ПРИЛОЖЕНИЕ

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«РЯЗАНСКИЙГОСУДАРСТВЕННЫЙ РАДИОТЕХНИЧЕСКИЙ УНИВЕРСИЕТ им. В.Ф. УТКИНА»»

КАФЕДРА ИНОСТРАННЫХ ЗЯЫКОВ

ОЦЕНОЧНЫЕ МАТЕРИАЛЫ

по дисциплине

Б1.О.01 «Иностранный язык»

Направление подготовки

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1. ОБЩИЕ ПОЛОЖЕНИЯ

Оценочные материалы – это совокупность учебно-методических материалов (контрольных заданий, описаний форм и процедур проверки), предназначенных для оценки качества освоения обучающимися данной дисциплины как части ОПОП.

Цель – оценить соответствие знаний, умений и владений, приобретенных обучающимся в процессе изучения дисциплины, целям и требованиям ОПОП в ходе проведения текущего контроля и промежуточной аттестации.

Основная задача – обеспечить оценку уровня сформированности универсальных, общепрофессиональных и профессиональных компетенций.

Контроль знаний обучающихся проводится в форме текущего контроля и промежуточной аттестации.

Текущий контроль успеваемости проводится с целью определения степени усвоения учебного материала, своевременного выявления и устранения недостатков в подготовке обучающихся и принятия необходимых мер по совершенствованию методики преподавания учебной дисциплины, организации работы обучающихся в ходе учебных занятий и самостоятельной работы, оказания им индивидуальной помощи.

К контролю текущей успеваемости относится проверка обучающихся:

- на лекционных занятиях путем проведения текущего тестирования;
- по результатам выполнения заданий на практических занятиях;
- по результатам выполнения заданий для самостоятельной работы.

Промежуточная аттестация проводится в форме зачета – устный опрос по утвержденным вопросам, сформулированным с учетом содержания учебной дисциплины. В билет включается два теоретических вопроса по темам курса.

При оценивании (определении) результатов освоения дисциплины применяется традиционная система (зачтено/не зачтено, отлично, хорошо, удовлетворительно, неудовлетворительно).

2. ОПИСАНИЕ ПОКАЗАТЕЛЕЙ И КРИТЕРИЕВ ОЦЕНИВАНИЯ КОМПЕТЕНЦИЙ

Сформированность каждой компетенции в рамках освоения данной дисциплины оценивается по трехуровневой шкале:

1) пороговый уровень является обязательным для всех обучающихся по завершении освоения дисциплины;

2) продвинутый уровень характеризуется превышением минимальных характеристик сформированности компетенций по завершении освоения дисциплины;

3) эталонный уровень характеризуется максимально возможной выраженностью компетенций и является важным качественным ориентиром для самосовершенствования.

По дисциплине «Иностранный язык» предусмотрена традиционная

система оценки результатов обучения. Критерии оценки по дисциплине зависят от результатов текущей и промежуточной аттестаций студента. Итоговый балл студента определяется путем суммирования оценок, полученных студентом на всех аттестациях, проводимых в течение семестра согласно учебному графику.

3. ПАСПОРТ ОЦЕНОЧНЫХ МАТЕРИАЛОВ ПО ДИСЦИПЛИНЕ (МОДУЛЮ)

