the Great Sheffield Flood. Other failures include balcony collapses or building collapses such as that of the World Trade Center.

Power outage.

A power outage is an interruption of normal sources of electrical power. Short-term power outages (up to a few hours) are common and have minor effect, since most businesses and health facilities are prepared to deal with them. Extended power outages, however, can disrupt personal and business activities as well as medical and rescue services, leading to business losses and medical emergencies. Extended loss of power can lead to civil disorder, as in the New York City blackout of 1977. Power outages often accompany other types of disasters, such as hurricanes and floods, which hampers relief actions. Recent notable power outages include the 2005 Java–Bali Blackout which affected 100 million people and the 2009 Brazil and Paraguay blackout which affected 60 million people.

Fires.

Bush fires, forest fires, and mine fires are generally started by lightning, but also by human negligence or arson. They can burn thousands of square kilometers. If a fire intensifies enough to produce its own winds and "weather", it will form into a firestorm. A good example of a mine fire is the one near Centralia, Pennsylvania. Started in 1962, it ruined the town and continues to burn today. Some of the biggest city-related fires are The Great Chicago Fire, The Peshtigo Fire (both of 1871) and the Great Fire of London in 1666. Casualties resulting from fires, regardless of their source or initial cause, can be aggravated by inadequate emergency preparedness. Such hazards as a lack of accessible emergency exits, poorly marked escape routes, or improperly maintained fire extinguishers may result in many more deaths and injuries than might occur with such protections.

Radiation contamination.

When nuclear weapons are detonated or nuclear containment systems are abused, airborne radioactive particles (nuclear fallout) can scatter and irradiate large areas. Not only is it deadly, but it also has a long-term effect on the next generation for those who are contaminated. Ionizing radiation is hazardous to living things, and in such a case much of the affected area could be unsafe for human habitation. During World War II, United States troops dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki. As a result, the radiation fallout contaminated the cities' water supplies, food sources, and half of the populations of each city were stricken with disease. The Soviet republics of Ukraine and Belarus are part of a scenario like this after a reactor at

the Chernobyl nuclear power plant suffered a meltdown in 1986. To this day, several small towns and the city of Chernobyl remain abandoned and uninhabitable due to fallout.

Chemical contamination.

Many technological risks are associated with the release of hazardous substances which could affect human health or the environment by contamination in accident condition or with the production of such substances under certain conditions as fire. Considering the amount and distribution of facilities using hazardous materials throughout the world, the risks posed by them to societies and the environment it has to be considered as an increasing global problem. The following list indicates the type of actions which can constitute technological hazards: release of chemicals to the atmosphere by explosion, fire; release of chemicals into water (groundwater, rivers etc.) by tank rupture, pipeline rupture, chemicals dissolved in water (fire), oil spills in marine environment; contamination by waste management activities; releases and contaminations as a consequence of military actions (e.g. depleted uranium), or destruction of facilities; releases as consequence of the industrial use of biological material (e.g. viruses, bacteria, fungi).

Transportation accidents.

An aviation accident is defined as an occurrence associated with the operation of an aircraft in which a person is fatally or seriously injured, the aircraft sustains damage or structural failure or the aircraft is missing or is completely inaccessible. The category of the vehicle can range from a helicopter, an airliner, or a space shuttle. The world's worst

airliner disaster is the Tenerife crash of 1977, when miscommunications between and amongst air traffic control and an aircrew caused two fully-laden jets to collide on the runway, killing 583 people in Sri Lanka when 1,700 people died in the Queen of the Sea train disaster. Other notable rail disasters are the 1989 Ufa accident in Russia which killed 574, and the 1917 Modane train accident in France which killed 540. Traffic collisions are the leading cause of death, and road-based pollution creates a substantial health hazard, especially in major conurbations. The greenhouse effect of road transport is a significant fraction of the anthropogenic warming effect, and the rapid consumption of fossil fuel accelerates the Hubbard peak.

ECOLOGY AS A SCIENCE

Ecology as an independent science was formed to the time of the 1900 year approximately. The term "ecology" is derived from Greek oicos–home and logus–science. It was suggested by German biologist Ernst Heckel in 1869 year. Consequently, this science is very young and is on its stage of the rapid increase. There are many definitions of ecology, but the majority of modern researchers suppose, that the ecology is a science, which studies conditions of living organisms' being and the interrelation between organisms and environment, where they inhabit. Theory in ecology consists of principles used to construct models. Unlike evolutionary theory, ecology has no generally accepted global principles. Contemporary ecology consists of patchwork of sub-disciplines including population ecology, community ecology, ecosystem ecology, metapopulation ecology, metacommunity ecology,

evolutionary ecology, functional ecology, behavioral ecology. What is common to all this fields is the view that: 1) different biota interact in ways that can be described with sufficient precision and generality to permit their scientific study; 2) ecological interactions set the stage for evolution primarily because they provide an external components of an entity fitness. It's necessary to pay attention to the interrelation of the ecology and nature security. Scientists of the West differ science of ecology and sciences of the environment. The ecology studies three types of factors, which have an influence on organisms: abiotic, biotic, antropogeneous. The nature security sees into the third factor only the human effect on the environment doesn't concur with total ecology approach. The nature conservation is in and out of the ecology bounds (it's more narrow, but wider) because not any effect is analyzed, but only the one which has an impact on peoples' lives.

