

Министерство науки и высшего образования Российской Федерации
Федеральное государственное бюджетное образовательное учреждение
высшего образования
"Амурский государственный университет"

УТВЕРЖДАЮ

Проректор по учебной и научной
работе

Лейфа А.В. Лейфа

1 июля 2024 г.

РАБОЧАЯ ПРОГРАММА

«ОСНОВЫ ПРОФЕССИОНАЛЬНОЙ КОММУНИКАЦИИ В ОБРАЗОВАНИИ /
FUNDAMENTALS OF PROFESSIONAL COMMUNICATION IN EDUCATION»

Направление подготовки 45.04.02 Лингвистика

Направленность (профиль) образовательной программы – Современные технологии преподавания английского языка (на английском языке) Modern technologies in teaching English

Квалификация выпускника – Магистр

Год набора – 2024

Форма обучения – Очная

Курс 1 Семестр 2

Зачет 2 сем

Общая трудоемкость дисциплины 36.0 (академ. час), 1.00 (з.е)

Составитель Н.В. Ройба, доцент, канд. филол. наук

Факультет международных отношений

Кафедра перевода и межкультурной коммуникации

Рабочая программа составлена на основании Федерального государственного образовательного стандарта ВО для направления подготовки 45.04.02 Лингвистика, утвержденного приказом Министерства просвещения Российской Федерации от 12.08.20 № 992

Рабочая программа обсуждена на заседании кафедры перевода и межкультурной коммуникации

01.04.2024 г. , протокол № 8

Заведующий кафедрой Ма Т.Ю. Ма

СОГЛАСОВАНО

Учебно-методическое управление

Чалкина Н.А. Чалкина

1 июля 2024 г.

СОГЛАСОВАНО

Научная библиотека

Петрович О.В. Петрович

1 июля 2024 г.

СОГЛАСОВАНО

Выпускающая кафедра

Ма Т.Ю. Ма

1 июля 2024 г.

СОГЛАСОВАНО

Центр цифровой трансформации и
технического обеспечения

Тодосейчук А.А. Тодосейчук

1 июля 2024 г.

1. ЦЕЛИ И ЗАДАЧИ ОСВОЕНИЯ ДИСЦИПЛИНЫ

Цель дисциплины:

The course of Professional Communication in Education is one of the disciplines aimed at gaining general knowledge about communication in educational discourse and shaping most important skills for effective communication for both professional and academic purposes. Its main goal is assist in shaping professional communicative competence of students, their skills in pedagogical communication and intercultural interaction, which contribute to a master's student's professional culture, stimulate interest in educational and pedagogical creativity.

Задачи дисциплины:

Course objectives:

- 1) share the knowledge concerning current communicative technologies.
- 2) provide the information about speech tactics and techniques for effective cooperation in teaching.
- 3) shape students' skills for effective communication in professional communication.
- 4) consider ethical principals and standards in pedagogic communication.

2. МЕСТО ДИСЦИПЛИНЫ В СТРУКТУРЕ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

The discipline “” is an elective course of the curriculum in the master program 45.04.02 Linguistics. The teaching of this discipline is associated with other subjects of the compulsory part of the curriculum – “ Fundamentals of Pedagogics and Psychology the English Language”, “Intrecultural Communication”, “Discourse Analysis”, and “Fundamentals of foreign language teaching methods methods”.

The course is taught in the target language. Fluency in English is required, both in the oral and written modes of communication to study this discipline. It is necessary that students sufficiently possess the skills of perception, analysis and recording in writing basic information on the studied subject.

3. КОМПЕТЕНЦИИ ОБУЧАЮЩЕГОСЯ, ФОРМИРУЕМЫЕ В РЕЗУЛЬТАТЕ ОСВОЕНИЯ ДИСЦИПЛИНЫ И ИНДИКАТОРЫ ИХ ДОСТИЖЕНИЯ

3.1. Универсальные компетенции и индикаторы их достижения

Категория (группа) универсальных компетенций	Код и наименование универсальной компетенции	Код и наименование индикатора достижения универсальной компетенции
Коммуникация	УК-4 Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	Achievement Indicator-1 UC-4 The student knows current communicative technologies in native and foreign languages for both academic and professional cooperation. Achievement Indicator-2 UC-4 The student can apply current communicative technologies in native and foreign languages for both academic and professional cooperation. Achievement Indicator-3 UC-4 The student masters current communicative technologies in native and foreign languages for both academic and professional cooperation.

