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МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА РОССИЙСКОЙ ФЕДЕРАЦИИ  
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ  
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ  
«КОСТРОМСКАЯ ГОСУДАРСТВЕННАЯ СЕЛЬСКОХОЗЯЙСТВЕННАЯ АКАДЕМИЯ»

Утверждаю:  
Декан факультета ветеринарной  
медицины и зоотехнии  
\_\_\_\_\_  
Н.П. Горбунова  
15 мая 2025 г

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ  
по дисциплине

Иностранный язык (английский)

Направление подготовки (специальность) ВО	<u>36.04.02 Зоотехния</u>
Направленность (специализация)/профиль	<u>«Технология производства продукции животноводства (по отраслям)»</u>
Квалификация выпускника	<u>магистр</u>
Форма обучения	<u>очная</u>
Срок освоения ОПОП ВО	<u>2 года</u>

Фонд оценочных средств предназначен для оценивания сформированности компетенций по дисциплине «Иностранный язык (английский)» для студентов направления подготовки 36.04.02 Зоотехния, направленность (профиль) «Технология производства продукции животноводства (по отраслям)» очной формы обучения.

Составитель к.филол.н., доцент

\_\_\_\_\_ / Красильщик Е.А. /

Утвержден на заседании кафедры иностранных языков и русского языка как иностранного, протокол № 8 от 03.04.2025 г.

Заведующий кафедрой Л.А. Попутникова \_\_\_\_\_

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Председатель методической комиссии факультета ветеринарной медицины и зоотехнии

\_\_\_\_\_ / Сморчкова А.С. /

Протокол № 3 от «07» мая 2025 г.

## Паспорт фонда оценочных средств

Таблица 1.

Модуль дисциплины	Формируемые компетенции или их части	Оценочные материалы и средства	Количество
<b>Модуль 1.</b> Анализ, чтение, перевод текстов. (Содержание и селекция домашних животных. Разведение племенных животных) Научно-деловая коммуникация. <i>Грамматика: Причастные обороты. Герундий. Сложные союзы. Инфинитивные обороты.</i>	УК-4 - Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	Опрос Контрольная работа ИДЗ Тест	1 4 2 14
<b>Модуль 2</b> Работа со специальными научными текстами. Написание резюме и аннотаций. Реферирование. Научно-деловая коммуникация. <i>Грамматика: Сложные предложения. Типы придаточных предложений. Бессоюзное присоединение придаточных предложений.</i>		Опрос ИДЗ Контрольная работа	2 3 4
<b>Модуль 3</b> Моя научная работа. Обзор (и презентация проделанной работы по теме исследования.) Подбор материала и написание научной статьи по теме исследования. Научно-деловая коммуникация. <i>Лексика делового стиля.</i>		Опрос ИДЗ	3 1

# 1 ОЦЕНОЧНЫЕ МАТЕРИАЛЫ, НЕОБХОДИМЫЕ ДЛЯ ОЦЕНКИ ЗНАНИЙ, УМЕНИЙ И НАВЫКОВ ДЕЯТЕЛЬНОСТИ В ПРОЦЕССЕ ОСВОЕНИЯ ДИСЦИПЛИНЫ

**Модуль 1.** Анализ, чтение, перевод текстов.

(Содержание и селекция домашних животных. Разведение племенных животных)

Научно-деловая коммуникация.

Таблица 2. – Формируемые компетенции

Код и наименование компетенции	Код и наименование индикатора достижения компетенции (части компетенции)	Оценочные материалы и средства
УК-4 - Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	Знать: правила коммуникации в устной и письменной формах Уметь: осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах) Владеть: навыками деловой коммуникации в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	Опрос Контрольная работа ИДЗ Тест

## Типовые задания:

**1. Устный опрос по тексту** «Содержание и селекция домашних животных. Разведение племенных животных» **по аспектам:**

- фонетическое чтение;
- устный перевод со словарем;

**2. ИДЗ. Подготовить доклад и презентацию по теме:**

1. “Animal Husbandry in Russia”
2. “Animal Husbandry in Great Britain”

**3. Грамматический тест на тему «Причастия»**

**Укажите правильные варианты перевода английского причастия “providing” (укажите все правильные ответы):**

- +обеспечивающий
- обеспеченный
- +обеспечивая
- обеспечиваемый

**Укажите правильные варианты перевода английского причастия “raised” (укажите все правильные ответы):**

- выращивающий
- +выращенный
- выращивая
- +выращиваемый

**Укажите правильные варианты перевода английского причастия “maintained”**  
(укажите все правильные ответы):

- +содержащийся
- содержащий
- содержа
- содержащий

**Укажите правильные варианты перевода английского причастия “cultivating”**  
“(укажите все правильные ответы):

- +возделывающий
- возделанный
- возделывающийся
- +возделывая

**Укажите правильные варианты перевода английского причастия “studying”** (укажите все правильные ответы):

- изученный
- изучаемый
- +изучая
- +изучающий

**Укажите правильные варианты перевода английского причастия “domesticated”**  
(укажите все правильные ответы):

- +одомашненный
- +одомашниваемый
- одомашнивая
- одомашнивающий

**Укажите правильные варианты перевода английского причастия “produced”** (укажите все правильные ответы):

- производящий
- +произведённый
- производя
- +производимый

**Укажите правильные варианты перевода английского причастия “replaced”** (укажите все правильные ответы):

- +заменённый
- +заменяющийся
- заменяя
- заменяющий

**Укажите правильную форму английского причастия (1 вариант ответа):**

Farmers often grow either cereals or other agricultural crops \_\_\_\_\_ them to their animals as additional feed.

- given
- being given
- +giving
- having given

**Укажите правильную форму английского причастия (1 вариант ответа):**

The word “livestock” refers to \_\_\_\_\_ animals such as beef and dairy cattle, sheep, goats, swine (hogs), horses, donkeys and mules, buffalo, oxen, rabbits or “exotic” animals.