Контролируемые разделы (темы) дисциплины (результаты по разделам)	**Код контролируемой компетенции (или её части)**	**Наименование оценочного средства**
2	3	4
Тема 1. Ryazan State Radio Engineering University (Рязанский государственный радиотехнический университет).	УК – 4	Ответы на практические, творческие и тестовые задания, зачет
Тема 2. Nature of engineering (Основа инженерного дела).	УК – 4	Ответы на практические, творческие и тестовые задания, зачет
Тема 3. History of engineering (История инженерного дела).	УК – 4	Ответы на практические, творческие и тестовые задания, зачет
Тема 4. Field of engineering (Сферы инженерной деятельности).	УК – 4	Ответы на практические, творческие и тестовые задания, зачет
Тема 5. Famous engineers (Известные инженеры).	УК – 4	Ответы на практические, творческие и тестовые задания, зачет
Тема 6. 20th Century greatest engineering achievements (Величайшие достижения 20-ого века в области инженерного дела).	УК – 4	Ответы на практические, творческие и тестовые задания, зачет
Тема 7. Future of engineering (Будущее инженерного дела).	УК – 4	Ответы на практические, творческие и тестовые задания, зачет
Тема 8. Engineering ethics (Этика инженерного дела).	УК – 4	Ответы на практические, творческие и тестовые задания, зачет
Тема 9. Engineering design and drawings (Технического проектирование и черчение).	УК – 4	Ответы на практические, творческие и тестовые задания, зачет
Тема 10. Language of numbers (Язык цифр).	УК – 4	Ответы на практические, творческие и тестовые задания, зачет
Тема 11. Use of computers in engineering (Применение компьютеров в области инженерного дела).	УК – 4	Ответы на практические, творческие и тестовые задания, зачет

Тема 12. Parts of computer systems. Software. Hardware. (Части компьютерной системы. Программное и аппаратное обеспечение).	УК – 4	Ответы на практические, творческие и тестовые задания, зачет
Тема 13. Central processing unit and microprocessor. Computer applications. (Центральный процессор и микропроцессор. Прикладные вычислительные системы.)	УК – 4	Ответы на практические, творческие и тестовые задания, зачет
Тема 14. Operating systems. Application programs. (Операционные системы. Прикладные программы).	УК – 4	Ответы на практические, творческие и тестовые задания, зачет
Тема 15. Maintenance and improvement (Техническое обслуживание и совершенствование).	УК – 4	Ответы на практические, творческие и тестовые задания, зачет
Тема 16. Computer networks (Компьютерные сети)	УК – 4	Ответы на практические, творческие и тестовые задания, экзамен
Тема 17. The internet (Интернет)	УК – 4	Ответы на практические, творческие и тестовые задания, экзамен
Тема 18. Websites (Веб-сайты)	УК – 4	Ответы на практические, творческие и тестовые задания, экзамен
Тема 19. Communication systems (Системы коммуникации)	УК – 4	Ответы на практические, творческие и тестовые задания, экзамен
Тема 20. The future of IT (Будущее информационных технологий)	УК – 4	Ответы на практические, творческие и тестовые задания, экзамен

4.ФОРМЫ ТЕКУЩЕГО КОНТРОЛЯ

Текущий контроль успеваемости проводится с целью определения степени усвоения учебного материала, своевременного выявления и устранения недостатков в подготовке обучающихся и принятия необходимых мер по совершенствованию методики преподавания учебной дисциплины, организации работы обучающихся в ходе учебных занятий и оказания им индивидуальной помощи.

К контролю текущей успеваемости относятся проверка знаний, умений и навыков обучающихся: на занятиях, по результатам выполнения обучающимися индивидуальных заданий, проверки качества подготовки к

практическим занятиям и иных материалов.

Текущий контроль по дисциплине «Иностранный язык» осуществляется в течение семестра в устной и письменной форме в виде контрольных и тестовых работ, устных опросов, творческих заданий и проектов.

5. ФОРМЫ ПРОМЕЖУТОЧНОГО КОНТРОЛЯ

Формами промежуточного контроля по дисциплине являются зачеты в 1-3 семестрах, экзамен в четвертом семестре**.** Форма проведения экзамена – устный ответ, по утвержденным экзаменационным билетам, сформулированным с учетом содержания учебной дисциплины. Объектом контроля являются коммуникативные умения во всех видах речевой деятельности (аудирование, говорение, чтение, письмо), ограниченные тематикой и проблематикой изучаемых разделов курса.

6. ТИПОВЫЕ КОНТРОЛЬНЫЕ ВОПРОСЫ (ЗАДАНИЯ) И КРИТЕРИИ ОЦЕНКИ

6.1. Зачёт

а) типовые вопросы (задания)

Вопрос 1. Проверка знания грамматики (в форме тестирования) по пройденным грамматическим формам.

