

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ УЧРЕЖДЕНИЕ НАУКИ
«ВОЛОГОДСКИЙ НАУЧНЫЙ ЦЕНТР РОССИЙСКОЙ АКАДЕМИИ НАУК»

УТВЕРЖДАЮ

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«30» августа 2023 г.



**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
ПО ДИСЦИПЛИНЕ**

Практикум по культуре речевого общения

Направление подготовки: 38.04.01 Экономика

Направленность: Региональная экономика и развитие территорий

Квалификация: магистр

Форма обучения: очная, заочная

Вологда
2023

1. ЦЕЛИ И ЗАДАЧИ ОСВОЕНИЯ ДИСЦИПЛИНЫ

Цель освоения дисциплины является:

- обучение устной речи на основе развития необходимых автоматизированных навыков, развития техники чтения и навыков письменной речи в пределах программы.
- общаться на разговорном английском языке на общие, специальные, научные темы;
- различать стили устной и письменной речи;
- владеть всеми типами устного дискурса;
- демонстрировать коммуникативные навыки (интерактивная коммуникация);
- демонстрировать необходимый уровень беглости, грамотности и произношения на уровне слова и предложения, лексического запаса;
- демонстрировать культурную осведомленность;
- говорить и вести себя культурно - приемлемо в любой ситуации;
- понимать визуальные и аудитивные элементы культуры (знаки, символы маркеры эмоционального состояния собеседника, невербального поведения);
- свободно общаться с носителями английского языка;
- участвовать в культурных и научных мероприятиях;
- использовать тематическую лексику;
- беседовать на заданную тему;
- комментировать статьи;
- поддерживать разговор;
- выражать собственное мнение.

2. МЕСТО ДИСЦИПЛИНЫ В СТРУКТУРЕ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

2.1 Дисциплина «Практикум по культуре речевого общения» является дисциплиной по выбору вариативной части блока 1, изучается на первом курсе в первом семестре.

2.2. Учебная дисциплина *Практикум по культуре речевого общения* базируется на знаниях дисциплины «Иностранный язык в сфере профессиональной коммуникации».

2.3. Перечень последующих учебных дисциплин, для которых необходимы знания, умения и навыки, формируемые данной учебной дисциплиной: «Иностранный язык в сфере профессиональной коммуникации».

3. ТРЕБОВАНИЯ К РЕЗУЛЬТАТАМ ОСВОЕНИЯ ДИСЦИПЛИНЫ

Процесс изучения дисциплины направлен на формирование элементов следующих компетенций в соответствии с ФГОС ВО по данному

направлению подготовки (специальности):

а) универсальные (УК):

- способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия (УК-4);

- способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия (УК-5);

- способен определять и реализовывать приоритеты собственной деятельности и способы ее совершенствования на основе самооценки (УК-6).

Компетенции выпускников и индикаторы их достижения

Наименование категории (группы) компетенций	Код и наименование компетенции выпускника	Код и наименование индикатора достижения универсальной компетенции
<i>Универсальные компетенции (УК)</i>		
Коммуникативные навыки	УК-4. Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	ИУК 4.1. Знает: основные современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), используемые в академическом и профессиональном взаимодействии; факторы улучшения коммуникации в организации, современные средства информационно-коммуникационных технологий. ИУК 4.2. Умеет: представлять результаты академической и профессиональной деятельности на различных публичных мероприятиях, включая международные, выбирая наиболее подходящий формат и создавая тексты научного и официально-делового стилей речи по профессиональным вопросам. ИУК 4.3. Владеет: навыками аргументированно и конструктивно отстаивать свои позиции и идеи в академических и профессиональных дискуссиях на государственном языке РФ (и в том числе на иностранном(ых) языке(ах)); технологией построения эффективной коммуникации в организации; передачей профессиональной информации в информационно-телекоммуникационных сетях; использованием современных средств информационно-коммуникационных технологий.
Межкультурная коммуникация	УК-5. Способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия	ИУК 5.1. Знает: психологические основы социального взаимодействия, направленного на решение профессиональных задач; основные принципы организации деловых контактов; методы организации и проведения переговорного процесса, национальные, этнокультурные и конфессиональные особенности и народные традиции населения; основные закономерности взаимодействия людей в организации, особенности диадического, группового и межгруппового взаимодействия. ИУК 5.2. Умеет: грамотно, доступно излагать профессиональную информацию в процессе межкультурного взаимодействия с учетом особенностей аудитории; соблюдать этические нормы и права человека; анализировать особенности социального взаимодействия с учетом национальных, этнокультурных, конфессиональных особенностей. ИУК 5.3. Владеет: организацией продуктивного взаимодействия в профессиональной среде с учетом национальных, этнокультурных, конфессиональных особенностей; приемами преодоления коммуникативных, образовательных, этнических, конфессиональных и других барьеров в процессе межкультурного взаимодействия; выявлением разнообразия культур в процессе межкультурного взаимодействия.