- + domesticated
- domesticating
- having domesticated
- being domesticated

**Укажите правильную форму английского причастия (1 вариант ответа):**

Both breeders and farmers have already \_\_\_\_\_ and are still \_\_\_\_\_ highly productive agricultural animals

+bred ... breeding

bred ... bred

breeding ... bred

breeding ... breeding

**Укажите правильную форму английского причастия (1 вариант ответа):**

The results \_\_\_\_\_ were discussed at the conference.

having been received

receiving

having received

+received

**Укажите правильную форму английского причастия (1 вариант ответа):**

There are over a hundred large land mammals in the world; man has domesticated only few types into livestock.

having domesticated

+has domesticated

having been domesticated

domesticating

**Укажите правильную форму английского причастия (1 вариант ответа):**

When \_\_\_\_\_ to rear livestock, a farmer usually chooses the most suitable type for the local conditions.

planned

+planning

having planned

having been planned

#### **4. Контрольная работа. Причастия I и II и причастные конструкции.**

(Лексико-грамматический перевод)

##### **4.1 Причастия I и II и их функции.**

###### **VARIANT I.**

**I. State the functions of Participle I and Participle II.. Translate the sentences into Russian.**

1. When selecting a commercial pet food it is important to read the label very carefully.
2. Following coagulation, the blood clot usually shrinks, thereby squeezing out a clear, watery liquid termed serum.
3. Dogs **fed** an all meat diet may develop severe skeletal problems **characterized** by lameness, joint pain and fractures of the long bones.
4. Meat, liver and kidney are all very low in calcium and if **fed** in excess, may cause extensive bone malformation.
5. A bird's skin is covered by feathers **developed** from scales.
6. The sounds **made** by the cats have various meanings.
7. Strychnine, **powdered** over small pieces of carrots or fruit and **placed** in the burrows is the usual and the most effective method for destruction of rabbits in Australia.
8. The brain in its simplest form in lowly vertebrate animals is **a thickened** part at the front end of the spinal cord, **developed** to govern the organs of smell, hearing and taste.

**II. Use the correct participle from the brackets. Translate the sentences into Russian.**

1. The horns of antelopes and the antlers of deer are obvious examples of weapons (possessed /possessing) by mammals.
2. (Covered/covering) with thick plates the armadillos can roll themselves into a ball so that their soft parts are inaccessible even to the most persistent predators. Others ward off attacks (pressed/pressing) themselves flat on the ground beneath the arch of rigid plates (covered/covering) their backs.

3. The plasma membrane, sometimes (referred/referring) i to as the cell membrane, is located at the surface of the cytoplasmic portion of the cell.

#### **VARIANT II.**

##### **I. State the functions of Participle I and Participle II. Translate the sentences into Russian.**

1. There is a whole group of bacterial diseases affecting **the** skin which vary with the type of organism involved, and how deep the infection penetrates within the skin.
2. All cell types are basically alike in that they are composed of protoplasm enclosed within a limiting membrane of some kind and containing a nucleus which is responsible for directing the activities of the cell.
3. Skeletal problems are seen in cats fed diets **composed** primarily of liver.
4. **Canned** foods can cost up to 8 to 10 as much as dry food when **compared** on a nutritional basis.
5. Maize is an excellent food for animals if given in combination with other foods containing the essential constituents that maize lacks.
6. Every different cell type has a characteristic appearance when **viewed** under the microscope.
7. Animals can live for a considerable time without taking solid food, but soon suffer in health if **kept** short of water or if supplied with water in a spasmodic manner.
8. If **incubated** for 36 days, this egg will hatch into a chick.

##### **II. Use the correct participle from the brackets. Translate the sentences into Russian.**

1. Horns, usually (possessed/possessing) by both sexes, are permanent features which continue to grow throughout I the animal's life. They consist of bony processes (juttetd/1 jutting) out from the skull covered/covering with a hard substance (known/knowning) as keratin, which is tougher than bone.
2. Almost every cell (known/knowning) to man is microscopic in size, that is, cells cannot be observed with the (unaided/unaiding) eye.
3. The lysosome, (discovered/discovering) in the mid-1950's, is a spherical, saclike body (contained/containing) a number of hydrolytic enzymes.

#### **4.2 Контрольная работа. Самостоятельный причастный оборот.**

**(Лексико-грамматический перевод)**

**Find the Nominative Absolute Participial Constructions, analyse what their elements are expressed by and translate the sentences into Russian.**

1. Protoplasm is organized and divided into cells, each cell having an individuality of its own.
2. The chromatin network in the cell is composed of a definite number of chromosome threads, the number being constant for each species.
3. Flagella are longer and less numerous than cilia, each cell usually possessing only one or two.
4. Through the continuous increase in the number of cells, an organism grows until it reaches its adult size, its cells differentiating at the same time into the various tissues and organs that make up its body.
5. In a process called cytokinesis, the cytoplasm of the cells is divided into two parts, each containing one of the newly formed nuclei.
6. The liver occupies the upper right quadrant of the abdominal cavity, a part of its surface being attached to the diaphragm.
7. Erythrocytes are non-nucleated cells whose sole function is that of transporting oxygen. They are the most numerous of the formed elements of blood, the number in domestic animals varying greatly among different species.
8. Some powerful chemicals destroy organisms completely, the action being in part hydrolysis.
9. Then the sow is taken away from the pen, the pigs being left in their familiar surroundings.
10. Hogs being on good pasture, less grain and other feeds are required to fatten them.

**Таблица 3 – Критерии оценки сформированности компетенций**

Код и наименование индикатора достижения	Критерии оценивания сформированности
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компетенции (части компетенции)	компетенции (части компетенции)
	соответствует оценке «зачтено» 50-100% от максимального балла
<b>(УК-4)</b> Знать: правила коммуникации в устной и письменной формах Уметь: осуществлять коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах) Владеть: навыками коммуникации в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	Студент знает правила устной и письменной коммуникации, владеет достаточными навыками коммуникации в устной и письменной формах на государственном языке Российской Федерации и иностранном языке и умеет их использовать на практике. Студент освоил на достаточном уровне теоретический материал модуля, умеет делать анализ профессиональных текстов, владеет хорошими навыками чтения и перевода текстов профессиональной сферы общения, способен применять современные коммуникативные технологии для академического и профессионального взаимодействия

## Модуль 2. Работа со специальными научными текстами. Написание резюме и аннотаций. Реферирование. Научно-деловая коммуникация.