4. СТРУКТУРА ДИСЦИПЛИНЫ

Общая трудоемкость дисциплины составляет 1.00 зачетных единицы, 36.0 академических часов.

1 – № п/п

2 – Тема (раздел) дисциплины, курсовая работа (проект), промежуточная аттестация

3 – Семестр

4 – Виды контактной работы и трудоемкость (в академических часах)

4.1 – Л (Лекции)

4.2 – Лекции в виде практической подготовки

4.3 – ПЗ (Практические занятия)

4.4 – Практические занятия в виде практической подготовки

4.5 – ЛР (Лабораторные работы)

4.6 – Лабораторные работы в виде практической подготовки

4.7 – ИКР (Иная контактная работа)

4.8 – КТО (Контроль теоретического обучения)

4.9 – КЭ (Контроль на экзамене)

5 – Контроль (в академических часах)

6 – Самостоятельная работа (в академических часах)

7 – Формы текущего контроля успеваемости

1	2	3	4									5	6	7
			4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8	4.9			
1	The Role of Communication in Human Lives				2								2	Discussion, practical tasks
2	Teacher's Preparation for Communicative Activities: Knowledge, Abilities and Skills				2								2	Discussion, practical tasks
3	Pedagogical Communication as a Theory of Information Approach in Pedagogy				2								2	Discussion, practical tasks
4	Organization of Pedagogical Communication				2								2	Discussion, practical tasks
5	Obstacles and Barriers in Communication				2								2	Discussion, practical tasks
6	Pedagogical Communication in Conflicts				2								2	Discussion, practical tasks
7	Teacher's Speech as an				2								2	Discussion, practical tasks

	Artistic Component of Pedagogical Communication												
8	Acting Skills in Pedagogical Communication			2							2	Discussion, practical tasks	
9	Credit Test							0.2			3.8	Credit Test	
	Итого		0.0	16.0		0.0	0.0	0.2	0.0	0.0	19.8		

5. СОДЕРЖАНИЕ ДИСЦИПЛИНЫ

5.1. Практические занятия

Наименование темы	Содержание темы
Seminar 1 Communication. Pedagogical Communication and its Functions	<p>Theory. Communication. Its significance in human lives. Communication, interaction, communicative activity, their essence and differences. Types of communication. Levels of communication. Communication zones.</p> <p>Practice</p> <ol style="list-style-type: none"> 1. The functions of pedagogical communication: informational, cognitive, developmental, determinative, expressive, controlling. 2. Ways and means of implementing the functions of pedagogical communication. 3. Training exercises on implementing the functions of pedagogical communication.
Seminar 2 Teacher's Background for Communication. Measuring Pedagogical Communication	<p>Theory. Teacher's preparation for communicative activities: knowledge, abilities and skills. Personal indicators significant for pedagogical communication. Professional qualities important for a teacher's effective communication. A map of a future teacher's skills for professional communication.</p> <p>Indicators of motivational- value, information- content and practice- oriented components of a teacher's readiness for communicative activities. Communication skills. Content and structure of communication skills. Information-communicative, regulatory-communicative and affective- communicative skills. Basic professional communication skills. Stages of shaping communication skills.</p> <p>Practice</p> <ol style="list-style-type: none"> 1. Indicators of pedagogical communication. 2. Levels of pedagogical communication. 3. Ways to measure pedagogical communication. 4. Training exercises to develop students' skills in measuring pedagogical communication. <p>Assignment: draw up a rough outline of a survey of social educators in order to identify their degree of development of pedagogical communication.</p>
Seminar 3	Theory. Pedagogical communication as a theory of