<p>Основы самореализации и саморазвития</p>	<p>УК-6. Способен определять и реализовывать приоритеты собственной деятельности и способы ее совершенствования на основе самооценки</p>	<p>ИУК 6.1. Знает: взаимосвязь своей профессии с другими смежными профессиями; возможные перспективы своей профессиональной карьеры; основы саморазвития, самореализации, самоменеджмента, самоорганизации, использования творческого потенциала собственной деятельности. ИУК 6.2. Умеет: осуществлять рефлексию собственной деятельности и профессионально важных личностных качеств; оценивать собственные дефициты на основе самоанализа, рефлексии, определять направления работы по восполнению дефицитов; анализировать потенциальные возможности и ресурсы среды для собственного развития; определять приоритетные задачи на основе выделенных критериев, имеющихся ресурсов и задач; осуществлять целеполагание и, в соответствии с поставленной целью и личностными возможностями, подбирать средства для ее достижения; представлять план, устанавливать последовательность и сроки реализации поставленных задач. ИУК 6.3. Владеет: навыками реализации намеченных целей с учетом условий, средств, личностных особенностей и тенденций развития сферы профессиональной деятельности, навыками таймменеджмента; проявляет инициативу в освоении новых знаний, методов, использует предоставленные возможности для приобретения новых знаний и навыков профессиональной деятельности.</p>
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4. СОДЕРЖАНИЕ И СТРУКТУРА ДИСЦИПЛИНЫ

Трудоемкость дисциплины

Общая трудоемкость дисциплины составляет 2 зачетных единицы, 72 часа. Из них:

для очной формы обучения 32 ч. – практических занятий, 40 ч. – самостоятельной работы, включая консультации. Вид отчетности – зачет.

для заочной формы обучения 6 ч. практических занятий, 66 ч. – самостоятельной работы, включая консультации. Вид отчетности – зачет.

Паспорт фонда оценочных средств дисциплины
«Практикум по культуре речевого общения»
 Направление подготовки: 38.04.01 Экономика
 Направленность: Региональная экономика и развитие территорий
 Квалификация: магистр
 Форма обучения: очная, заочная

№ п/п	Контролируемые дидактические единицы	Вид контроля	Оценочные средства	
			вид	количество
1.	Роль контекста в актуализации значений.	Текущий	<i>Дискуссия по теме занятия</i>	1
2.	Образный перенос значений слова (метафора, метонимия).	Текущий	<i>Дискуссия по теме занятия</i>	1
3.	Изменение значений слова по объёму (сужение и расширение значений).	Текущий	<i>Дискуссия по теме занятия</i>	1
4.	Общепонятная и социально-ограниченная лексика.	Текущий	<i>Дискуссия по теме занятия</i>	1
5.	Литературная и разговорная лексика.	Текущий	<i>Дискуссия по теме занятия</i>	1
6.	Информирующая речь. Выражение логических отношений с помощью интонации. Подвиды этих отношений: причинно-следственные отношения, присоединение, заключение.	Текущий	<i>Дискуссия по теме занятия</i>	1
7.	Эмоциональная окрашенность воздействующей речи.	Текущий	<i>Дискуссия по теме занятия</i>	1
8.	Официальная речь. Выражение социальной дистанции между участниками общения.	Текущий	<i>Дискуссия по теме занятия</i>	1
9.	Фонетические средства официальной речи.	Текущий	<i>Дискуссия по теме занятия</i>	1
10.	Длительность пауз, вариативность громкости.	Текущий	<i>Дискуссия по теме занятия</i>	1

11.	Речь в условиях иностранственной разобщенности и группового общения.	Текущий	<i>Дискуссия по теме занятия</i>	1
12.	Пассивный залог. Тема: "Личность".	Текущий	<i>Дискуссия по теме занятия</i>	1
13.	Все дидактические единицы	Промежуточный	вопросы к зачету	1 комплект
14.	Всего			13

**Материалы для проведения зачета
по дисциплине «Практикум по культуре речевого общения»
Направление подготовки: 38.04.01 Экономика
Направленность: Региональная экономика и развитие территорий
Квалификация: магистр
Форма обучения: очная, заочная**

Перечень вопросов к зачету:

1. Выполнение тестового задания.
2. Реферирование статьи на общественно - политическую или лингвострановедческую тематику (объема статьи 1500 печ. знаков). Тексты подбираются преподавателем.
3. Написать аннотацию на любимую книгу.

1. Тестовые задания:

Укажите, какое слово/словосочетание пропущено в предложении или ответьте на

поставленный вопрос:

1. If a country votes on a particular issue, e.g. the death penalty, it is called a _____.
A. national vote
B. referendum
C. general election
2. She _____ her children, she gives them whatever they want.
A. damages
B. ruins
C. spoils
D. hurts
3. Rachel has _____ because she wants to go back to college and study.
A. sacked
B. resigned
C. fired
D. been dismissed
4. Someone who represents you at a local level is called a _____.
A. counselor
B. minister
C. councilor
D. commissioner
5. If your political views are not "Centre" they are either left or right _____.
A. side
B. arm

C. wind

D. half

6. Because the first pair of jeans did not fit properly, he asked for _____.

A. another jeans

B. other jeans

C. the other ones

D. another pair

7. (At the end of a business letter) "I look forward to _____."