Таблица 4 – Формируемые компетенции

Код и наименование компетенции	Код и наименование индикатора достижения компетенции (части компетенции)	Оценочные материалы и средства
<b>УК-4 -</b> Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	Знать: правила коммуникации в устной и письменной формах Уметь: осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах) Владеть: навыками деловой коммуникации в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	Опрос ИДЗ Контрольная работа

### 1. Устный опрос по тексту «Moose domestication» по аспектам:

- фонетическое чтение;
- устный перевод со словарем;

### Text 1. Moose domestication work at the Kostroma state regional agricultural experimental station



The techniques of moose captivity and domestication have been developed in our country for more than 50 years. First-ever in the world experimental moose farm was established in 1949 in Pechoro-Ilych reserve in Komi Republic. Employees of the moose farm E.P.Knorre and M.V.Kozhukhov have developed basic principles of moose husbandry on moose farm. These basic principles include how to raise moose calves, maintain adult moose, milk moose cows and veterinary service of moose on a moose farm. The recommendations on moose husbandry on moose farms issued on the farm at Pechoro-Ilych reserve in 1967, have not lost its value today despite certain additions of new data are required. Moose domestication work at Kostroma state regional agricultural experimental station has been conducted for more than 20 years. During the past ten years Kostroma state regional agricultural experimental station has raised more than 300 moose and produced more than 17,000 kg of moose milk. The station maintains 10 or more milking cow moose every year for the last 10 years. Kostroma moose farm has become a base for widespread scientific researches and attracted scientists from many research organizations – many research works were carried out and published with their collaboration. These research works include the development of methods and technology of raising moose and training of milking moose cows; the study of moose milk and moose dugs curative properties; to investigate helminthes invasions upon moose and to develop the helminthes prevention methods on moose farms and so on. These works are carried out according to tasks of the State committee on a science and techniques at Ministerial council of the USSR #209 from 23.4.74 and #240 from 20.5.77 The further development of moose husbandry and creation of new experimental moose farms (in particular, in Bashkir Republic and Gorky region) have demanded the generalization of existing rich experience in raising of free-ranging moose in the outline of the present methodical recommendations.

## **Text 2. The keeping of milch moose cows**

First time after parturition moose cows are held in a fence. It is better to have several fences to separate pregnant moose cows from those already parous. In 5–6 days after parturition moose cows usually well get acquainted to the stalls and milking; they start to come to a milking premise themselves when they feel time of the milking or when they hear the call of the milkmaid or a prearranged signal. When they are completely got used to milking, they can be let out from a fence on free pasturage. Now they are free ranging: during evening, night and morning moose cows are grazing at nearby pastures around moose farm, and have rest on the farm or in a forest in the afternoon. In cool days moose cows are grazing also in the afternoon. To make moose cows come for milking at the scheduled time, a special signal will sound from the milking premise: a natural sound of a horn or a tape record of a horn and the voice of the milkmaid through a loudspeaker. Milch moose cows are sedentary and do not leave far away from the moose farm. Free-ranging of moose cows enables them to get a multi various and high-grade feed, that positively affects quality of milk, reproductive ability and fatness of animals. Moose cows eat the bulk volume of forage on a pasture. In each region moose have their preferred forages. As a whole a moose diet includes up to 360 of plants species. Sometimes moose eat poisonous plants, but, most likely, these plants appear in food casually, and there is no need to add them in moose diet specially. As an attractive dish, small amount of rye bread, washed slices of potato, ground oats in the form of oatmeal, stirred in the water with some salt are given in a bucket to cows during milking. Table 2 The contents in a diet Forages In whole, kg forage units, kg protein, g Ca, g P, g Carotene, mg Wood leaves 20.0 7.0 800.0 200 32.5 1400 Forest grasses 20.0 4.0 400.0 24 16.5 800 Oats 1.0 1.0 85.0 1 3.0 - Fluorine-free phosphate 0.05 - - 15 8 - Salt 0.05 - - - - In whole 12.0 1285.0 240.0 60.0 2200 Milking moose cows (manual or machine) is carried out twice a day, and in the end of the lactation (in August-September) – once. Manual milking of moose cows is a difficult operation because teats of a moose cow, in comparison with a cow, are very small, so the fingers of the milkmaid get too much of strain. A 3–5 liters plastic bucket with a long self-made bail hangs on the neck of the milkmaid and is used to gather milk. So, the milkmaid has both hands free to milk. The milkmaid sits down sideways from a moose cow and milks first the forward and back shares of one side of an udder, and then, not changing position, the other side. After the first minute of milking, a massage

of an udder must be performed, and then the rests of milk are milked dry. After milking moose cows are let out in a fence or to pasturage. Machine milking is the procedure to which the majority of moose cows are well accustomed. Milking and preparation procedures are the same, as those for cows. The milking machine is turned on a little bit earlier, than milking will begin. As the fore shares of the udder have less milk than hind ones, they are milked dry a little bit quickly. To prevent them from loose milking, the fore teat cups necessarily must be removed and their hosepipes must be pinched until hind quarters will be milked dry, too. The rests of milk are milked dry manually. The keeping of milch moose cows without separation from a natural environment allows us to obtain a valuable product – curative moose milk. During 4–5 months of lactation, with a daily yield of milk up to 5–6 liters, a moose cow can give about 500–600 liters of milk. In facilities having suitable large forests, it is possible to have moose farms with a livestock of 20–30 milch moose cows and 10–20 of young stock. It will allow obtaining annually about 10,000 kg moose milk.

## **2. ИДЗ.**

### **2. 1. Изучите теоретический материал и ответьте на вопросы:**

#### **2.1.1 по теме «Основы написания реферата»:**

1. Что мы называем рефератом?
2. Что составляет суть реферата?
3. Какова основная жанровая особенность реферата?
4. В чем состоит лексическая специфика реферата?
5. Каковы синтаксические особенности реферата?
6. Как работать с ключевыми словами и словосочетаниями?
7. Каковы параметры реферата?
8. Каковы основные требования, предъявляемые к составлению реферата?
9. Из каких частей, как правило, состоит реферат?
10. Каковы план и структура реферата?
11. Каков алгоритм составления реферата?