<p>Pedagogical Communication. Orator's Rethoric in Pedagogical Communication</p>	<p>information approach in pedagogy. Pedagogical communication: concept and essence. Goals of pedagogical communication: informational, contact, incentive, coordination, understanding, amotivational, establishing relationships, exerting influence. Basic functions of pedagogical communication.</p> <p>Practice</p> <ol style="list-style-type: none"> 1. Oratory as a component of the pedagogical technique of a social teacher. 2. Characteristics of the main elements of a teacher's oratory. 3. Identification of the features of the oratorical component of pedagogical technique. 4. Training exercises to develop and improve students' oratory skills. <p>Assignment: prepare a report on the methods of oratory in teaching by D. Carnegie, A. S. Makarenko.</p>
<p>Seminar 4 Organization of Pedagogical Communication. Communicative Tasks in the Teaching Process</p>	<p>Theory. Organization of pedagogical communication. Stages of organizing pedagogical communication: prognostic, initial, communication management, analysis of the ongoing communication system. Styles of pedagogical communication. Types of people by communication style. Forms of organization of communication in the professional activities of a social teacher. Monologue and dialogue as forms of pedagogical communication. Discussion and polylogue.</p> <p>Practice</p> <ol style="list-style-type: none"> 1. The concepts of "pedagogical task", "communicative task". 2. Scheme for solving a communication problem. 3. Examples of solving communicative problems in the professional activities of a teacher. <p>Assignment: prepare examples of pedagogical situations that arise in the practical activities of a teacher for discussion in the classroom.</p>
<p>Seminar 5 Obstacles and Barriers in Communication.</p>	<p>Theory. Obstacles and barriers in communication. Concept of difficult communication. Characteristics of a "difficult" partner. Difficulties of beginning teachers of an emotional and communicative nature.</p> <p>Practice</p> <ol style="list-style-type: none"> 1. The concepts of "conflict", "conflict situation". Causes of conflicts. 2. Scheme for resolving a conflict situation. 3. Conflict child in the family. Game exercises for conflict-ridden children. 4. Examples of resolving conflict situations that arise in teaching activities
<p>Seminar 6 Pedagogical Communication in Conflicts. Culture of Behavior and Relationships</p>	<p>Theory. Pedagogical communication in conflict situations. The concepts of "conflict", "pedagogical conflict", "conflict situation". Causes of conflicts. Types of conflicts. Forms of expression of conflict. Stages of</p>

	<p>conflict development. The importance of pedagogical communication in resolving conflict situations (possible positions of the teacher, rules for conducting a constructive conversation).</p> <p>Practice</p> <ol style="list-style-type: none"> 1. The essence of the concepts “culture of communication”, “culture of behavior”. 2. Rules of communication. 3. Speech culture. 4. Business communication and professional activities.
<p>Seminar 7 Teacher’s Speech as an Artistic Component of Pedagogical Communication.</p>	<p>Theory. Teacher’s speech as an artistic component of pedagogical communication. The concept of oratory. Oratory as a component of pedagogical technique. Control of emotional state, pantomime, facial expressions, speech technique, breathing, voice, diction, rhythm as the main elements of a teacher’s oratory.</p> <p>Practice</p> <ol style="list-style-type: none"> 1. Content and structure of teacher preparation for communicative activities. 2. Communicative knowledge and skills of the teacher. 3. Training exercises that contribute to the development of communication skills in students.
<p>Seminar 8 Acting Skills in Pedagogical Communication. Portrait of an Effective Teacher</p>	<p>Theory. Acting skills in pedagogical communication. Commonality and difference between acting, directing and teaching activities. Acting, teaching skills, pedagogical technique. The concept of pedagogical artistry. Types of pedagogical artistry.</p> <p>Practice</p> <ol style="list-style-type: none"> 1. Types of behavior of teachers. Images of artistic teachers. 2. The main functions of pedagogical artistry: motivational, mobilization, attraction, facilitation, stimulation, synthetic. <p>Assignment: Use the test to identify your type communicative type. What of your communicative skills and abilities require further development?</p>