A. hearing from you soon

B. read your reply

C. reading your reply

D. hear from you soon

8. If you were in a pub and wanted to ask for a cigarette, what would be the most natural thing to say?

A. Could I trouble you for a cigarette?

B. Give me a cigarette.

C. I wonder if you might be so kind as to give me a cigarette.

D. Excuse me, could I have a cigarette?

Выберите нужную форму глагола:

9. He looks worn out. He _____ a sleepless night

A. can have

B. must have had

C. can have had

10. Jenny has lost her passport. - When _____?

A. has she lost it

B. had she lost it

C. she lost it

D. did she lose it

11. The national Security Council in the US is chaired by _____.

A. US Secretary of State

B. National Security Advisor

C. President

12. _____ is considered to be the first war conflict which was widely covered by the British media.

A. World War Two

B. The Crimean War

C. World War One

13. A State of the Union address is US president's report to _____.

A. Department of

B. Congress

C. National Security Council

Переведите следующие предложения на русский язык:

14. President Bush said Americans would not be intimidated and that the US

was chasing terrorists across the globe.

15. Shuttle missions had been suspended pending an investigation of last year's accident, in which seven astronauts died and improvements were made to the shuttle and launch vehicle.

16. An Iranian news agency described the agreement as the biggest of its kind, worth up to a hundred billion dollars.

17. John Kerry and George Bush are neck and neck in the opinion polls.

18. The idea that HIV positive people could become fat seems almost ludicrous, but this is one of the side effects of some antiretroviral therapy.

19. He was among the most wanted war - lords.

20. To become a US president, a candidate needs 270 Electoral College votes.

21. 'That new plays that opened in the local theatre last weekend. It bombed.'

Это означает, что:

A. It has been a tremendous success

B. It has been a tremendous failure

C. The cast is too large to fit on the stage

D. The cast is so small it's not worth seeing

22. At a bus stop the British form a queue. Americans

A. stand in line

D. stand at line

C. makes a queue

D. form a file

Тексты для реферирования

American and Chinese scientists are decoupling, too

There are lots of ways to measure China's rise. It is the world's second-biggest economy, its biggest manufacturer and its biggest creditor. In 2021 it passed another milestone. That year, for the first time, Chinese scientists published more papers than their counterparts in America or the European Union (see chart 1). It is not just the quantity that is improving. The *Nature* Index, run by the publishers of the journal of the same name, tracks contributions to the world's best-regarded health and natural-sciences journals. Chinese researchers rank first in the natural sciences, and second overall.

Cause for celebration, no doubt, in Beijing. In Washington, though, the news may have been less welcome. America is increasingly dismayed by China's rise—and especially its growing scientific and technological prowess. Under Donald Trump, the previous Republican president, and Joe Biden, the current Democratic one, it has imposed tariffs, rules and subsidies designed to hobble China's high-tech firms while boosting its own. China has retaliated, moving against some big American tech companies. Twenty years ago, politicians endorsed globalisation and free trade. Now “decoupling”, national security and “friend-shoring” are the hot topics.

Conscious uncoupling

Academia is not immune. New rules and chilly politics in both countries are making it harder for researchers to collaborate. In August America agreed on a temporary, six-month extension for a landmark scientific co-operation agreement signed in 1979. Several American politicians want the deal scrapped entirely, claiming in an open letter that, by collaborating with Chinese researchers, America was “fuelling its own destruction.”

The strains can be seen in the figures. In 2020 the number of papers jointly written by American and Chinese researchers fell for the first time. It fell again the following year, the most recent for which data are available, though it is still rising for some other countries, such as Britain. The number of visas America awards to Chinese students and academics is down as well, to around a third of its peak in 2015 (see chart 2). Scientifically as well as politically, the countries are drawing apart.

The Science and Technology Agreement, as the 1979 pact is called, was the first bilateral treaty signed between America and China after they re-established diplomatic relations. Several landmark studies have come under its umbrella. A long-running project following 285,000 Chinese women, begun in 1983, helped demonstrate that folic acid could prevent spina bifida, a rare birth defect. These days folic acid is added to flour, bread, cereal and other staple foods; pregnant women are encouraged to take more. Co-operation in influenza research helps anticipate which strains of flu are likely to be dominant each year, improving vaccines.

Even superpower rivals can agree that medical research is a good thing. But China's advances in other areas of science, such as computing, materials science and ai, have made American policymakers uneasy. Critics argue that science in China has benefited from American academic transparency and know-how—but that China has not always returned the favour. Doubters also point to China's policy of "civil-military fusion", in which the fruits of civilian research are scrutinised for any useful military applications.

China retorts that America's worries about national security have led to the unfair targeting of Chinese researchers at American universities. One frequent target of complaint is the Department of Justice's "China Initiative", which ran between 2018 and 2022 and was designed to investigate alleged instances of Chinese technological espionage. But cases seem to have been thin on the ground. The initiative investigated at least 150 academics of Chinese origin, but managed to secure only a handful of convictions. Some were for less offences such as grant fraud.