Passive voice – test

Open the brackets using the correct form of the verbs in the Passive voice. Translate into Russian.

1. This equipment (to buy) four years ago. **(was bought)**
2. A new electronic device (to use) next month. **(will be used)**
3. All engineers of our plant already (to invite) to the meeting that will take place next Monday. **(have been invited)**
4. The worker’s machine-tool (станок) (to mend – чинить) at the moment. **(is being mended)**
5. The equipment already (to pack). **(has been packed)**
6. Our plant can (to see) from a long distance. **(be seen)**
7. The guests must (to meet) at noon. **(be met)**
8. A new laboratory (to construct) now. **(is being constructed)**
9. The work (to finish) by 6o’clock tomorrow. **(will have been finished)**
10. After the new device (to test) it (to install) in the laboratory. **(had been tested, was installed)**
11. The experiment (to conduct) when I entered the laboratory. **(was being conducted)**
12. The electric energy (to distribute) by these devices. **(is distributed)**

Test: infinitive, gerund, participle

1. He seemed___all about influenza and said___was nothing___about.

a) to know, it, to worry, b) to be knowing, there, worrying, c) to know, there, to worry,
d) to have known, it, to have been worried

2. I don't object___there, but I don't want ___ alone.

a) to your living, you living, b) you to live, your living, c) your living, you to live
d) to your living, you to live

3. I remember___that hill in twilight. An age seemed ___since the day that brought me first to London.

a) descending, to have elapsed, b) to have descended, to have elapsed, c) to descend, to elapse

d) being descended, to be elapsed

, having brought, latest, d) being watched, having sorted, to have been brought, last

4. On his way home Andrew could not help___what ___charming fellow Ivory had turned out___.

a) to reflect, a, to be, b) being reflected, the, have been, c) reflecting, the, be, d) reflecting, a, to be

5.___paper is said___by___Chinese.

a) ___, to have been invented, the, b) the, to have been invented,___, c) ___, to have invented,___, d) the, to be invented, the

6. There is no point___to him. He is___last man in the world___by any such circumstances.

a) to speak, the, to trouble, b) to speak,___, being troubled, c) speaking, a, be troubled

d) in speaking, the, to be troubled

7. It's high time you___like that. He is fond___fun of everybody.

a) get used to him to behave, to make, b) used to his behaving, about making,

c) got used to his behaving, of making, d) used to behave, to make

8._____words about the author himself, the lecturer went on___of his works.

a) after saying, a few, to speak, b) saying, few, to speak, c) having said, few, speaking,

d) to have said, a few, speaking

9. Did you remember___the parcel I gave you? —Yes, I remember___it a week ago.

a) to post, posting, b) to post, to post, c) posting, to post, d) posting, posting

10. I am afraid___to him. What if he really has the power to stop__there, and means__them against me?

a) to speak, me go, to turn, b) of speaking, my going, turning, c) to speak, my going, to turn

d) speaking, me going, to turn

Ic, 2d, 3a, 4d, 5a, 6d, 7c, 8a, 9a, 10c

Вопрос 2. Проверка знания лексики по пройденным темам.

1. Complete the sentences choosing the most suitable word

1. The most common_____for planning the program logic are flowcharting and pseudo code.

a) technologies; b) technics; c) techniques

2. _____ was designed for dealing with the complicated mathematical calculations of scientists and engineers.

a) COBOL; b) FORTRAN; c) PL/I

3. _____ is the foundation of any programming languages.

a) a set of rules; b) a group of numbers; c) a lot of instructions

4. I / O_____match the physical and electrical characteristics of input-output devices.

a) interchanges; b) interfaces; c) interpretations

5. Letter-quality, dot-matrix and ink-jet printers are all_____printers.

a) line; b) page; c) character

6. The most common device used to transfer information from the user to the computer is the_____.

a) keyboard; b) printer; c) modem

7. Input-output units link the computer to its external _____ .

a) requirement; b) development; c) environment

8. I / O devices can be classified according to their speed, visual displays being_____devices.

a) high-speed; b)medium-speed; c) low-speed

2. Match the terms with their definitions

1. Computer	a) an electronic device accepting data processing results from the computer system
2. Input	b) the unit performing arithmetic operations called for in the instructions