#### **2.1.2 Вопросы по теме «Теоретические основы написания аннотации»**

1. Что мы называем аннотацией?
2. В чем состоит основное отличие аннотации от реферата?
3. Какова основная функция аннотации?
4. Каковы основные требования, предъявляемые к составлению аннотации?
5. Какие типы аннотации различают?
6. Какова структура аннотации?
7. Каков алгоритм составления аннотации?

## **3. Контроль лексики (Лексико-грамматические структуры, необходимые при написании на английском языке аннотации и реферата для научной статьи).**

### **Перевести на русский язык:**

**A.**

1. The paper reports on ...
2. A careful account is given to ...
3. It is reported that ...
4. The paper claims that ...
5. Much attention is given to ...
6. It is claimed that ...
7. The paper points out that ...
8. The paper deals with the problem of ...
9. The purpose of the research is to ...
10. The paper describes the experiments in detail...
11. It is reported that ...
12. The research results showed that ...

13. The research has given rise to ...
14. The paper provides the information on ...
15. The paper defines the phenomenon of ...
16. An attempt is made to ...
17. The paper points out ...
18. The paper covers such points as ...
19. Attention is also concentrated on ...
20. The paper is of interest for ...
21. It is recognized that ...
22. The results of ... are presented.
23. It is found that ...
24. The paper touches upon ...

**B.**

1. The article under the title (the name) ... is taken from ...
2. It is written by ...
3. The theme of the article is closely connected with title of the article
4. This article deals with..., is devoted to ...
5. The main u=idea is expressed in the first (the last) paragraph
6. At the beginning the author describes, explain, introduces, analyses, gives a review of..., comments on, enumerates, points out...
7. From the article we learn that...
8. At the end the author comes to the conclusion that ...
9. To my mind (in my opinion)...
10. As far as I know, understand, remember...
11. For all I know...
12. First of all, to began with...
13. The thing (problem, fact, point) is ...
14. On the one hand..., on the other hand
15. Summing it up..., on the whole (in short...)
16. I can't but agree with the author that...
17. I'd like to stress the point (the idea) that...
18. As far as I am concerned I can add the following...
19. I mean to say...
20. But I'd like to say a few words in this connection...
21. As far as I can see...
22. More than that...
23. Generally speaking...

**C.**

The article/The paper is about  
 The paper suggests the problem...  
 The paper discusses....  
 considers...  
 examines...  
 analyses...  
 reports on ...  
 touches upon...  
 The object of the study was  
 Much (little) attention is given to...  
 The paper puts forward the idea...  
 Data on ... are discussed  
 A comparison of ... with... is made

The methods used for... are discussed

The study is an attempt to ...

Of particular interest is...

It is pointed out that...

It is shown that...

The paper is of interest...

The paper is addressed to...

#### **4. ИДЗ**

##### **4.1. Аннотирование (с последующим представлением в устной форме).**

*Соблюдая последовательность действий, представьте аннотацию и резюме текста*

#### **II. Задания к тексту для аннотирования**

1. Прочтите текст.
2. Ответьте на вопросы:
  - а) О чем сообщается?
  - б) Что подробно описывается?
  - в) Что кратко рассматривается?
  - г) Чему уделено особое внимание?
3. Составьте описательную аннотацию на базе полученных ответов на вопросы.
4. Прочтите текст снова.
5. Ответьте на вопросы:
  - а) В чем суть вопроса (проблемы)?
  - б) Что собой представляет данная конструкция (метод, технология, понятие, явление)?
  - в) Каковы особенности (технические характеристики) принципа работы, метода, способа, явления, факта?
  - г) Каково их назначение и применение?
6. Проанализируйте полученную информацию.
7. Сократите всю малосущественную информацию, не относящуюся к теме.
8. Обобщите полученную информацию в единый связный текст.
9. Составьте реферативную аннотацию на базе полученной информации.
10. Отредактируйте текст реферативной аннотации и перепишите его на чистовик.

##### **4.2. Реферирование (с последующим представлением в устной форме).**

*Соблюдая последовательность действий, представьте реферат текста*

1. Прочтите текст
2. Выделите ключевые фрагменты текста и отметьте абзацы, содержащие конкретную информацию по теме, пронумеруйте эти абзацы.
3. Прочтите текст снова, останавливаясь только на отмеченных абзацах, озаглавьте эти абзацы.
4. Сделайте лексико-грамматический анализ непонятных предложений и переведите их.
5. Сократите малосущественную информацию, не относящуюся к теме:
  - замените в сложноподчиненных предложениях все придаточные предложения причастными и инфинитивными оборотами или существительными с предлогами;
  - устранимте из текста все сложные временные формы сказуемого, модальные глаголы и их эквиваленты;
  - замените сложные и распространенные определения простыми;
  - образуйте предложения с однородными членами.
6. Составьте логический план для текста реферата:
  - выделите суть вопроса (проблемы, темы);
  - включите названия озаглавленных абзацев;
  - измените последовательность пунктов плана в зависимости от смыслового веса ключевых

фрагментов.

7. Составьте черновой реферат по логическому плану на базе полученной информации (отмеченных абзацев).

8. Обобщите полученную информацию в единый связный текст.

9. Отредактируйте текст реферата и перепишите его на беловик.