The benefits of collaboration are "significant," and benefit American institutions slightly more than Chinese ones, says Jonathan Adams, who tracks academic information at Clarivate, a data provider. A study published in 2020 by Jenny Lee and John Haupt at the University of Arizona, found that, when papers co-written with Chinese scientists were excluded, the number of American publications in science and engineering fell slightly between 2014 and 2018.

Give me your brainy masses

America's scientific pre-eminence has been built at least partly on its ability to attract the world's best. Before the pandemic around 16% of graduate students in science, technology, engineering and mathematics at American universities were Chinese. The grad students of today often become the professors of tomorrow. Like Dr Chen, many Chinese students choose to stay in America after completing their degrees. That is something America's leaders should be keen to encourage.

Did bitcoin leak from an American spy lab?

The origins of covid-19 remain unknown. Most scientists think it jumped from wild animals to humans at a meat market in Wuhan. But it is also possible it escaped from a virology research lab in the same city.

Now a similar argument has broken out around bitcoin, the first and most used cryptocurrency. Bitcoin's accepted origin is that it was invented by Satoshi Nakamoto, a pseudonymous coder, who published a paper describing it in 2008 before later vanishing from sight.

But a theory circulating online holds that bitcoin was dreamed up by the National Security Agency (nsa), an American spy agency that also does cutting-edge cryptography research. "I think it was a shuttered internal r&d project which one researcher thought was too good to lay fallow on the shelf and chose to secretly release," tweeted Nic Carter, a prominent

bitcoin fan. Mr Carter and his fellow travellers think they have a smoking gun: a paper written in 1996 by nsa employees entitled “How to make a mint: the cryptography of anonymous electronic cash”. And the paper cites work by a researcher named “Tatsuaki Okamoto”.

But the paper is more smoke than gun. It is merely a survey of cryptographic ideas that might be used in digital cash. Unlike bitcoin, whose big innovation was its decentralised design, the schemes in the paper rely on an overseeing authority. It discusses the risks that electronic cash would pose to taxation and law enforcement. “Thus the idea that the nsa would develop a decentralised, trustless cryptocurrency as a ‘monetary bioweapon’ that would impair their own government’s functions” is implausible,” writes David Rosenthal, a cryptocurrency sceptic, on his blog.

Just another conspiracy theory, then? Almost certainly. But something similar has happened before. In 1997 it emerged that Clifford Cocks, a mathematician at gchq, Britain’s nsa equivalent, had secretly invented a vital cryptographic technology that underlies both bitcoin and the internet in general, several years before the trio of American researchers who had been given credit.

A better parallel between bitcoin and covid-19 may be that, like the virus, the cryptocurrency has proved hard to kill off. Despite a big crash last year, a bitcoin is still worth around \$27,500.

Why Do People Communicate?

“Actions speak louder than words,” or so the old adage goes. But what is it about communication that enables us to better understand each other and the world around us? In this article, we will be exploring why people communicate and how it helps to foster meaningful connections between individuals and groups.

We all know that communication is an integral part of our lives. Whether we are talking with family members, friends, colleagues, or strangers, being able to effectively express ourselves through verbal and non-verbal cues can help us build trust, create relationships, share ideas, solve problems, and much more. Communication also plays a vital role in conflict resolution and providing support when needed.

However, there is still much debate as to exactly why people communicate; some say it’s for social reasons while others cite practical purposes such as exchanging information. Whatever the cause may be, it is clear that effective communication has far reaching effects on both personal and professional life. Let’s dive deeper into understanding why people communicate!

Communication is an integral part of human life. We communicate to express our feelings, share information, and build relationships – but why do we need it? Have you ever wondered what evolutionary reasons have developed communication as such a fundamental part of humanity?

We can trace the origins of human communication deep into the past. It has long been established that effective communication helps us to establish and maintain relationships with people in our lives; both on an interpersonal level and within social groups. By building strong relationships based on trust through verbal and non-verbal interaction, individuals are able to gain acceptance from their peers. This sense of belonging was essential for survival during prehistory, when larger communities were needed for protection against potential threats or dangers.

As language evolved over centuries, so did its importance in establishing trusting relationships between members of any given community. For example, humans began using more complex facial expressions which allowed them to convey emotions beyond basic fear or joy – helping to create deeper connections among one another. As well as this, hand gestures also became increasingly important elements of communication as they helped to further explain ideas or concepts that could not be conveyed accurately through speech alone.

It is clear that human evolution has led us towards better forms of communication. Our ability to interact effectively with each other allows us to build strong bonds that would otherwise be impossible without some form of communicative exchange. From these simple foundations, we have created rich networks of understanding where once there was only confusion – all thanks to the power of communication! Now let's explore how our speech and gestures for communication evolved over time...