BIOSPHERE

For modern ecologists, ecology can be studied at several levels: population level (individuals of the same species), biocoenosis level (or community of species), ecosystem level, and biosphere level. The outer layer of the planet Earth can be divided into several compartments: the hydrosphere (or sphere of water), the lithosphere (or sphere of soils and rocks), and the atmosphere (or sphere of the air). The biosphere (or sphere of life), sometimes described as «the fourth envelope», is all living matter on the planet or that portion of the planet occupied by life. It reaches well into the other three spheres, although there are no permanent inhabitants of the atmosphere. Relative to the volume of the Earth, the biosphere is only the very thin surface layer which extends

from 11,000 meters below sea level to 15,000 meters above. The biosphere contains great quantities of elements such as carbon, nitrogen and oxygen. Other elements, such as phosphorus, calcium, and potassium, are also essential to life, yet are present in smaller amounts. At the ecosystem and biosphere levels, there is a continual recycling of all these elements, which alternate between the mineral and organic states. The functioning of the ecosystem is based on the input of solar energy. Plants and photosynthetic microorganisms convert light into chemical energy by the process of photosynthesis, which creates glucose (a simple sugar) and releases free oxygen. Glucose thus becomes the secondary energy source which drives the ecosystem. Some of this glucose is used directly by other organisms for energy. Other sugar molecules can be converted to other molecules such as amino acids. Plants use some of this sugar, concentrated in nectar to attract pollinators to help them in reproduction. Cellular respiration is the process by which organisms (like mammals) break the glucose back down into its constituents, water and carbon dioxide, thus regaining the stored energy of the sun. The proportion of photosynthetic activity of plants and other photosynthesizers to the respiration of other organisms determines the specific composition of the Earth's atmosphere, particularly its oxygen level. Global air currents mix the atmosphere and maintain nearly the same balance of elements in areas of intense biological activity and areas of slight biological activity. Water is also exchanged between the hydrosphere, lithosphere, atmosphere and biosphere in regular cycles. The oceans are large tanks, which store water, ensure thermal and

climatic stability, as well as the transport of chemical elements thanks to large oceanic currents.

SECTION 3. POLITICAL SCIENCES

TWENTY FIRST CENTURY AND ITS CHALLENGES

How can we best understand the political convulsions that confront the globe's more than six billion people almost daily? How can we anticipate their future significance? And how can we understand which factor and forces most influence the world's future? At the beginning of the twenty-first century, we have been engulfed in futurist talk. We have been forced to use unfamiliar language – "new century", "new millennium", "new world" – and to speculate what will the new world be like, will it be different or will the patterns of the past endure?

Every historical period is marked to some extent by change. Now, however, the pace of change seems more rapid and its consequences more profound than ever. To many observers, the cascade of events at the start of the 21st century implies a revolutionary restructuring of world politics. The countries of the world are drawing closer together in communications, ideas and trade, as the integration of national economies has produced a globalized market, forming interdependent bonds among countries and cultures. Globalization is changing the way the world works. Likewise, disintegrative trends are shaking the globe and restructuring the way it operates. The proliferation of conventional and unconventional weapons, global environmental deterioration, and the resurgence of nationalism and ethnic conflict all portend a

restructuring marked by disorder. The opposing forces of integration and disintegration point toward a transformation in world politics as extensive and important as the system disrupting convulsion following World Wars I and II and the Cold War between the United States and the former Soviet Union and their allies. Despite all that appears radically different since the 9/11 terrorist attacks, much also remains the same in world politics. In fact, as political journalist Robert J. Samuelson noted on the first anniversary of 9/11, "What is most striking about the past year is how little has changed... What no one can know is whether September 11 marked the beginning of the end for global terrorism or whether these theoretical threats will 4 someday materialize. We are swamped with hypotheticals. Whether September 11 becomes a defining moment in history, or just an isolated tragedy depends on how all the hypotheticals turn out."

How can we determine when an existing pattern of relationships gives way to a completely new international system? Following Stanley Hoffmann, we will proceed by assuming that we have a new international system when we have a new answer to one of three questions: (1) What are the system's basic units? (e.g. states or supranational institutions for global governance); (2) What are the predominant foreign policy goals that these units seek with respect to one another? (e.g. territorial conquest or material gain through trade); and (3) What can these units do to one another with their military and economic capabilities? These criteria might lead us to conclude that a new system has now emerged.

First, new trade partnerships have been forged in Europe, the one of South America, North America and the Pacific Rim, and these trading blocks may behave as unitary or independent, nonstate actors as they compete with one another. Moreover, international organizations, such as the World Trade Organization and the European Union now sometimes flex their political muscles in contests with individual states and transnational religious movements, such as Islamic fundamentalism, challenge the global system itself – a system that international law still defines as composed primarily of states consisting of various nationality groups who perceive themselves as unified by a common language, culture or ethnic identity. At the same time, some states have disintegrated into smaller units. Second, territorial conquest is no longer the predominant goal of most states' foreign policies. Instead, their emphasis has shifted from traditional military methods of exercising influence to economic means. Third, the proliferation of weapons technology has profoundly altered the damage that states can inflict on one another. Great powers alone no longer control the world's most lethal weapons. Increasingly, however, the great powers' prosperity depends on economic circumstances throughout the globe. (From C. W. Kegley Jr. and E. R. Wittkopf, World Politics)

THE UNITED NATIONS

The history of world politics for the past 350 years has largely been a chronicle of interactions among states that remain the dominant political organizations in the world. States' interests, capabilities and goals significantly shape world politics. However, the supremacy of the state

has been severely challenged in recent years. Increasingly, world affairs are being influenced by intergovernmental organizations that transcend national boundaries – global international organizations such as the United Nations (UN) and regional organizations such as the European Union (EU). In addition, there exist many ways that individual people band together as coalitions of private citizens in groups to play influential roles in international affairs. Religions, nationalities based on ethnic and linguistic heritages, and multinational corporations are examples of nongovernmental organizations. There are two principal types of nonstate actors: intergovernmental organizations (IGOs), whose members are states, and nongovernmental organizations (NGOs), whose members are private individuals and groups. The United Nations (UN) is the best-known global organization. What distinguishes it from most other IGOs is its nearly universal membership, including today 190 independent states from every region. In principle, any sovereign state accepting the UN's regulations and principles can join, but the great powers have often let realpolitik political considerations dictate what countries were admitted. In addition to its nearly universal membership and its pervasive politics mirroring world politics, the UN is also a multipurpose organization. As Article 1 of the UN Charter states, the objectives are to: maintain international peace and security; develop friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples; achieve international cooperation in solving international problems of an economic, social, cultural or humanitarian character and in promoting and encouraging respect for human rights and for fundamental freedoms for all; function

as a center for harmonizing the actions of nations in the attainment of these common ends.