**Текст для работы:**

**Keeping and feeding moose calves in the moose calves shed.**

First two-five weeks moose calves live in moose calves shed, requirements to which have been formulated above (see 1.1.). During the first three days a calf should drink colostrums, and then mother's milk. If for any reason parent colostrums is not available or it is not enough of it, it is possible to use colostrums (and as a last resort – milk) of another moose cow (4). For nursing moose calves it is necessary not to use children's soft bottle nipples, but to use lamb bottle nipples instead. They are firm and their size and form are closer to a moose cow teat. For nursing special mamillar drinking feeders or bottles with screwed caps having holes of a nipple diameter are used. The aperture of the nipple should be small (no more than 1.5 mm in diameter). To estimate suitability of a nipple, it is necessary to measure time during which a healthy calf exhausts through it a normal portion of milk. If this time is less than 30-40 seconds the aperture of a nipple is too large for the nipple to be used. If it takes 2–3 minutes or more – it is necessary to increase an aperture. One of the most difficult moments in moose calves bottle feeding is their schooling to a nipple. If a moose calf did not suck his mother, he is accustomed to the bottle feeding very easily. If a calf sucked his mother even once, he can for a long time refuse to drink milk from a nipple. It is necessary to remember, that in a calf, taken away from mother and taken to the moose calves shed, the two motivations coexist: nutritive and defensive. Therefore noise, sharp movements of the moose breeders, attempts to force a calf in a "suitable" pose and to forcedly keep the nipple enclosed in a mouth can lead to domination of defensive and suppression of nutritive motivation. Therefore, it is necessary to accustom a calf to a nipple in the conditions to which he already has had time to get habituated, and thus it is necessary to avoid application of any strong stimuli which can cause negative reaction of a calf. The rubber nipple parameters essentially differ from warm and soft mother's nipple. Therefore, a calf, to which a nipple is put in a mouth, will spit it out until he «tastes» the milk and until presence of a nipple in a mouth will be associated with getting milk. Therefore, it is not necessary at any cost to keep a nipple in a calf mouth. On the contrary, if calf has spat out a nipple, it is necessary to wait a little to let him calm down and feel taste of the milk which has poured out from a nipple, and then begin new attempts. If a calf exhibits expressed negative reaction to a nipple, it is necessary to leave him alone and to wait, when hunger will become aggravated. If a moose breeder behaves correctly, the calf gradually ceases to spit out a nipple from a mouth and starts to swallow milk draining from a nipple, and then starts sucking movements. If the defensive dominant in a calf was occasionally generated, his schooling to a nipple becomes a very difficult task and demands from a moose breeder special art and intuition. In such cases it is expedient to begin schooling calf to a nipple when he is slumberous, gently raising a tip of a muzzle and inserting a nipple in a mouth. With care, and patience, thus it is possible to accustom to a nipple even those moose calves which have been separated from mother in age of 20–25 days. To exclude negative influence of new conditions on a calf, it is rather desirable to accustom him to a nipple on the birthplace, near to mother. In this case calf receives the freshest colostrums in one-two minutes after milking (5). In the nature moose calves in the first days of their lives suck mother up to 20 times a day. It is evidently, that at manual nursing it is impossible to feed calves such often. Depending on quantities of moose calves and breeders, the number of nursing per day can be reduced down to five-six (6). The further gradual reduction of nursing frequency is possible after two months of moose calves life. Intervals between feedings should be approximately equal. In the night time it is possible to increase an interval between feedings (for convenience of the personnel) for 1-2 hours, with a little increase of milk quantity in the last evening and the first morning nursing respectively. In hot days it is necessary to increase some intervals between

nursing, in the hottest time of day, because moose calves are inactive in a heat and eat without appetite. Before feeding with colostrums and milk it is necessary to warm them up to 37–38°C. Giving too hot or too cold milk leads to diseases of the digestive tract in moose calves, with very heavy patterns sometimes. After nursing it is necessary to wash up the used utensils carefully with a special washing powder for dairy, and to boil nipples. Within first one-two days newborn moose calves are fed from a bottle which a moose breeder holds in hands. As soon as moose calves will learn to suck milk actively, it is possible to attach bottle with a nipple to a wall using a support (angled 45–60 degrees to a vertical) at such a height that calf, having raised a head, could hold a nipple in a mouth without a tension. By using such supports or special drinking feeders, it is possible to feed simultaneously 5–20 moose calves; which essentially facilitate the work of moose breeders. The norm of given colostrums and milk depends on calf weight, his age and development. Estimated milk quantity for average calf is given in table 1. Moose milk is a valuable nutritious and even a medical product. To use it in a national economy, it is gradually (since 30–40 days of moose calves life) excluded from a moose calves diet, and corresponding (having equivalent quantity of nutrients) quantity of a dairy substitute is added instead. For this purpose, usually a substitute of whole cow milk (WCM) or a substitute of the sheep milk (SSM) are used. It is better to enter SSM (WCM) into a moose calves diet before begin to relearn them to drink milk from a bucket instead of nipple. At this time their food behavior is automated, and they suck milk from a nipple with gradually increasing impurity of SSM (WCM), without any negative reactions to changing taste of the liquid. If a substitute is added to a diet at the same time with schooling to a bucket or immediately after they have learned to drink from a bucket, then some moose calves refuse to drink it. As a last resort it is possible to use the cow milk for raising moose calves. M. V. Koshukhov (Pechoro-Ilych moose farm) recommends to use fresh colostrums or milk of cows after parturition in whole of 2,5 liters of milk per calf per day (smaller moose calves in first two days are given 1,5–2 liters). This norm gradually increases up to 3 liters per day, and, after moose calves start eating green forages on a pasture, gradually decreases. In the nature moose calves start to take in a mouth, beslaver, chew, and then swallow grass and leaves of bushes in the very first days. By 14–17 days of a life they have a cud. At the age of 2 weeks they spend more than two hours per day eating green food if it is available. To assure the process of eating of greens training, it is necessary to provide calves with green branches (with leaves) of aspens, willows, mountain ashes, birches and other plant species eaten by moose, and also grassy plants, such, as spiraea, bistort, blooming sally, wild geranium, river bennet and others. The green forage should be always fresh. There should be buckets with fresh water from the first day of moose calves appearance in the shed (during the first 5–10 days of life moose calves should drink boiled water), and in a feeding trough there must be a piece of salt-lick. Daily (1–2 times a day) moose calves should get mineral supplements: fodder precipitate, a bone flour, di-calciumphosphate and so on. The mineral supplements are given mixed with milk or right after nursing with a teaspoon. In the nature, up to age of two-three-weeks, moose calves periodically actively eat soil, river sand, dry old grass and foliage, dust of rotten stubs and even excrements. The same reaction is observed in moose calves, grown up by humans. Eating the contaminated soil in a walking paddock yard can cause gastroenteritis in moose calves, therefore it is expedient to put a bucket with pure river sand and (or) with "pure" soil, dug in a forest. As our experience shows, moose calves eat them without any harm. In 1984 24 calves have eaten in total about three buckets of sand and could freely eat the soil during walks, and the number of digestive tract diseases was minimal. Regular walks on fresh air are necessary for moose calf's normal development. In hot days animals are let out into the yard in the earliest morning and late evening hours, but they stay in the shed during hot time in order to prevent overheating in the sun. Sometimes moose calves remain in this paddock yard for the night. In cool weather the animals must have access to a paddock all through the day. At the age of three-four weeks moose calves can be walked in the forest to accustom them to browsing in the presence of a moose breeder. In the beginning moose calves are accompanied by two people on such a walk, but then, in process of their accustomization to moose breeders, when moose calves can pass from a place to a place on their call, already one person can take the whole group to a forest walk. From early age of moose