GEOGRAPHICAL PECULIARITIES OF GREAT BRITAIN AND THEIR INFLUENCE ON THE NATIONAL CHARACTER

It has been claimed that the British love of compromise is the result of the country's physical geography. This may or may not be true, but it is certainly true that the land and climate in Britain have a notable lack of extremes. Britain has mountains, but none of them are very high; it

also has flat land, but you cannot travel far without encountering hills; it has neither really big rivers, no active volcanoes; it doesn't usually get very cold in the winter or very hot in the summer. Let's dwell on some examples. The highest mountain of Great Britain is Ben Nevis, which is situated in the Highlands of Scotland. Its height is 1,343 m (Everest, for comparison is 8848 m). The longest river, the Severn, is 345 m as far as the Volga is 3530 m and the Amazon is 6400 m long. The largest lake is Lough Neagh [lok nei] (396 sq km), Lake Baikal is 571 sq km. Britain has neither towering mountain ranges, nor impressively large rivers, plains or forests. But this does not mean that its landscape is boring. What it lacks in grandeur it makes up for in variety. The scenery changes noticeably over quite short distances. Overall, the south and east of the country is comparatively low-lying, consisting of either flat plains or gently rolling hills. Mountainous areas are found only in the north and west, although these regions also have flat areas.

The climate of Great Britain is mild and moderate. The lack of extremes is the reason why, on the few occasions when it gets genuinely hot or freezing cold, the country seems to be totally unprepared for it. A bit of snow and a few days of frost and the trains stop working and the roads are blocked; if the thermometer goes above 27 °C, people behave as if they were in the Sahara and the temperature makes front-page headlines. These things happen so rarely that it is not worth organizing life to be ready for them.

Why has Britain's climate got such a bad reputation? Perhaps it is for the same reason that British people always seem to be talking about the weather. This is its changeability. There is a saying that Britain doesn't have a climate, it only has weather. It may not rain very much altogether, but you can never be sure of a dry day; there can be cool (even cold) days in July and some quite warm days in January.

The climate of Britain is more or less the same as that of the north-western part of the European mainland. The popular belief that it rains all the time in Britain is simply not true. In fact, London gets no more rain in a year than most of her major European cities, and less than some.

The amount of rain that falls on a lawn in Britain depends on where it is.

Generally speaking, the further west you go, the more rain you get. The mild winters mean that snow is a regular feature of the higher areas only. Occasionally, a whole winter goes by in lower lying parts without any snow at all. The winters are in general a bit colder in the east of the country than they are in the west, while in summer, the south is slightly warmer and sunnier than the north.

Love of nature, conservatism and desire for privacy Much of the land in Great Britain is used for human habitation. This is not just because Britain is densely populated. Partly because of their desire for privacy and their love of the countryside, the English and the Welsh don't like living in blocks of flats in city centres and the proportion of people who do so is lower than in other European countries.

As a result, cities in England and Wales have, wherever possible, been built outwards rather than upwards (although this is not so much the case in Scottish cities). For example, the London area has about three times the population of the Athens area but it occupies about ten times the area of land. However, because most people (about 80 %) live in towns or cities rather than in villages or in the countryside, this habit of building outwards does not mean that you see buildings wherever you go in Britain. There are areas of completely open countryside everywhere and some of the mountainous areas remain virtually untouched.

Britain was the first country in the world to appoint a government-sponsored conservation body (the Nature Conservancy, in 1949) and it was in Britain that the first large green pressure group was founded (the World Wildlife Fund in 1961, now the Worldwide Fund for Nature).

Japan's demography

A QUIET but constant ticking can be heard from the demographic time bomb that sits beneath the world's third-largest economy. This week it made a louder tick than usual: official statistics show that the population declined last year by a record 244,000 people—roughly the population of the London borough of Hackney.

Japan's population began falling in 2004 and is now ageing faster than any other on the planet. More than 22% of Japanese are already 65 or older. A report compiled with the government's co-operation two years ago warned that by 2060 the number of Japanese will have fallen from 127m to about 87m, of whom almost 40% will be 65 or older.

The government is pointedly not denying newspaper reports that ran earlier this month, claiming that it is considering a solution it has so far shunned: mass immigration. The reports say the figure being mooted is 200,000 foreigners a year. An advisory body to Shinzo Abe, the prime minister, said opening the immigration drawbridge to that number would help stabilise Japan's population—at around 100m (from its current 126.7m).

But even then there's a big catch. To hit that target the government would also have to raise the fertility rate from its current 1.39, one of the lowest in the world, up to 2.07. Experts say that a change on that scale would require major surgery to the country's entire social architecture. One of the first things Japan would need to do, says Kathy Matsui, chief Japan equity strategist at Goldman Sachs in Tokyo, is make it easier for mothers to work. "Evidence shows that work-forces with a higher female participation rate also have higher birth rates," she says.

Mr Abe has invoked Ms Matsui in his quest to boost the birth rate. Progress towards bringing women into the labour force is far from assured however. The latest Gender Gap Report, compiled annually by the Davos-based World Economic Forum, ranked Japan 105 out of 136 countries, down 25 places from 2006. (South Korea—another country with a fertility crisis—does even worse, coming in at 111th place.)

The looming crisis has so alarmed Japan's government that in 2005 it created a ministerial post to raise fertility. Last year a 20-member panel under the ministry produced a desperate wish list to reduce what it calls "deterrents" to marriage and child rearing. It included a proposal to assign gynaecologists to patients on a lifelong basis and even to provide financial support for unmarried Japanese who undertake "spouse-hunting" projects.