3. Output	c) the unit coordinating all the activities of various components of the computer. It reads information, interprets instructions, performs operations, etc.
4. Software	d) a set of programs designed to control the operation of a computer
5. Hardware	e) lists of instructions followed by the control unit of the CPU
6. Storage	f) an electronic device keying information into the computer
7. CPU	g) the unit holding all data to be processed, intermediate and final results of processing
8. CU	h) visible units, physical components of a data processing system
9. ALU	i) the unit that directs the sequence of system operations, selects instructions and interprets them
10. Program	j) a device with a complex network of electronic circuits that can process information, make decisions, and replace people in routine tasks

Вопрос 3. Беседа по пройденным темам.

Write an essay on the topic "The impact of Engineering on a Global Society"/ You should write at least 250 words. And present your report in look up and say manner.

Вопрос 4. Выполнение письменных работ в рамках пройденных модулей.

Read and translate the text "Applications of Automation and Robotics in Industry"

Manufacturing is one of the most important application area for automation technology. There are several types of automation in manufacturing. The examples of automated systems used in manufacturing are described below.

1. Fixed automation, sometimes called «hard automation» refers to automated machines in which the **equipment** configuration allows fixed **sequence** of processing operations. These machines are programmed by their design to make only certain processing operations. They are not easily changed over from one product style to another. This form of automation needs high initial investments and high production rates. That is why it is suitable for products that are made in large volumes. Examples of fixed automation are machining transfer lines found in the automobile industry, automatic **assembly machines** and certain chemical processes.

2. Programmable automation is a form of automation for producing products in large **quantities,** ranging from several dozen to several thousand units at a time. For each new product the production equipment must be reprogrammed and changed over. This reprogramming and changeover take a period of **non-productive** time. Production rates in programmable automation are generally lower than in fixed automation, because the equipment is designed to **facilitate** product **changeover** rather than for product specialization. A numerical-control machine-tool is a good example of programmable automation. The program is coded in computer memory for each different product style and the machine-tool is controlled by the computer programme.

3. Flexible automation is a kind of programmable automation. Programmable automation requires time to re-program and change over the production equipment for each series of new product. This is lost production time, which is expensive. In flexible automation the number of products is limited so that the changeover of the equipment can be done very quickly and automatically. The reprogramming of the equipment in flexible automation is done at a computer terminal without using the production equipment itself. Flexible automation allows a mixture of different products to be produced one right after another.

1. Answer the questions :

1. What is the most important application of automation?
2. What are the types of automation used in manufacturing?
3. What is fixed automation?

4. What are the limitations of hard automation?
5. What is the best example of programmable automation?
6. What are the limitations of programmable automation?
7. What are the advantages of flexible automation?
8. Is it possible to produce different products one after another using automation technology?

2. Find equivalents in English in the text:

1. сфера применения, 2. фиксированная последовательность операций, 3. автоматические сборочные машины, 4. определенные химические процессы, 5. станок с числовым программным управлением, 6. потерянное производственное время, 7. разнообразная продукция

3. Explain in English what does the following mean?

1. automation technology 2. fixed automation 3. assembly machines 4. non-productive time
5. programmable automation 6. computer terminal 7. numerical-control machine-tool

Вопрос 5. Перевод со словарём. Предлагается для перевода текст объёмом 1200 знаков технической направленности. На подготовку даётся 40 минут. Разрешается использование словаря при подготовке.

WHAT IS A COMPUTER?

The term **computer** is used to describe a device made up of a combination of electronic and electromechanical (part electronic and part mechanical) components. Computer has no intelligence by itself and **is referred to** as **hardware.** A computer system is a combination of five elements:

- Hardware
- Software
- People
- Procedures
- Data/information

When one computer system is set up to communicate with another computer system, connectivity becomes the sixth system element. In other words, the manner in which the various individual systems are connected — for example, by phone lines, **microwave** transmission, or satellite — is an element of the total computer system.