The UN has sought from its birth to combine the dual goals of preserving peace and improving the quality of life for humanity. These twin missions have carried the UN into nearly every corner of the complex network of interstate relations. The UN's conference machinery has become permanent: it has provided a mechanism for the management of international conflict, and increasingly the UN has become involved in a broad range of global welfare issues. The history of the UN reflects the fact that both rich countries and developing countries have successfully used the organization to promote their own foreign policy goals, and this proud record has bred hopes throughout the world that the UN will be able to manage an ever changing and growing agenda. The UN Millennium Summit attended in September 2000 by 150 world leaders, which led to the ratification of nearly 300 treaties and conventions, made explicit the UN's ideology expressed in its eight millennium goals: eradicate extreme poverty & hunger, achieve universal primary education, promote gender equality and empower women, reduce child mortality, improve maternal health, combat HIV/AIDS, malaria and other diseases, ensure environmental sustainability and develop a global partnership.

Since 1970s, the organization has been asked to sponsor a wide array of world conferences on population, food, women, human settlements, basic human needs, water, disarmament, racism and racial discrimination, agrarian reform and rural development, science and technology, new and renewable sources of energy, peaceful uses of

nuclear energy, prevention of crime and treatment of offenders, drug abuse and illicit trafficking in drugs, protection of children, environment and economic development, internationally organized crime, social development, housing, human rights, global warming, international trafficking of children for prostitution, principles for world order and many others.

ПРИЛОЖЕНИЕ 1.

РЕФЕРИРОВАНИЕ (WRITING ABSTRACTS)

Реферирование представляет собой интеллектуальный творческий процесс, включающий осмысление, аналитико-синтетическое преобразование информации и создание нового документа – реферата, обладающего специфической языково-стилистической формой. Рефератом называется текст, передающий основную информацию подлинника в свернутом виде и составленный в результате ее смысловой переработки. Реферирование иностранных источников имеет ряд особенностей. Начиная работу над рефератом, переводчик должен, прежде всего, правильно выбрать вид будущего реферата и наиболее целесообразный способ охвата первоисточника. Большое значение имеет информативность реферативных переводов. Нельзя допустить, чтобы реферат был подменен развернутой аннотацией, как это часто происходит при реферировании иностранных источников. Необходимо передать не только то, о чем написана работа, но и сущность основных идей оригинала, содержащихся в нем методов, результатов, рекомендаций и предложений. Поэтому переводчик должен быть хорошим специалистом в соответствующей области знания и уметь выявлять наиболее информативные элементы текста. Процесс работы над текстом первоисточника складывается из нескольких этапов:

1. Ознакомительное чтение, в результате которого решается вопрос о целесообразности реферирования иностранного материала. На этом этапе переводчик просматривает заглавие,

введение, оглавление, выводы, резюме. Затем он бегло читает текст и определяет научно-практическую значимость и информационную новизну источника. Ключевые слова, содержащиеся в заглавии, введении, рубриках оглавления, выводах создают содержательную установку, активизирующую в дальнейшем процесс осмысления текста.

2. Анализ вида первоисточника и выбор аспектной схемы изложения материала в будущем реферативном тексте (общий план изложения, план изложения отраслевой методики реферирования и т.д.).

3. Изучающее чтение текста. Переводчик в данном случае не делает полного письменного перевода текста. Мысленное декодирование иноязычного текста происходит под влиянием установки на реферативный анализ. Необходимость выделения аспектов, обозначенных в плане изложения, активизирует мыслительную деятельность референта и придает ей поисковый характер.

4. Разбивка текста на «аспектные блоки» (разметка текста с помощью удобных для референта – переводчика обозначений).

5. Конструирование (синтез) новых высказываний на родном языке, в краткой лаконичной форме передающих основное смысловое содержание по каждому аспекту.

6. Запись фрагментов перевода, полученных в результате вышеописанных преобразований, в последовательности, заданной планом изложения.

7. Критическое сравнение текстов реферата и первоисточника с позиции потребителя и внесение в случае необходимости изменений и дополнений в текст реферата.

9. Оформление и редактирование реферата, когда переводчик должен придерживаться наиболее распространенной структуры, состоящей из трех элементов: • заголовочной части (библиографическое описание первоисточника); • собственно реферативной части, передающей основное смысловое содержание первоисточника; • справочного аппарата (индекс, рубрикационный шифр, информация о таблицах, чертежах, графиках, иллюстрациях и т.д.).

Таким образом, при реферировании речь идет, прежде всего, о сплошном чтении первоисточника, касается ли это использования текстовых частей документа или смысловой интерпретации текста. Главное – это выбор информации, относящейся к основным элементам содержания документа, и наиболее компактное ее представление. Кроме того, в процессе реферирования происходит исключение второстепенных, малосущественных сведений, не относящихся к объекту исследования и его основным характеристикам.