Immigration is being approached as a last resort. Even so the prime minister faces tough choices. The United Nations estimates that without raising its fertility rate, Japan would need to

attract about 650,000 immigrants a year. There is no precedent for that level of immigration in this country, which is still a largely homogenous society.

Roughly 2% of Japan's population is foreign. And even this figure includes large numbers of permanent residents—mostly Chinese and Koreans—who have been here for generations. Tellingly, the recent story about the government's discussion of immigration broke in the right-wing *Sankei* newspaper (in Japanese), which is especially unlikely to embrace the idea of a Chinese family living on every Japanese street.

Japan's demographic dilemma grows more urgent by the year. Last week the government passed the nation's largest-ever budget—a mammoth \$937-billion package swelled by welfare and pension spending. Japan is already weighed down by one of the world's largest public debt burdens. With its inverted population pyramid, where will it find the tax base to repay this debt, and to care for its growing population of elderly?

The 2012 government report said that without policy change, by 2110 the number of Japanese could fall to 42.9m, ie just a third of its current population. It is plausible to think that the country could learn to live with its shrinking population. But that might mean also embracing a much diminished economic and political role in the world. Mr Abe would seem to be the last leader to accept that.

Why does NASA let male astronauts stay in space longer than females?

Every day, Earth is besieged by ionizing radiation, high-energy waves that can remove electrons from atoms in the body. High levels of ionizing-radiation exposure can lead to radiation sickness and cancer. Fortunately, our planet's magnetosphere and atmosphere prevent almost all of this radiation — generated by the sun and galactic cosmic rays from exploding stars — from reaching life on Earth's surface. But up on the International Space Station (ISS), which is still protected by the magnetosphere but not the atmosphere, astronauts are exposed to higher levels of ionizing radiation, which increases their risk of developing cancer over the course of their careers.

Under the current limits, set by NASA in 1989, the effective dose limit for an astronaut's career is based on a maximum 3% lifetime excess risk of cancer mortality. That risk is evaluated with a sliding scale based on age and sex, ranging from a lower career limit of 180 millisieverts (mSv) of radiation for a 30-year-old woman to an upper career limit of 700 mSv for a 60-year-old man.

So why is there a lower career limit for radiation exposure for female astronauts than for male astronauts?

According to R. Julian Preston, a special government employee with the U.S. Environmental Protection Agency's Radiation Protection division, NASA's lower radiation threshold for female astronauts was based on the following finding: When women and men were exposed to high levels of radiation for similar periods of time, women had more than twice the risk that men did of developing lung cancer.

Those guidelines have had real career consequences. In 2018, former chief of NASA's astronaut corps Peggy Whitson, who had publicly voiced her frustrations with the radiation limits for female astronauts, had to retire after hitting her career limit on radiation exposure at age 57.

However, NASA's radiation thresholds are expected to change in the near future. In 2021, NASA asked a panel of experts convened by the National Academies of Sciences, Engineering and Medicine to assess the space agency's plan to change its career radiation limit to 600 mSv for all astronauts of all ages. NASA determined that limit by applying the agency's cancer risk

model to the most susceptible individuals: early-career women. NASA calculated the average risk of exposure-induced death for this group and converted that risk, which allows for a much larger margin of error than previously, to a dose. That 600-mSv dose translates to the exposure an astronaut would receive during four six-month expeditions on the ISS. For comparison, the average annual dose of radiation received by a person on Earth is about 3.6 mSv, according to NASA, versus 300 mSv per year on the ISS.

The new limit "would reduce the dose for some groups of males, particularly older males," said Preston, who was also the vice chair of the National Academies' expert panel on assessing cancer risks for crewed space missions. "That would mean that the women could have an extended career."

The committee, which published its report in June 2021, consisted of three groups, which respectively analyzed the risk assessment process, ethical issues and communication of the new recommendations.

"In order to reach that equality, [women] could receive a higher dose than they currently can, at higher exposure than they currently are allowed," Preston said. "We discussed that at great length as an ethical issue. It's a question of the balance between what the impact of that slightly higher dose was likely to be versus the equality of career opportunity. We proposed NASA could proceed with that approach."

NASA's proposed plan does include a waiver on the career exposure limit for longer missions, such as an eventual trip to Mars, which would expose astronauts to an estimated 900 mSv. That dose, however, is likely less than the 1,000-mSv career exposure limits that European, Canadian and Russian space agencies currently have for their astronauts.

"If [NASA] decided that this is a critical mission, and there are certain astronauts who are critical to that mission who would exceed their career exposure, NASA could apply a waiver to that, and it was built into their overall [exposure] standard," Preston said. "[It's] quite a complicated ethical issue, but it would be necessary in order to go to Mars."

A grand old age

The British are getting steadily older. Hurray!

Graeme Matthews is already living in the future that awaits us all. He used to work as a teacher in Ruislip, Middlesex, until retirement a decade ago. Now, at 67, he has embarked on a second career, running tours around London.