calves it is necessary to form skills which in the further will help to control the behavior of adult animals. To make all calves come to milk feeding at the same time, the feeding must be preceded by a sound signal. It can be a horn sound, a gong or simply a loud sound from impact of heavy metal objects. Moose calves quickly remember this signal; and when they will live free on pasturage in woods, they will come on the signal to get milk (replacer). It is necessary to aim at every calf being fearless in approaching to a human and responding to his nickname. It is possible to accustom moose calves to a delicacy at three-four-week age – to give them the bread cut by thin slices, potato, apples, sugar (7). Moose calves easily get acquainted to these delicacies because at this age their wholesome food behavior is intensively formed. At the same time, it is necessary to remember, that in an overabundance these products can cause indigestion and consequently up to three-monthly age calves should eat them no more than 50-100 grams per day. At the same age it is necessary to put on moose calves halters to which they quickly get accustomed. In the further it will essentially facilitate their schooling to a bridle. To watch the growth and development of moose calves within the first year of their life it is necessary to weigh them at scheduled time. Weighing can be done in a pen or on an open platform. It is expedient to keep balance with these appliances in the same premise where moose calves constantly receive milk to accustom calves to their appearance and to avoid fear. Moose calves are quickly habituated to enter a platform or pen led with a delicacy or with bottle and a nipple, so the procedure of weighing does not cause any difficulties. By the end of the second month of moose calf's life it is necessary to learn them to drink milk from a bucket (8). It is hard to do, because skill of sucking milk from a nipple was already automated; as a matter of fact, it is necessary to destroy old functional system of food behavior and to create a new one. Process of relearning can be essentially facilitated, if moose calves will be preliminary learned to suck milk from a nipple with lowered head first. For this purpose, it isn't hard to make flexible bottle supports which let change the position, height and direction angle of the nipple gradually. The animal hygiene requirements for keeping moose calves in a shed basically are the same, as those for raising cow calves: it is necessary to clean premise at least twice a day, to remove partially eaten branches, to change a litter, to ventilate premises regularly, to make sure that moose calves always have fresh water and salt-lick. In order to prevent the digestive tract diseases, it is necessary to watch regularly the daily defecation frequency of each calf; what the excrements look like; check whether the tummy is not distended; whether there are no residual liquid excrements under the tail or on hind legs. In the latter case it is necessary to wash them off regularly. It is necessary to see a veterinary if first signs of a diarrhea or, in the contrary, of constipation are noticed. If the veterinary is absent at the moment, the treatment of moose calves should begin under the scheme which should be known to everyone on moose farm.

## **5. Контрольная работа на тему «Бессоюзное присоединение придаточных предложений»**

**Проанализируйте и переведите следующие предложения:**

1. The four weeks our delegation spent in China were very effective indeed.
2. Methods followed in raising moose cows have recently been replaced by a more efficient system.
3. The farm they work on is on the other side of the river.
4. The farm buildings they are building have all modern conveniences.
6. Give me the book you are speaking about.
7. The man you see right there is a famous scientist.
8. The architects the article gives information about are from Australia.
9. The place she was leaving for was really perfect to live and work.

**Таблица 5 – Критерии оценки сформированности компетенций**

Код и наименование индикатора достижения компетенции (части компетенции)	Критерии оценивания сформированности компетенции (части компетенции)
	соответствует оценке «зачтено» 50-100% от максимального балла

<p>(УК-4)</p> <p>Знать: правила деловой коммуникации в устной и письменной формах</p> <p>Уметь: осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)</p> <p>Владеть: навыками деловой коммуникации в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)</p>	<p>Студент знает правила устной и письменной деловой коммуникации, владеет достаточными навыками деловой коммуникации в устной и письменной формах на государственном языке Российской Федерации и иностранном языке и умеет их использовать на практике.</p> <p>Студент освоил на достаточном уровне теоретический материал модуля, умеет работать со специальными научными текстами. Знает правила написания резюме и аннотаций, деловых писем. Умеет делать Реферирование текстов профессионально-деловой сферы общения, способен применять современные коммуникативные технологии для академического и профессионального взаимодействия</p>
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### Модуль 3. Моя научная работа.

Обзор (и презентация проделанной работы по теме исследования.) Подбор материала и написание научной статьи по теме исследования.

Научно-деловая коммуникация.

Таблица 6– Формируемые компетенции

Код и наименование компетенции	Код и наименование индикатора достижения компетенции (части компетенции)	Оценочные материалы и средства
<p>(УК-4)</p> <p>Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия</p>	<p>Знать: правила коммуникации в устной и письменной формах</p> <p>Уметь: осуществлять коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)</p> <p>Владеть: навыками коммуникации в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)</p>	<p>Опрос</p> <p>ИДЗ</p>

#### 1. Опрос по базовым текстам раздела по аспектам:

- (1.1) фонетическое чтение;
- (1.2) устный перевод со словарем;
- (1.3) устное собеседование.