Software is the term used to describe the instructions that tell the hardware how to perform a task. Without software instructions, the hardware doesn't know what to do. People, however, are the most important component of the computer system: they create the computer software instructions and respond to the procedures that those instructions present.

The basic job of the computer is the processing of information. Computers accept information in the form of **instruction** called a **program** and **characters** called **data** to perform mathematical and logical operations, and then give the results. The data is **raw** material while **information** is organized, processed, refined and useful for decision making. Computer is used to convert data into information. Computer is also used to store information in the digital form.

Критерии оценки на зачете:

«Зачтено» ставится в тех случаях, когда студент выполняет тесты на 60 и более процентов, выполняет письменные работы в рамках предложенных модулей, отвечает на вопросы к зачету точно, или близко к точному ответу, отвечает на дополнительные вопросы преподавателя, переводит предложенный текст близко к оригиналу.

«Не зачтено» ставится в том случае, если студент выполняет тесты на менее чем 60 процентов, не выполняет письменные работы в рамках

предложенных модулей, не отвечает на вопросы к зачету или затрудняется отвечать на основные и дополнительные вопросы, показывает отрывочные знания, затрудняется с переводом предложенного текста.

6.2. Экзамен

а) типовые вопросы (задания)

Экзамен по дисциплине «Иностранный язык» состоит из 4 испытаний:

Вопрос №1 – реферирование: предлагается текст объёмом 5000 печатных знаков, который необходимо прочитать, понять и изложить суть на русском языке с обязательным анализом и указанием своего мнения. На подготовку даётся 2 академических часа.

Computer security

Computer security is a branch of computer technology known as information security as applied to computers and networks. The objective of computer security includes protection of information and property from theft, corruption, or natural disaster, while allowing the information and property to remain accessible and productive to its intended users. The term computer system security means the collective processes and mechanisms by which sensitive and valuable information and services are protected from publication, tampering or collapse by unauthorized activities or untrustworthy individuals and unplanned events respectively. The strategies and methodologies of computer security often differ from most other computer technologies because of its somewhat eluding objective of preventing unwanted computer behavior instead of enabling wanted computer behavior.

The technologies of computer security are based on logic. As security is not necessarily the primary goal of most computer applications, designing a program with security in mind often imposes restrictions on that program's behavior.

There are 4 approaches to security in computing, sometimes a combination of approaches is valid:

Trust all the software to abide by a security policy but the software is not trustworthy (this is computer insecurity).

Trust all the software to abide by a security policy and the software is validated as trustworthy (by tedious branch and path analysis for example).

Trust no software but enforce a security policy with mechanisms that are not trustworthy (again this is computer insecurity).

Trust no software but enforce a security policy with trustworthy mechanisms.

Many systems have unintentionally resulted in the first possibility. Since approach two is expensive and non-deterministic, its use is very limited. Approaches one and three lead to failure. Because approach number four is often based on hardware mechanisms and avoids abstractions and a multiplicity of degrees of freedom, it is more practical. Combinations of approaches two and four are often used in a layered architecture with thin layers of two and thick layers of four.

There are various strategies and techniques used to design security systems. However there are few, if any, effective strategies to enhance security after design. One technique enforces the principle of least privilege to great extent, where an entity has only the privileges that are needed for its function. That way even if an attacker gains access to one part of the system, fine-grained security ensures that it is just as difficult for them to access the rest.

Furthermore, by breaking the system up into smaller components, the complexity of individual components is reduced, opening up the possibility of using techniques such as automated theorem proving to prove the correctness of crucial software subsystems. This enables a closed

form solution to security that works well when only a single well-characterized property can be isolated as critical, and that property is also assessible to math. Not surprisingly, it is impractical for generalized correctness, which probably cannot even be defined, much less proven. Where formal correctness proofs are not possible, rigorous use of code review and unit testing represent a best-effort approach to make modules secure.

The design should use "defense in depth", where more than one subsystem needs to be violated to compromise the integrity of the system and the information it holds. Defense in depth works when the breaching of one security measure does not provide a platform to facilitate subverting another. Also, the cascading principle acknowledges that several low hurdles does not make a high hurdle. So cascading several weak mechanisms does not provide the safety of a single stronger mechanism.