'When you retire you have to consider what it is you want to develop. I like travelling and had experience of organising people so I applied to the Corporation of London to get on to their tour guide course,' he said. 'It's excellent because it gives you practical training and the opportunity to learn more history and more facts.'

Peter Black is living in the future, too. Also 67, he is at an age when all he is expected to do is take afternoon naps and wear slippers, but having worked in publishing and teaching he is now embarking on a new career: he plans to open a restaurant in Cambridge. 'It's partly because I need the income but I also need a project. My children tell me I'm crazy, but they don't understand that I can't just sit around all day. I'd get so bored. I have plenty of life in me yet.'

A report in the journal *Science* last week revealed a picture of a fast ageing population. Life expectancy for British women has risen from just 50 a century ago to nearly 80 now. And by 2080 it will rise to 100.

The consequences for society are startling. As it impacts on our youth-dominated culture, the ageing population will spark a seismic change in the landscape, making all the familiar features unrecognisable. In all areas of life - pensionable age, crime patterns, popular culture, politics and family relationships - nothing will be left untouched.

The ageing society is usually portrayed as a nightmare scenario. Headlines scream: 'Health crisis looms'. Predictions are made of mass poverty in old age and people forced to work until they collapse. In this grey, tired society, with hospital wards and care homes packed with

the frail elderly, and fewer people to care for them and support them, the only solution is seen as large scale immigration to rejuvenate society.

Well, think again. Although the study of our ageing society is a new science, with just a few institutes set up in recent years in universities across the country, a consensus is already being forged: it isn't something we should be frightened of. Instead we should welcome it with open arms.

The ageing society is as inevitable as the ageing individual, and rather than try to put it off, the earlier we adapt to it the better. Professor Alan Walker, director of the Growing Older Programme at Sheffield University, said: 'The usual response is "we're all ageing - how terrible". But the opposite is true. We should celebrate the fact of ageing. It is an absolute triumph of modern society.'

Retired people are starting to admit that things aren't that bad. Don Steele, 69, director of social policy at the Association of Retired People Over Fifty, said: 'I sometimes talk about the present time as the golden age of ageing. I know we moan, but it has never been this good.'

The most obvious benefit is simply that people are living longer, something most individuals aspire to do. Increasing life expectancy of the entire population is sometimes described as the most successful and important mass endeavour ever seen.

There will certainly be challenges, and adjustments have to be made to our expectations and prejudices, but in almost all aspects of life things are set to improve. 'We used to talk about it being a problem, then a challenge, but now we realise it is an opportunity,' said Sarah Harper, director of the Oxford Institute of Ageing. 'A mature society is a more confident society, a society that is more experienced and more stable.'

The most obvious changes will be in the realm of work and pensions. Pension companies have repeatedly warned that pension ages will have to rise. The head of the National Association of Pension Funds warned that it is simply not possible to generate enough wealth by working from 25 to 55 to enable you to live well until you're 95.

It will mean a reversal of the culture of early exit, where two-thirds of British men leave work before the official retirement age of 65. People will have to work longer, meaning that companies will have to give up ageist practices. This autumn European leaders will push for the abolition of the compulsory retirement age across the European Union.

'Modern society has regarded older people as redundant,' said Walker. 'The labour market is geared to a high turnover of recruitment and retirement, and that cannot go on. Employers will have to deal with a completely different labour market, not the perpetually rejuvenating workforce we've been used to. They'll have to concentrate on retraining workers rather than getting rid of them and employing younger people.'

Surveys suggest that employers' main concern about older workers is their lack of appropriate skills, but the same surveys show that if you are over 40 you are unlikely to get any training. Several studies suggest that if you do train older people, they can learn new skills as well as young people.

Harper insists that older workers are just as valuable as younger ones: 'They are more reliable, don't waste time, have more experience and take fewer days off sick. There are a lot of stereotypes about old people but they are just stereotypes.'

The biggest danger is not the burden of healthcare or old age poverty but that we simply bury our heads in the sand and try to ignore the inevitable. 'Policy-makers, from society up to the Cabinet, have not grasped the significance of population ageing and its implications,' said Walker. 'The danger is that policymakers say this is a threat, a big burden - but we need to respond to those challenges in a careful way. There is no major problem in terms of anything we need to be worried about. Ageing needs to be celebrated, but there's no sign of that yet.'