6. САМОСТОЯТЕЛЬНАЯ РАБОТА

№ п/п	Наименование темы (раздела)	Содержание темы (раздела)	Трудоемкость в академических часах
1	The Role of Communication in Human Lives	Work with coursebooks and research literature, preparing for seminar questions, practical tasks.	2
2	Teacher’s Preparation for Communicative Activities: Knowledge, Abilities and Skills	Work with coursebooks and research literature, preparing for seminar questions, practical tasks.	2
3	Pedagogical	Work with coursebooks and research	2

	Communication as a Theory of Information Approach in Pedagogy	literature, preparing for seminar questions, practical tasks.	
4	Organization of Pedagogical Communication	Work with coursebooks and research literature, preparing for seminar questions, practical tasks.	2
5	Obstacles and Barriers in Communication	Work with coursebooks and research literature, preparing for seminar questions, practical tasks.	2
6	Pedagogical Communication in Conflicts	Work with coursebooks and research literature, preparing for seminar questions, practical tasks.	2
7	Teacher's Speech as an Artistic Component of Pedagogical Communication	Work with coursebooks and research literature, preparing for seminar questions, practical tasks.	2
8	Acting Skills in Pedagogical Communication	Work with coursebooks and research literature, preparing for seminar questions, practical tasks.	2
9	Credit Test	Preparing for the credit test. Overview of the course.	3.8

7. ОБРАЗОВАТЕЛЬНЫЕ ТЕХНОЛОГИИ

The following forms of learning activities are used in the course: lectures, practical exercises with lecture elements, students' self-study.

The following interactive forms and educational technologies are used:

- portfolio - for the accumulation and evaluation of materials on the subject of the course;
- search for information that allows answering questions of a factual and problematic nature;
- constructive discussion;
- creating a presentation;
- information technologies - for the purpose of systematization and creative development of knowledge on one of the sections or topics of the course;
- elements of critical thinking.

When studying this discipline, students are provided with access (remote access) to professional databases and information reference systems listed in paragraph 10 of the syllabus

8. ОЦЕНОЧНЫЕ СРЕДСТВА ДЛЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ

Description of indicators of criteria and criteria for assessing competencies at various stages of their formation, description of assessment scales, standard control tasks and other materials necessary for assessing knowledge, skills and abilities that characterize the stages of competency formation, as well as methodological materials that determine the procedures for assessing knowledge, and skills are reflected in the fund of assessment tools for the discipline. In the process of studying the discipline, current and intermediate control of knowledge is carried out.

The current control of knowledge is carried out in the form of a survey in the classroom, performing practical tasks, and tests.

Intermediate control in the discipline is carried out in the form of an oral test in the second semester.

CREDIT TEST DESCRIPTION

The Credit Test on the course of Theoretical Grammar of the English language is aimed at assessing the development of students' competences gained during the course of Fundamentals of the English Language. Theoretical Grammar. The examination test

contains 25 theoretical questions of various types: multiple choice questions, "fill in the missing words" and "match the terms with their definitions", "complete the sentence. Give the definition of the following term." and 5 practical tasks. The test is limited in time - 40 minutes. You will have one attempt only.

Questions from 1-20 are scored 1 point each. Questions from 21 – 25 are scored 3 points each. Practical Tasks are scored from 1 to 3 points each. Maximum score for the test is 50 points.

TEST GRADING

Excellent - 50-45 points

Good - 44 - 35 points

Satisfactory - 34 - 25 points

Failed 24 – 0 points (49% - 0%)

SAMPLE TASKS FROM THE TEST

Task: Complete the list of questions that a teacher should answer when preparing for a constructive conversation on conflict resolution.

1. Who are the participants in the conflict, what are their psychological characteristics?
2. Whose interests are affected?
3. Who is the initiator of the conflict and what goal does it pursue?
4. What is the reaction of other team members to the created situation?
5. _____?
6. _____?