ОБРАЗЦЫ ФРАЗ-КЛИШЕ, ЧАСТО ИСПОЛЬЗУЮЩИХСЯ В ТЕКСТЕ РЕФЕРАТОВ НА АНГЛИЙСКОМ ЯЗЫКЕ

- *The paper is devoted to (is concerned with) ….*
- *The paper deals with ….*
- *This method is now generally accepted ….*
- *The purpose of the*

- *The investigation (the research) is carried out ....*
- *The experiment (analysis) is made ....*
- *The measurements (calculations) are made ....*
- *The research includes (covers, consists of) ....*
- *The data (the results of ...) are presented (given, analyzed, compared with, collected) ....*
- *The results agree well with the theory ....*
- *The results proved to be interesting (reliable) ....*
- *The new theory (technique) is developed (worked out, proposed, suggested, advanced) ....*
- *The new method (technique) is discussed (tested, described, shown) ....*
- *This method (theory) is based on ....*
- *experiment is to show ....*
- *The purpose of the research is to prove (test, develop, summarize, find) ....*
- *Special attention is paid (given) to ....*
- *Some factors are taken into consideration (account) ....*
- *Some factors are omitted (neglected) ....*
- *The scientists conclude (come to conclusion) ....*
- *The paper (instrument) is designed for ....*
- *The instrument is widely used ....*
- *A brief account is given of ....*
- *The author refers to /Reference is made to ....*
- *The author gives a review of*
- *There are several solutions o*

ОБРАЗЕЦ ОФОРМЛЕНИЯ ТИТУЛЬНОГО ЛИСТА РЕФЕРАТА НА РУССКОМ ЯЗЫКЕ

МЧС РОССИИ

Федеральное государственное бюджетное военное образовательное учреждение высшего образования

«АКАДЕМИЯ ГРАЖДАНСКОЙ ЗАЩИТЫ МИНИСТЕРСТВА РОССИЙСКОЙ ФЕДЕРАЦИИ ПО ДЕЛАМ ГРАЖДАНСКОЙ ОБОРОНЫ, ЧРЕЗВЫЧАЙНЫМ СИТУАЦИЯМ И ЛИКВИДВЦИИ ПОСЛЕДСТВИЙ СТИХИЙНЫХ БЕДСТВИЙ

ИМЕНИ ГЕНЕРАЛ-ЛЕЙТЕНАНТА Д.И. МИХАЙЛИКА»

Кафедра иностранных языков

Реферат: «[тема реферата]»

Выполнил: адъюнкт/аспирант _____

Научный руководитель: д.ф.н., профессор _____

Принял: д.филол.н., профессор_____

Химки 2023

ОБРАЗЕЦ ОФОРМЛЕНИЯ ТИТУЛЬНОГО ЛИСТА РЕФЕРАТА НА АНГЛИЙСКОМ ЯЗЫКЕ



EMERCOM OF RUSSIA

Federal state budget-financed military higher educational institution

«CIVIL DEFENCE ACADEMY OF THE EMERCOM OF RUSSIA»

Chair of Foreign Languages

PRECIS on the theme: «… »

Fulfilled by: a post-graduate _____

Scientific supervisor: Doctor of technical science,

professor _____

Adopted by: Doctor of Philology, professor _____

Khimki 2023

ПРИМЕРНАЯ СТРУКТУРА РЕФЕРАТА

1. Содержание – содержание на русском языке
2. Contents – содержание на английском языке
3. Аннотация – аннотация на русском языке (объем 10-12 строк)
4. Abstract – аннотация на английском языке (объем 10-12 строк)
5. Основная часть реферата: перевод с английского языка на русский аутентичного научно-технического текста по специальности аспиранта
6. Заключение – выводы на русском языке (объем примерно 1 страница)
7. Conclusion – выводы на английском языке (объем примерно 1 страница)
8. References / Библиографический список – список используемых источников: научные книги, монографии, статьи, интернет-ресурсы, словари
9. Professional Vocabulary / Терминологический тезаурус – словарь профессиональных терминов (оформляется в соответствии с английским алфавитом с указанием части речи: [n] – существительное, [adj] – прилагательное, [v] - глагол)
10. Authentic Material/Аутентичные материалы – оригинал/ксерокопия/скан/скрин-шот реферируемого текста на английском языке
11. Supplement – приложение
12. Table – таблица

ОБРАЗЕЦ ОФОРМЛЕНИЯ СОДЕРЖАНИЯ РЕФЕРАТА НА АНГЛИЙСКОМ ЯЗЫКЕ

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Authentic materials……...……....32
Supplement……....45

АННОТАЦИЯ.

ОБРАЗЕЦ ОФОРМЛЕНИЯ АННОТАЦИИ К РЕФЕРАТУ НА АНГЛИЙСКОМ ЯЗЫКЕ

Аннотация (SUMMARY) – это предельно сжатая характеристика материала, заключающаяся в информации о затронутых в источниках вопросах. Аннотация включает характеристику основной темы, проблемы объекта, цели работы и ее результаты. В аннотации указывают, что нового несет в себе данный документ в сравнении с другими, родственными по тематике и целевому назначению. Существуют различные виды аннотаций в зависимости от назначения аннотации или от вида документа, на который составляется аннотация. Аннотирование может осуществляться как на языке оригинала, так и на языке перевода. С точки зрения объема аннотации подразделяются на краткие и развернутые (или подробные). Краткая аннотация (brief summary),

как правило, характеризует документ в определенном аспекте: уточнение тематического содержания, расшифровка или пополнение заглавия, оценка уровня материала и т.д. Развернутая аннотация (detailed summary) часто представляет собой перечисление рубрик первичного документа. Она составляется в тех случаях, когда документ представляет значительный научный интерес, а также при описании многоаспектных документов (учебники, справочники, сборники и т.д.). С точки зрения метода анализа и оценки документа аннотации можно разделить на описательные (или справочные) и рекомендательные (в том числе и критические). Описательная аннотация дает общее представление о документе, в то время как рекомендательная аннотация характеризует тематику и содержание документа под определенным углом зрения. В информационной сфере наибольшее применение находит описательная аннотация. В зависимости от тематического охвата содержания документа аннотации делятся на общие и специализированные. Общие аннотации характеризуют весь документ в целом, они не ориентированы на определенный круг потребителей. В специализированных аннотациях находят отражения только те части, те аспекты содержания документа, которые интересуют потребителей данной информационной системы (данного круга читателей). В информационной практике используется, как правило, специализированная аннотация, рассчитанная на информирование специалиста определенной отрасли научной или практической деятельности. Такой вид аннотации целесообразен и при работе с литературой в учебном

процессе – при подготовке рефератов, докладов и других научных работ студентами. Аннотации всегда предпосылаются библиографические данные первоисточника. В аннотациях обычно содержатся следующие данные: 1) предметная рубрика; 2) тема; 3) сжатая характеристика материала; 4) выходные данные (автор и заглавие статьи, название и номер периодического издания, где помещена статья, место и время издания).