(1.3) Устное собеседование по теоретическому материалу: научный стиль, написание тезисов, научной статьи, сочинения)

**Вопросы по теоретическому материалу:**

- 1) Дайте определение научного стиля.
- 2) Каковы отличительные черты научного стиля?
- 3) Как оформляется связь частей текста?
- 4) Дайте определение тезисам?
- 5) Как создаются оригинальные тезисы?
- 6) Как создаются вторичные тезисы,
- 7) Какова композиция тезисов?
- 8) Как выражается взаимосвязь между отдельными тезисами?
- 9) Как оформляются тезисы глагольного и номинативного строя?
- 10) Что есть научная статья?
- 11) Каковы основные части научной статьи?
- 12) Каков должен быть план сочинения?
- 13) Что должно показать сочинение?
- 14) Каков должен быть язык сочинения?
- 15) Каковы предложения введения и заключения?
- 16) Каково назначение абзацев сочинения?
- 17) Каков типичный образец академического эссе?
- 18) Какие предложения стоит строить? Есть ли различия между русскими и английскими предложениями? В чем они заключаются?
- 19) Как следует оформлять каждый отдельный параграф?
- 20) Каковы наиболее типичные английские слова и фразы для оформления частей научного эссе?

**FORMAT FOR THE PAPER**

*(useful hints)*

Scientific research articles provide a method for scientists to communicate with other scientists about the results of their research. A standard format is used for these articles, in which the author presents the research in an orderly, logical manner. This doesn't necessarily reflect the order in which you did or thought about the work. This format is:

**TITLE**

1. Make your title specific enough to describe the contents of the paper, but not so technical that only specialists will understand. The title should be appropriate for the intended audience.
2. The title usually describes the subject matter of the article: Effect of Smoking on Academic Performance"
3. Sometimes a title that summarizes the results is more effective: Students Who Smoke Get Lower Grades"

**AUTHORS**

1. The person who did the work and wrote the paper is generally listed as the first author of a research paper.
2. For published articles, other people who made substantial contributions to the work are also listed as authors. Ask your mentor's permission before including his/her name as co-author.

**ABSTRACT**

1. An abstract, or summary, is published together with a research article, giving the reader a "preview" of what's to come. Such abstracts may also be published separately in bibliographical sources, such as Biological Abstracts. They allow other scientists to quickly scan the large scientific literature, and decide which articles they want to read in depth. The abstract should be a little less technical than the article itself; you don't want to dissuade your potential audience from reading your paper.

2. Your abstract should be one paragraph of 100-250 words, which summarizes the purpose, methods, results and conclusions of the paper.
3. It is not easy to include all this information in just a few words. Start by writing a summary that includes whatever you think is important, and then gradually prune it down to size by removing unnecessary words, while still retaining the necessary concepts.
3. Don't use abbreviations or citations in the abstract. It should be able to stand alone without any footnotes.

## **INTRODUCTION**

What question did you ask in your experiment? Why is it interesting? The introduction summarizes the relevant literature so that the reader will understand why you were interested in the question you asked. One to four paragraphs should be enough. End with a sentence explaining the specific question you asked in this experiment.

## **MATERIALS AND METHODS**

1. How did you answer this question? There should be enough information here to allow another scientist to repeat your experiment. Look at other papers that have been published in your field to get some idea of what is included in this section.
2. If you had a complicated protocol, it may helpful to include a diagram, table or flowchart to explain the methods you used.
3. Do not put results in this section. You may, however, include preliminary results that were used to design the main experiment that you are reporting on. ("In a preliminary study, I observed the owls for one week, and found that 73 % of their locomotor activity occurred during the night, and so I conducted all subsequent experiments between 11 pm and 6 am.")
4. Mention relevant ethical considerations. If you used human subjects, did they consent to participate. If you used animals, what measures did you take to minimize pain?

## **RESULTS**

1. This is where you present the results you've gotten. Use graphs and tables if appropriate, but also summarize your main findings in the text. Do NOT discuss the results or speculate as to why something happened; that goes in the Discussion.
2. You don't necessarily have to include all the data you've gotten during the semester. This isn't a diary.
3. Use appropriate methods of showing data. Don't try to manipulate the data to make it look like you did more than you actually did.

## **TABLES AND GRAPHS**

1. If you present your data in a table or graph, include a title describing what's in the table ("Enzyme activity at various temperatures", not "My results".) For graphs, you should also label the x and y axes.
2. Don't use a table or graph just to be "fancy". If you can summarize the information in one sentence, then a table or graph is not necessary.

## **DISCUSSION**

1. Highlight the most significant results, but don't just repeat what you've written in the Results section. How do these results relate to the original question? Do the data support your hypothesis? Are your results consistent with what other investigators have reported? If your results were unexpected, try to explain why. Is there another way to interpret your results? What further research would be necessary to answer the questions raised by your results? How do your results fit into the big picture?
2. End with a one-sentence summary of your conclusion, emphasizing why it is relevant.

## **ACKNOWLEDGMENTS**

This section is optional. You can thank those who either helped with the experiments, or made other important contributions, such as discussing the protocol, commenting on the manuscript, or buying you pizza.

## **REFERENCES (LITERATURE CITED)**

There are several possible ways to organize this section. Here is one commonly used way:

1. In the text, cite the literature in the appropriate places:

Scarlet (1990) thought that the gene was present only in yeast, but it has since been identified in the platypus (Indigo and Mauve, 1994) and wombat (Magenta, et al., 1995).

2. In the References section list citations in alphabetical order.

Indigo, A. C., and Mauve, B. E. 1994. Queer place for qwerty: gene isolation from the platypus. *Science* 275, 1213-1214.

Magenta, S. T., Sepia, X., and Turquoise, U. 1995. Wombat genetics. In: *Widiculous Wombats*, Violet, Q., ed. New York: Columbia University Press. p 123-145.

Scarlet, S.L. 1990. Isolation of qwerty gene from *S. cerevisiae*. *Journal of Unusual Results* 36, 26-31.

### **EDIT YOUR PAPER!!!**

"In my writing, I average about ten pages a day. Unfortunately, they're all the same page."

Michael Alley, *The Craft of Scientific Writing*

A major part of any writing assignment consists of re-writing.

### **Write accurately**

1. *Scientific writing must be accurate.* Although writing instructors may tell you not to use the same word twice in a sentence, it's okay for scientific writing, which must be accurate. (A student who tried not to repeat the word "hamster" produced this confusing sentence: "When I put the hamster in a cage with the other animals, the little mammals began to play.")