Task: What activity is being described in the following passage a - acting or b - pedagogical?

There is a spectator present. Life occurs in a different layer of existence compared to ordinary life. Communication tends towards monologue. Improvisation is acceptable at the time of preparation and to a small extent during the activity itself. Collective responsibility for the results of activities.

Task: Correlate the style of pedagogical communication with its characteristics: 1) democratic, 2) authoritarian, 3) liberal-permissive.

A. In the lesson, children's learning is strictly controlled.

The teacher gives tasks, instructions on what and how to do. He controls himself evaluates the results of the teaching, encourages, punishes. The student is the executor of the teacher's instructions. The development of such qualities in schoolchildren as independence, initiative, and accuracy is underestimated.

B. Minimal participation of the teacher in managing the learning of schoolchildren. Their cognitive capabilities are overestimated. They are given complete freedom to solve educational problems. Teacher intervenes only when absolutely necessary, to solve controversial issues .

C. Learning is managed basing on activity of students, teacher is an advisor, an assistant. Learning takes place in an atmosphere of warmth and kindness, cheerfulness and activity. The teacher combines demands on children with respect for them. The student is a partner in terms of cooperation and communication.

9. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

а) литература

1. Беляева, Л. А. Интерактивные средства обучения иностранному языку. Интерактивная доска : учебное пособие для вузов / Л. А. Беляева. — Москва : Издательство Юрайт, 2024. — 183 с. — (Высшее образование). — ISBN 978-5-534-17089-4. — Текст : электронный // Образовательная платформа Юрайт [сайт].

— URL: <https://urait.ru/bcode/532381> (дата обращения: 27.03.2024).

2. Комаров, А. С. Методика обучения английскому языку. Игры и пьесы : учебное пособие для вузов / А. С. Комаров. — 3-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2024. — 156 с. — (Высшее образование). — ISBN 978-5-534-06427-8. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/539554> (дата обращения: 27.03.2024).

3. Методика обучения иностранному языку : учебник и практикум для вузов / О. И. Трубицина [и др.]; под редакцией О. И. Трубициной. — Москва : Издательство Юрайт, 2024. — 384 с. — (Высшее образование). — ISBN 978-5-534-09404-6. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/536708> (дата обращения: 27.03.2024).

4. Мильруд, Р. П. Теория обучения иностранным языкам. Английский язык : учебник для вузов / Р. П. Мильруд. — 2-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2024. — 406 с. — (Высшее образование). — ISBN 978-5-534-11977-0. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/542928> (дата обращения: 27.03.2024).

5. Щерба, Л. В. Преподавание иностранных языков в школе / Л. В. Щерба. — Москва : Издательство Юрайт, 2024. — 148 с. — (Антология мысли). — ISBN 978-5-534-12526-9. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/543290> (дата обращения: 27.03.2024).

б) программное обеспечение и Интернет-ресурсы

№	Наименование	Описание
1	LibreOffice	Бесплатное распространение по лицензии GNU LGPL https://ru.libreoffice.org/about-us/license/
2	Операционная система Linux	GNU-лицензия (GNU General Public License)

в) профессиональные базы данных и информационные справочные системы

№	Наименование	Описание
1	https://cyberleninka.ru/	A scientific electronic library built on the paradigm of open science (Open Science), the main tasks of which are the popularization of science and scientific activity, public quality control of scientific publications, the development of interdisciplinary research, a modern institute of scientific review, increasing the citation of Russian science and building a knowledge infrastructure.
2	https://www.academia.edu/	Academia is a multilingual platform for sharing academic research. Academics have uploaded 47 million papers, and 83 million academics, professionals, and students read papers on Academia every month.

10. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

Students' self-study is carried out in classrooms equipped with computer equipment with the ability to connect to the Internet and provide access to the electronic information and educational system of the university.

Special premises are classrooms for conducting lectures, seminars, group and individual consultations, current control, as well as rooms for independent work and rooms for storage and maintenance of educational equipment. Special rooms are furnished and equipped with technical teaching aids that serve to present educational information to a large audience.