ОБРАЗЦЫ ФРАЗ-КЛИШЕ, ЧАСТО ИСПОЛЬЗУЮЩИХСЯ В ТЕКСТЕ АННОТАЦИЙ НА АНГЛИЙСКОМ ЯЗЫКЕ

- *The article deals with …*
- *As the title implies the article describes …*
- *The paper is concerned with…*
- *It is known that…*
- *It should be noted about…*
- *The fact that … is stressed.*
- *A mention should be made about …*
- *It is spoken in detail about…*
- *It is reported that …*
- *The text gives valuable information on…*
- *Much attention is given to…*
- *The following conclusions are drawn…*
- *The paper looks at recent research dealing with…*
- *The main idea of the article is…*
- *It gives a detailed analysis of…*
- *It draws our attention to…*
- *It is stressed that…*
- *The article is of great help to*
- *The article is of interest to …*

ОБРАЗЕЦ НАПИСАНИЯ АННОТАЦИИ НАУЧНОГО РЕФЕРАТА

The précis *deals with the problem of control in the sphere of building construction. This problem seems to be of great importance nowadays because it hasn't been thoroughly investigated yet. The first chapter is devoted to the historical background of the theoretical approaches in the field of quality management. The second part contains the practical analysis of existing methods of quality control in the constructional sphere. The third chapter is aimed to sum up theoretical and practical experience of the investigation. A lot of graphs and tables are given to illustrate the results of the work. In conclusion the authors state that the implementation of quality control system appears to be one of most challenging issues in the field of technosphere safety.*

ОБРАЗЕЦ ОФОРМЛЕНИЯ «ТЕРМИНОЛОГИЧЕСКОГО СЛОВАРЯ» В РЕФЕРАТЕ НА АНГЛИЙСКОМ ЯЗЫКЕ

PROFESSIONAL VOCABULARY / ТЕРМИНОЛОГИЧЕСКИЙ ТЕЗАУРУС

A

Automatic [adj.] – автоматический

B

Build [v] – строить

Building materials [n, pl.] – строительные материалы

Button [n] – кнопка

C

Control [v] – управлять

Concentration [n] – концентрация

D

Define [v] – определять

Degree [n] – степень

E

Electromagnetic [adj.] – электромагнитный

Equip [v] – оборудовать

Efficiency [n] – эффективность

F

Firm [n] – фирма, предприятие

ПРИЛОЖЕНИЕ 2

УСТНАЯ НАУЧНАЯ ПРЕЗЕНТАЦИЯ

1. РЕЧЕВЫЕ КЛИШЕ ДЛЯ ОФОРМЛЕНИЯ АКАДЕМИЧЕСКОЙ УСТНОЙ РЕЧИ

Introducing the subject	***Вступление***
Stating the purpose	***Постановка цели***
- I'm going to present my research paper/inform you about/describe/...	*Позвольте представить Вам свою исследовательскую работу...*
- The subject of my academic paper/my presentation is...	*Предметом моего исследования является...*
- My purpose/objective/aim today is	*Цель моего выступления сегодня...*
- This morning I'm going to be talking to you about/telling you/showing you/reporting on...the summary of my research work	*Я бы хотел представить Вам основные выводы моей выпускной квалификационной работы...*
Signposting	***Структурирование***
Outlining the structure	***презентации***
- I've divided my presentation into... parts/sections. They are...	*Моя презентация состоит из следующих частей...*
- So, I'll start off by... giving you an overview of/making a few observations about/outlining...	*Позвольте мне начать с.../Начнем с краткого обзора...*
- And then I'll go on to... discuss in	

more depth the implications of/talk you through… *- We can break this area down into the following fields:* *Let me begin with/To start with/Firstly, I'd like to look at …* *Then/Secondly/Next… Thirdly…* *Finally/Lastly/Last of all…* *-I'd be glad to answer any questions at the end of my presentation.* *- I'll try to answer all of your questions after the presentation.*	*В продолжение давайте более подробно рассмотрим…* *Данный раздел включает в себя следующие вопросы…* *Во-первых…во-вторых…в-третьих…* *затем…в заключении,…наконец…* *С удовольствием отвечу на Ваши вопросы в конце моего выступления.* *Постараюсь ответить на Ваши вопросы после моей презентации.*
Changing to another topic *-Let's now move on to/turn to …* *-Moving on now to…* *-This leads/brings me to the next point which is…* *-I'd now like to move on to /turn to …* *-So far we have looked at … . Now I'd like to …*	***Переход к другому разделу*** *Давайте перейдем к …* *Продолжая свое выступление…* *Из этого следует следующее…* *Я бы хотел перейти к следующему вопросу…* *Так как мы уже рассмотрели…, я бы хотел…*