2. *Make sure you say what you mean.*

*Instead of:* The rats were injected with the drug. (sounds like a syringe was filled with drug and ground-up rats and both were injected together)

*Write:* We injected the drug into the rat.

3. *Be careful with commonly confused words:*

Temperature has an *effect* on the reaction.

Temperature *affects* the reaction.

We used solutions in various concentrations. (The solutions were 5 mg/ml, 10 mg/ml, and 15 mg/ml)

We used solutions in varying concentrations. (The concentrations we used changed; sometimes they were 5 mg/ml, other times they were 15 mg/ml.)

Less food (can't count numbers of food)

Fewer animals (can count numbers of animals)

A large amount of food (can't count them)

A large number of animals (can count them)

The erythrocytes, which are in the blood, contain hemoglobin.

The erythrocytes that are in the blood contain hemoglobin. (Wrong. This sentence implies that there are erythrocytes elsewhere that don't contain hemoglobin.)

### **Write clearly**

1. *Write at a level that's appropriate for your audience.*

"Like a pigeon, something to admire as long as it isn't over your head." Anonymous

2. *Use the active voice.* It's clearer and more concise than the passive voice.

*Instead of:* An increased appetite was manifested by the rats and an increase in body weight was measured.

*Write:* The rats ate more and gained weight.

3. *Use the first person.*

*Instead of:* It is thought

*Write:* I think

*Instead of:* The samples were analyzed

*Write:* I analyzed the samples

4. *Avoid dangling participles.*

"After incubating at 30 degrees C, we examined the petri plates." (You must've been pretty warm in there.)

### **Write succinctly**

#### 1. Use verbs instead of abstract nouns

Instead of: take into consideration

Write: consider

#### 2. Use strong verbs instead of "to be"

Instead of: The enzyme was found to be the active agent in catalyzing...

Write: The enzyme catalyzed...

#### 3. Use short words.

*"I would never use a long word where a short one would answer the purpose. I know there are professors in this country who 'ligate' arteries. Other surgeons tie them, and it stops the bleeding just as well." Oliver Wendell Holmes, Sr .*

<b><i>Instead of:</i></b>	<b><i>Write:</i></b>
possess	have
sufficient	enough
utilize	use
demonstrate	show
assistance	help
terminate	end

#### 4. Use concise terms.

<b>Instead of:</b>	<b>Write:</b>
prior to	before
due to the fact that	because
in a considerable number of cases	often
the vast majority of	most
during the time that	when
in close proximity to	near
it has long been known that	I'm too lazy to look up the reference

#### 5. Use short sentences. A sentence made of more than 40 words should probably be rewritten as two sentences.

*"The conjunction 'and' commonly serves to indicate that the writer's mind still functions even when no signs of the phenomenon are noticeable." Rudolf Virchow, 1928*

### **Check your grammar, spelling and punctuation**

#### 1. Use a spellchecker, but be aware that they don't catch all mistakes.

"When we consider the animal as a hole,..." Student's paper

2. Your spellchecker may not recognize scientific terms. For the correct spelling, try [Biotech's Life Science Dictionary](#) or one of the technical dictionaries on the reference shelf in the Biology or Health Sciences libraries.

3. Don't, use, unnecessary, commas.

4. Proofread carefully to see if you any words out.

**2. ИДЗ. Следуя рекомендациям, изложенным в базовых текстах раздела, написать научную статью, аннотацию, тезисы к ней.**

**Таблица 7 – Критерии оценки сформированности компетенций**

Код и наименование индикатора достижения компетенции	Критерии оценивания сформированности компетенции (части компетенции)
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(части компетенции)	соответствует оценке «зачтено» 50-100% от максимального балла
<p>(УК-4)</p> <p>Знать: правила коммуникации в устной и письменной формах</p> <p>Уметь: осуществлять коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)</p> <p>Владеть: навыками коммуникации в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)</p>	<p>Студент знает правила устной и письменной коммуникации, владеет достаточными навыками коммуникации в устной и письменной формах на государственном языке Российской Федерации и иностранном языке и умеет их использовать на практике, способен применять современные коммуникативные технологии для академического и профессионального взаимодействия</p>

## 2. ОЦЕНИВАНИЕ ПИСЬМЕННЫХ РАБОТ СТУДЕНТОВ, РЕГЛАМЕНТИРУЕМЫХ УЧЕБНЫМ ПЛАНОМ

*Письменные работы не предусмотрены учебным планом*

## 3. ОПРЕДЕЛЕНИЕ РЕЗУЛЬТАТА ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ

**Форма промежуточной аттестации по дисциплине зачет:**

Окончательные результаты обучения (формирования компетенций) определяются посредством перевода баллов, набранных студентом в процессе освоения дисциплины, в оценки: базовый уровень сформированности компетенции считается достигнутым, если результат обучения соответствует оценке «зачтено» (50-100 рейтинговых баллов).

## 4 ПОРЯДОК ПРОВЕДЕНИЯ ПОВТОРНОЙ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ

Форма промежуточной аттестации по дисциплине зачет

Фонд оценочных средств для проведения повторной промежуточной аттестации формируется из числа оценочных средств по темам, которые не освоены студентом.

*Примечание:*

Дополнительные контрольные испытания проводятся для студентов, набравших менее **50 баллов** (в соответствии с «Положением о модульно-рейтинговой системе»).

Форма промежуточной аттестации по дисциплине *зачет*.

**Таблица 8 – Критерии оценки сформированности компетенций**

Код и наименование индикатора достижения компетенции (части компетенции)	Критерии оценивания сформированности компетенции (части компетенции)
	соответствует оценке «зачтено» 50-64% от максимального балла
( УК-4) Знать: правила деловой коммуникации в устной и письменной формах Уметь: осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах) Владеть: навыками деловой коммуникации в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	Студент знает правила устной и письменной деловой коммуникации, владеет достаточными навыками деловой коммуникации в устной и письменной формах на государственном языке Российской Федерации и иностранном языке и умеет их использовать на практике, способен применять современные коммуникативные технологии для академического и профессионального взаимодействия.