Subsystems should default to secure settings, and wherever possible should be designed to "fail secure" rather than "fail insecure" (see fail-safe for the equivalent in safety engineering). Ideally, a secure system should require a deliberate, conscious, knowledgeable and free decision on the part of legitimate authorities in order to make it insecure.

In addition, security should not be an all or nothing issue. The designers and operators of systems should assume that security breaches are inevitable. Full audit trails should be kept of system activity, so that when a security breach occurs, the mechanism and extent of the breach can be determined. Storing audit trails remotely, where they can only be appended to, can keep intruders from covering their tracks. Finally, full disclosure helps to ensure that when bugs are found the "window of vulnerability" is kept as short as possible.

Вопрос №2 – перевод со словарём. Предлагается для перевода текст объёмом 1200 знаков технической направленности. На подготовку даётся 40 минут. Разрешается использование словаря при подготовке.

HISTORY OF ROBOTICS

The concept of robots dates back to ancient times, when some myths told of mechanical beings brought to life. Such **automata** also appeared in the clockwork figures of medieval churches, and in the 18th century some clockmakers gained fame for the clever mechanical figures that they constructed. Today the term **automaton** is usually applied to these handcrafted, mechanical (rather than electromechanical) devices that imitate the motions of living creatures. Some of the «robots» used in advertising and entertainment are actually automata, even with the addition of remote radio control.

The term robot itself is derived from the Czech word robota, meaning «compulsory labour». It was first used by the Czech novelist and playwright Karel Chapek, to describe a mechanical device that looks like a human but, lacking human sensibility, can perform only automatic, mechanical operations. Robots as they are known today do not only imitate human or other living forms. True robots did not become possible, however, until the invention of the computer in the 1940s and the miniaturization of computer parts. One of the first true robots was an experimental model designed by researchers at the Stanford Research Institute in the late 1960s. It was capable of arranging blocks into stacks through the use of a television camera as a visual sensor, processing this information in a small computer.

Computers today are equipped with microprocessors that can handle the data being fed to them by various sensors of the surrounding environment. Making use of the principle of feedback, robots can change their operations to some degree in response to changes in that environment. The commercial use of robots is spreading, with the increasing automation of factories, and they have become essential to many laboratory procedures. Japan is the most advanced nation exploring robot technology. Nowadays robots continue to expand their applications. The home-made robots (горничная) available today may be one sign of the future

Вопрос №3 – перевод без словаря. Предлагается для перевода текст объёмом 2000 знаков общенаучной направленности. На подготовку отводится 10 минут.

COMPUTERS

Computer is an electronic device that can receive a program (a set of instructions) and then carry out this program by calculating numerical information.

The modern world of high technology is possible mainly due to the development of the computer. Computers have opened up a new era in manufacturing by means of automation, and they have enhanced modern communication systems.

Personal computers

Personal computers are also called microcomputers or home computer. The most compact are called laptops. They are portable and work on built-in batteries.

Personal computers are designed for use at homes, schools, and offices. At home they can be used for home management (balancing the family finances, for example) and for playing computer games, watching films or listening to music. Schoolchildren can use computers for doing their homework and many schools now have computers for independent learning and computer-literacy studies. In the office personal computers may be used for word processing, bookkeeping, storage and handling of necessary information.

Personal computers were made possible by two technical innovations in the field of microelectronics: the integrated circuit, or IC, which was developed in 1959 and the microprocessor that first appeared in 1971. The IC permitted the miniaturization of computer-memory circuits, and the microprocessor reduced the size of a computer's CPU to the size of a single silicon chip.

Because a CPU calculates, performs logical operations, contains operating instructions, and manages data flows, a complete microcomputer as a separate system was designed and developed in 1974.

In 1981, IBM Company offered its own microcomputer model, the IBM PC that became a necessary tool for almost every business. The PC's use of a 16-bit microprocessor initiated the development of faster and more powerful personal computers, and its use of an operating system that was available to all other computer makers led to a standardization of the industry.