Using visual aids *-I'd like you to look at this chart, which shows…/ Let's look at….* *-Let me show you…/As you can see…* *-If you look at this graph, you'll see…* *-This table/diagram/slide/chart shows…/compares/gives information about…* *-I'd like to draw your attention to the next slide…*	***Использование наглядности*** *Позвольте обратить Ваше внимание на таблицу/схему, которая показывает…* *Позвольте представить Вам…* *Как Вы можете видеть на данном графике…* *Данная таблица/диаграмма/слайд показывает/сравнивает/предоставляет информацию о …*
Thanking the audience ***Inviting questions*** *-Thank you for your attention.* *-Thank you for listening.* *-If you have any questions, I'd be pleased to answer them.* *-If there are any questions, I'll do my best to answer them.*	***Выражение благодарности*** ***Приглашение к обсуждению*** *Благодарю Вас за внимание…* *Спасибо за внимание…* *Если у Вас есть вопросы, я с удовольствием на них отвечу.* *Постараюсь ответить на все Ваши вопросы.*
Handling questions ***Clarifying a question*** *-If I understand you correctly, you are saying/asking...* *-I didn't quite catch that.*	***Ведение дискуссии*** ***Уточнение*** *Если я вас правильно понял, Вы имеете ввиду, что…* *Я не уверен, что я Вас*

-Could you go over that again? /Sorry, could you say that again/repeat that, please? What exactly did you mean by …?	*правильно понял. Извините. не могли бы вы повторить вопрос? Не могли бы Вы уточнить?*
Avoiding giving an answer *-I'm afraid that's not the field of my research. -I/m afraid I'm not able to answer this question at present.*	***Уклонение от ответа*** *Это не входит в тему моего исследования. Боюсь, я не могу ответить на Ваш вопрос.*
Linking words/phrases ***Personal opinion:*** *In my opinion/view… To my mind… I think/suppose/believe/consider… It seems to me that… As far as I'm concerned…* ***To list points:*** *First/To start/to begin with/First of all… Secondly/after that/Afterwards/Next/Then… Thirdly/Finally/Lastly…* ***To add more points:*** *What is more/Furthermore/Apart from this/In addition(to*	***Слова-связки*** ***Выражение собственного мнения*** *По-моему мнению… Я думаю… Я полагаю… Мне кажется…* ***Перечисление*** *Во-первых…во-вторых…в-третьих… затем…в заключении,…наконец…* ***Дополнительная информация*** *Более того…кроме того…в дополнение …*

this)/Moreover/Besides…not to mention the fact that… *Not only…but also…* *Both…and…*	*не только…но и…* *как… так и…*
To refer to other sources:	***Ссылка на источники***
With reference to…Concerning… *According to…*	*Согласно…* *Со ссылкой на…*
To express cause:	***Выражение причины…***
Because/Owing to the fact that/due to the fact that/On the grounds that/Since/As…	*Так как… из-за…благодаря…*
To express effect:	***Выражение следствия***
Thus/Therefore/So/Consequently/As a result/As a consequence…	*Таким образом/ следовательно/ в результате…*
To emphasize a point:	***Выражение фактической информации***
Indeed/Naturally/Clearly/Obviously /Needless to say	*Очевидно…разумеется…*
It is a fact that/In effect/In fact/As a matter of fact/Actually/Indeed	*Фактически…на самом деле..*
As a rule/Generally/In general/On the whole	*Как правило…в общем…в целом…*

Agreement/Disagreement	***Выражение согласия/несогласия***
I fully/completely agree with you.	*Полностью с Вами согласен.*
That's just what I was going to say.	*Я разделяю Ваше мнение.*
I think so too.	*Я считаю так же.*
I'm afraid, I can't agree with you.	*Боюсь, я не могу с этим согласиться.*
I don't think that's quite right.	*Я не совсем в этом уверен.*
I'm afraid I have to disagree with you.	*Я не могу с этим согласиться.*

2. ПРИМЕРНЫЙ ПЛАН УСТНОЙ НАУЧНОЙ ПРЕЗЕНТАЦИИ

Introduction

- Welcome the audience
- Introduce yourself (name, position/function)
- State your topic
- Say why your topic is important for the audience
- Describe the structure of your talk (the main points and when you will be dealing with them)
- Say how long the presentation will be
- Say when you will answer questions
- Say whether there are handouts or the slides you will send later

(TIP: Remember how to make effective openings: start with a rhetorical question, a story or an amazing fact, or give the audience a problem to think about)

Main part

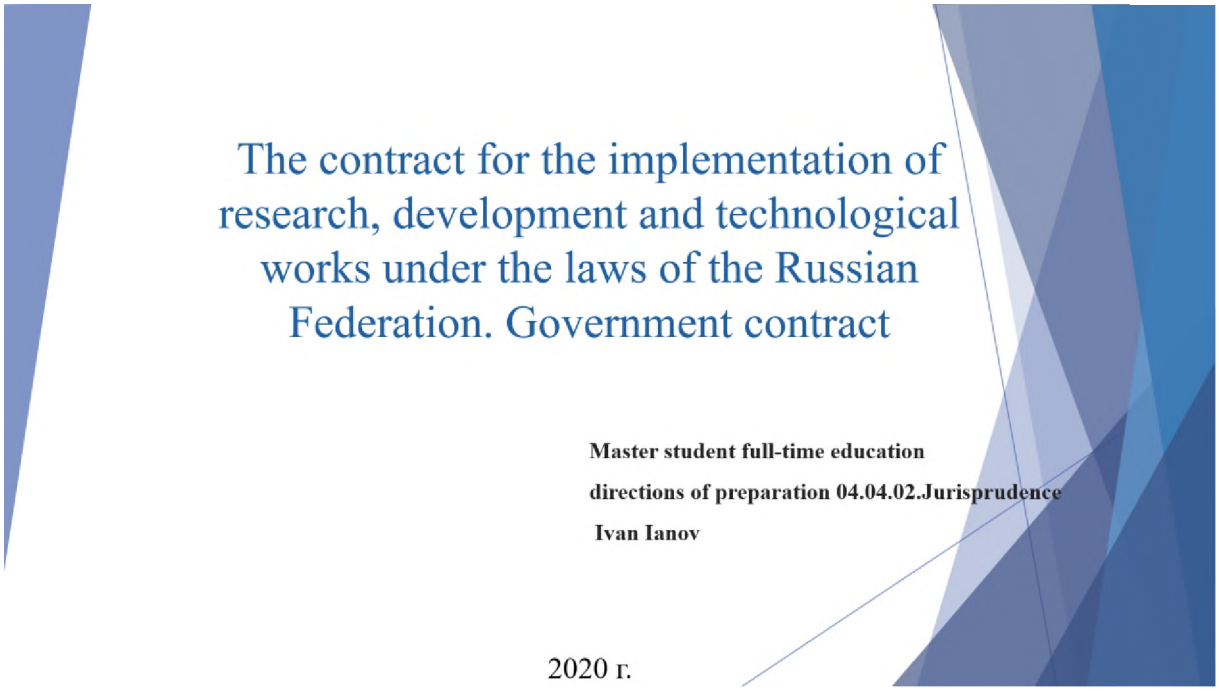
- Briefly state your topic and objectives again
- Then introduce your main points and give details
- Signal the beginning of each part
- Signal the end of each part
- Refer to the slides or other visuals. Tell your audience what they illustrate. Explain and clarify if it is necessary
- Signal the end of the main part Conclusion
- Signal the end of your presentation
- Summarize the key points
- Explain their significance
- Make your final statement
- Invite questions