In the mid-1980s, a number of other developments were especially important for the growth of personal computers. One of these was the introduction of a powerful 32-bit CPU capable of running advanced operating systems at high speeds.

Another innovation was the use of conventional operating systems, such as UNIX, OS/2 and Windows. The Apple Macintosh computers were the first to allow the user to select icons — graphic symbols of computer functions — from a display screen instead of typing commands. New voice-controlled systems are now available, and users are able to use the words and syntax of spoken language to operate their personal computers.

Вопрос №4 – беседа по пройденным темам.

Education System in Russia

Russia has a long-standing tradition in high-quality education for all citizens. Education is split into a compulsory Basic Education, and Higher Education.

Basic general education lasts for nine years. Graduates of this level may continue their education at senior high school to receive secondary general education. Secondary general education continues for two years and ends when students are 17-18. Graduates from a secondary general school may apply for entrance to a higher education institution.

Russia's higher education system started with the foundation of the universities in Moscow and St. Petersburg in the middle of the 18th century. The system was constructed similar to that of Germany.

The system of education in Russia began to change over the past four to five years. Universities began transitioning to a system similar to that of Britain and the USA

There are two levels of higher education:

Basic higher education (4 years) leading to the Bachelor's degree, the first university level degree. After two years, students are entitled to receive a Master's degree. After a Master's degree, students can continue to study towards a doctoral degree.

The Bachelor's degree programmes include professional and special courses in Science, the Humanities and Social-economic disciplines, professional training, completion of a research paper/project and passing State final exams. Then students may apply to enter the Master's programme.

Many Russian universities also offer distance education and provide courses for the public and for specific professional needs. However, such systems are usually less developed than in the US and other Western European countries.

The academic year lasts from Sept 1 to Mid June everywhere, with long summer vacations from July 1st to Aug 31.

Higher Education in The U.K.

There are more than 60 universities in the U.K. The leading universities are Cambridge, Oxford and London. English universities differ from each other in traditions, general organization, internal government, etc. British universities are comparatively small, the approximate number is about 7-8 thousand students. Most universities have under 3000 students, some even less than 1500 ones. London and Oxford universities are international, because people from many parts of the world come to study at one of their colleges.

A university consists of a number of departments: art, law, music, economy, education, medicine, engineering, etc.

After three years of study a student may proceed to a Bachelor's degree, and later to the degrees of Master and Doctor. Besides universities there are at present in Britain 300 technical colleges, providing part-time and full-time education.

The organization system of Oxford and Cambridge differs from that of all other universities and colleges. Part of the teaching is by means of lectures organized by the university. Teaching is also carried out by tutorial system. This is the system of individual tuitio organized by the colleges. Each student goes to his tutor's room once a week to read and discuss an essay which the student has prepared.

Some students get scholarship but the number of these students is comparatively small. There are many societies and clubs at Cambridge and Oxford.

It should be mentioned that not many children from the working-class families are able to receive the higher education as the fees are very high. Besides that special fees are taken for books, for laboratory works, exams and so on.

б) критерии оценивания компетенций (результатов)

1) Уровень усвоения материала, предусмотренного программой.

2) Умение анализировать материал, устанавливать причинно-следственные связи.

3) Ответы на вопросы: полнота, аргументированность, убежденность, умение.

4) Качество ответа (его общая композиция, логичность, убежденность, общая эрудиция).

5) Использование дополнительной литературы при подготовке ответов.

в) Шкала оценивания для оформления итоговой оценки по дисциплине

Оценка	Определение оценки
Отлично	Отличное понимание предмета, всесторонние знания, отличные умения и владения
Хорошо	Достаточно полное понимание предмета, хорошие знания, умения и владения
Удовлетворительно	Приемлемое понимание предмета, удовлетворительные знания, умения и владения
Неудовлетворительно	Результаты обучения не соответствуют минимальным требованиям

Составил:
ст. преп. каф. ин. яз. _____/И.Ю. Нечаева/

Зав. кафедрой иностранных языков _____ /Н.Е. Есенина/

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