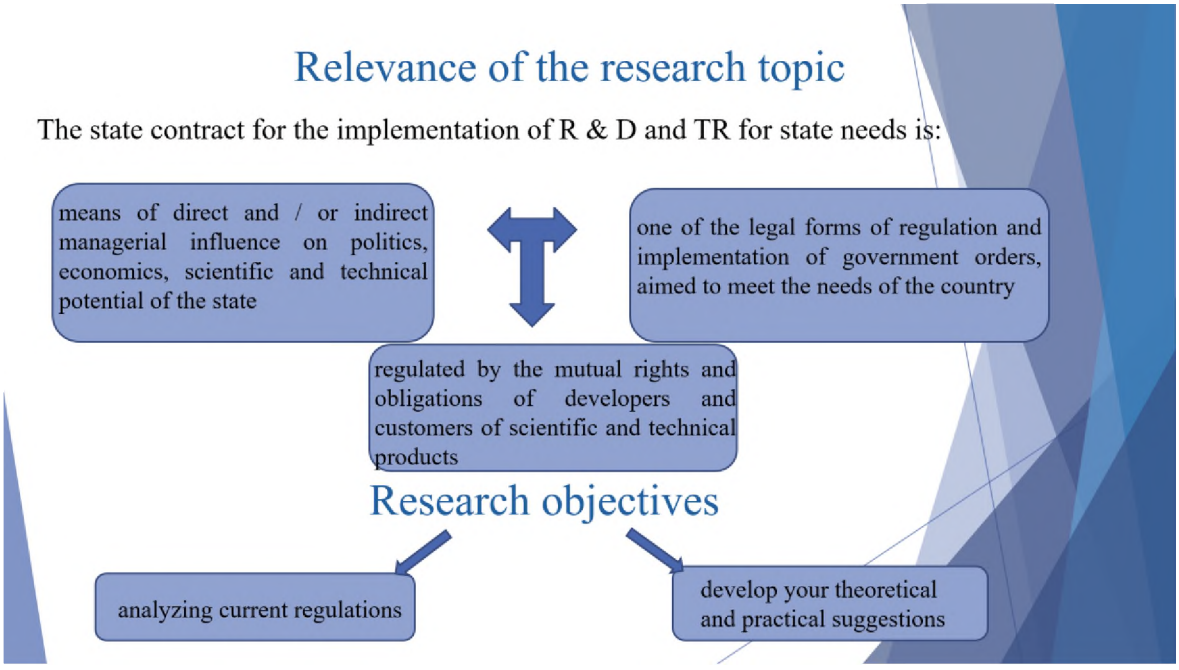
(TIP: Remember how to make effective conclusions: end with a question or a quote from a famous person, finish a story you started at the beginning of your talk or call the audience to action)

Dealing with questions

- Think what questions you may expect and how you could deal with them
- Listen carefully and make sure you understood the question correctly • Paraphrase the question if it is necessary
- If you want to postpone the question, say why politely
- If you don't know the answer to the question, say so and offer to find out
- Check that the questioner is satisfied with your answer

3. ОБРАЗЕЦ ПРЕЗЕНТАЦИИ В ЭЛЕКТРОННОМ ФОРМАТЕ:





Objectives of the study of this topic

- Determine the legal regulation of relations that occurs when performing scientific and technological activities
- Understand what constitutes a government contract, the risk factors for its execution
- Offer recommendations to improve the current legislation of the Russian Federation governing relations
- Examine the responsibilities of the parties
- Find out which persons may be parties to a government contract.

Types of contracts

1. *Global Compact (General Agreement)*
2. *R & D contract*
3. *The contract of sale*
4. License agreement and agreement
5. Service Agreement
6. Agreement on joint activities

Feature of termination of the contract

Termination of the contract is generally possible by agreement of the parties

At the request of one of the parties, the contract may be terminated by a court decision in the following cases

1) in case of a significant breach of the contract by the other party

2) in other cases stipulated by the Civil Code of the Russian Federation, other laws or an agreement

Responsibility of the parties

- Due to the creative nature of the activity it cannot be guaranteed that a positive result will be achieved.
- The risk of not getting the desired result and the inability to finish the work are assigned to the customer.
- Obligations of the contractor - to perform properly the work contract.
- The general requirement to recognize the legitimacy of these grounds is: the objectivity of the occurrence of circumstances, the absence of guilt of the contractor.



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Приложение

Перечень и содержание
билетов для кандидатского экзамена по иностранному языку

Билет № 1

1. Изучающее чтение оригинального текста по специальности объёмом 3 000 печатных знаков.
2. Беглое чтение оригинального текста по специальности объёмом 1 500 печатных знаков.
3. Беседа на иностранном языке по теме «Предмет Вашего диссертационного исследования».

Билет № 2

1. Изучающее чтение оригинального текста по специальности объёмом 3 000 печатных знаков.
2. Беглое чтение оригинального текста по специальности объёмом 1 500 печатных знаков.
3. Беседа на иностранном языке по теме «Объект Вашего диссертационного исследования».

Билет № 3

1. Изучающее чтение оригинального текста по специальности объёмом 3 000 печатных знаков.
2. Беглое чтение оригинального текста по специальности объёмом 1 500 печатных знаков.
3. Беседа на иностранном языке по теме «Актуальность Вашей диссертационной работы».

Билет № 4

1. Изучающее чтение оригинального текста по специальности объёмом 3 000 печатных знаков.
2. Беглое чтение оригинального текста по специальности объёмом 1 500 печатных знаков.
3. Беседа на иностранном языке по теме «Ваша работа со специальной литературой».

Билет № 5

1. Изучающее чтение оригинального текста по специальности объёмом 3 000 печатных знаков.
2. Беглое чтение оригинального текста по специальности объёмом 1 500 печатных знаков.
3. Беседа на иностранном языке по теме «План-проспект Вашей работы над диссертацией».

Билет № 6

1. Изучающее чтение оригинального текста по специальности объёмом 3 000 печатных знаков.
2. Беглое чтение оригинального текста по специальности объёмом 1 500 печатных знаков.
3. Беседа на иностранном языке по теме «Цель Вашего диссертационного исследования».

Билет № 7

1. Изучающее чтение оригинального текста по специальности объёмом 3 000 печатных знаков.
2. Беглое чтение оригинального текста по специальности объёмом 1 500 печатных знаков.
3. Беседа на иностранном языке по теме «Конференции, симпозиумы».

Билет № 8

1. Изучающее чтение оригинального текста по специальности объёмом 3 000 печатных знаков.
2. Беглое чтение оригинального текста по специальности объёмом 1 500 печатных знаков.
3. Беседа на иностранном языке по теме «Область Вашего научного исследования».

Билет № 9

1. Изучающее чтение оригинального текста по специальности объёмом 3 000 печатных знаков.
2. Беглое чтение оригинального текста по специальности объёмом 1 500 печатных знаков.
3. Беседа на иностранном языке по теме «Научные достижения зарубежных ученых в области науки, исследуемой Вами»

Билет № 10

1. Изучающее чтение оригинального текста по специальности объёмом 3 000 печатных знаков.
2. Беглое чтение оригинального текста по специальности объёмом 1 500 печатных знаков.
3. Беседа на иностранном языке по теме «Структура Вашей диссертации».

Билет № 11

1. Изучающее чтение оригинального текста по специальности объёмом 3 000 печатных знаков.
2. Беглое чтение оригинального текста по специальности объёмом 1 500 печатных знаков.
3. Беседа на иностранном языке по теме «Методы и приемы исследования».

Билет № 12

1. Изучающее чтение оригинального текста по специальности объёмом 3 000 печатных знаков.
2. Беглое чтение оригинального текста по специальности объёмом 1 500 печатных знаков.
3. Беседа на иностранном языке по теме «Особенности изучения накопленных данных».

Билет № 13

1. Изучающее чтение оригинального текста по специальности объёмом 3 000 печатных знаков.
2. Беглое чтение оригинального текста по специальности объёмом 1 500 печатных знаков.
3. Беседа на иностранном языке по теме «Фактографические данные (базы данных) и их обработка».

Билет № 14

1. Изучающее чтение оригинального текста по специальности объёмом 3 000 печатных знаков.
2. Беглое чтение оригинального текста по специальности объёмом 1 500 печатных знаков.
3. Беседа на иностранном языке по теме «Цель и задачи научного исследования».

Билет № 15

1. Изучающее чтение оригинального текста по специальности объёмом 3 000 печатных знаков.
2. Беглое чтение оригинального текста по специальности объёмом 1 500 печатных знаков.
3. Беседа на иностранном языке по теме «Необходимая структура диссертационного исследования».

Билет № 16

1. Изучающее чтение оригинального текста по специальности объёмом 3 000 печатных знаков.
2. Беглое чтение оригинального текста по специальности объёмом 1 500 печатных знаков.
3. Беседа на иностранном языке по теме «Содержание диссертационного исследования».

Билет № 17

1. Изучающее чтение оригинального текста по специальности объёмом 3 000 печатных знаков.
2. Беглое чтение оригинального текста по специальности объёмом 1 500 печатных знаков.
3. Беседа на иностранном языке по теме «Методология исследовательской деятельности».

Билет № 18

1. Изучающее чтение оригинального текста по специальности объёмом 3 000 печатных знаков.
2. Беглое чтение оригинального текста по специальности объёмом 1 500 печатных знаков.
3. Беседа на иностранном языке по теме «Соотношение теоретической и практической частей диссертационного исследования».

Билет № 19

1. Изучающее чтение оригинального текста по специальности объёмом 3 000 печатных знаков.
2. Беглое чтение оригинального текста по специальности объёмом 1 500 печатных знаков.
3. Беседа на иностранном языке по теме «Отличительная особенность гипотезы и её место в исследовательской деятельности».

Билет № 20

1. Изучающее чтение оригинального текста по специальности объёмом 3 000 печатных знаков.
2. Беглое чтение оригинального текста по специальности объёмом 1 500 печатных знаков.
3. Беседа на иностранном языке по теме «Структура Вашей диссертации».

Экзаменационные билеты обсуждены и одобрены на заседании кафедры иностранных языков Протокол № 6 от 25 января 2023 года.

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