**Критерии оценки знаний обучающихся
по дисциплине «Практикум по культуре речевого общения»**

Описание показателей оценивания компетенции и оценочных средств

Код компетенции	Уровень сформированности компетенции	Показатели оценивания компетенции (результаты обучения)	Форма промежуточной аттестации, оценочные средства
УК-4	Базовый	<p>Знать: основные современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), используемые в академическом и профессиональном взаимодействии; некоторые факторы улучшения коммуникации в организации, современные средства информационно-коммуникационных технологий.</p> <p>Уметь: представлять некоторые результаты академической и профессиональной деятельности на различных публичных мероприятиях, включая международные, выбирая наиболее подходящий формат и создавая тексты научного и официально-делового стилей речи по профессиональным вопросам.</p> <p>Владеть: навыками отстаивать свои позиции и идеи в академических и профессиональных дискуссиях на государственном языке РФ (и в том числе на иностранном(ых) языке(ах)); технологией построения коммуникации в организации; передачей профессиональной информации в информационно-телекоммуникационных сетях; использованием некоторых современных средств информационно-коммуникационных технологий.</p>	Зачет; вопросы к зачету
	Средний	<p>Знать: основные современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), используемые в академическом и профессиональном взаимодействии; факторы улучшения коммуникации в организации, современные средства информационно-коммуникационных технологий.</p> <p>Уметь: представлять результаты академической и профессиональной деятельности на различных публичных мероприятиях, включая международные, выбирая наиболее подходящий формат и создавая тексты научного и официально-делового стилей речи по профессиональным вопросам.</p> <p>Владеть: навыками конструктивно отстаивать свои позиции и идеи в академических и профессиональных дискуссиях на государственном языке РФ (и в том числе на иностранном(ых) языке(ах)); технологией построения коммуникации в организации; передачей профессиональной информации в</p>	

		информационно-телекоммуникационных сетях; использованием современных средств информационно-коммуникационных технологий.	
	Повышенный	<p>Знать: широкий спектр современных коммуникативных технологий, в том числе на иностранном(ых) языке(ах), используемые в академическом и профессиональном взаимодействии; факторы улучшения коммуникации в организации, современные средства информационно-коммуникационных технологий.</p> <p>Уметь: на высоком уровне результаты академической и профессиональной деятельности на различных публичных мероприятиях, включая международные, выбирая наиболее подходящий формат и создавая тексты научного и официально-делового стилей речи по профессиональным вопросам.</p> <p>Владеть: навыками аргументированно и конструктивно отстаивать свои позиции и идеи в академических и профессиональных дискуссиях на государственном языке РФ (и в том числе на иностранном(ых) языке(ах)); технологией построения эффективной коммуникации в организации; передачей профессиональной информации в информационно-телекоммуникационных сетях; использованием современных средств информационно-коммуникационных технологий.</p>	
УК-5	Базовый	<p>Знать: психологические основы социального взаимодействия, направленного на решение профессиональных задач; основные принципы организации деловых контактов.</p> <p>Уметь: излагать профессиональную информацию в процессе межкультурного взаимодействия с учетом особенностей аудитории; соблюдать этические нормы и права человека.</p> <p>Владеть: организацией продуктивного взаимодействия в профессиональной среде с учетом национальных, этнокультурных, конфессиональных особенностей.</p>	
	Средний	<p>Знать: некоторые психологические основы социального взаимодействия, направленного на решение профессиональных задач; некоторые принципы организации деловых контактов; методы организации и проведения переговорного процесса, национальные, этнокультурные и конфессиональные особенности и народные традиции населения; некоторые закономерности взаимодействия людей в организации, особенности диадического, группового и межгруппового взаимодействия, излагать профессиональную информацию в процессе межкультурного взаимодействия с учетом особенностей аудитории; соблюдать этические нормы и права человека; анализировать особенности социального взаимодействия с учетом национальных, этнокультурных,</p>	

		<p>конфессиональных особенностей.</p> <p>Владеть: организацией продуктивного взаимодействия в профессиональной среде с учетом национальных, этнокультурных, конфессиональных особенностей; приемами преодоления коммуникативных, образовательных, этнических, конфессиональных и других барьеров в процессе межкультурного взаимодействия; выявлением разнообразия культур в процессе межкультурного взаимодействия.</p>	
	Повышенный	<p>Знать: психологические основы социального взаимодействия, направленного на решение профессиональных задач; основные принципы организации деловых контактов; методы организации и проведения переговорного процесса, национальные, этнокультурные и конфессиональные особенности и народные традиции населения; основные закономерности взаимодействия людей в организации, особенности диадического, группового и межгруппового взаимодействия.</p> <p>Уметь: грамотно, доступно излагать профессиональную информацию в процессе межкультурного взаимодействия с учетом особенностей аудитории; соблюдать этические нормы и права человека; анализировать особенности социального взаимодействия с учетом национальных, этнокультурных, конфессиональных особенностей.</p> <p>Владеть: организацией продуктивного взаимодействия в профессиональной среде с учетом национальных, этнокультурных, конфессиональных особенностей; приемами преодоления коммуникативных, образовательных, этнических, конфессиональных и других барьеров в процессе межкультурного взаимодействия; выявлением разнообразия культур в процессе межкультурного взаимодействия.</p>	
УК-6	Базовый	<p>Знать: взаимосвязь своей профессии с другими смежными профессиями.</p> <p>Уметь: анализировать потенциальные возможности и ресурсы среды для собственного развития.</p> <p>Владеть: первичными навыками реализации намеченных целей с учетом условий, средств, личностных особенностей и тенденций развития сферы профессиональной деятельности, навыками таймменеджмента.</p>	
	Средний	<p>Знать: взаимосвязь своей профессии с другими смежными профессиями; некоторые перспективы своей профессиональной карьеры; основы саморазвития, самореализации, самоменеджмента, самоорганизации, использования творческого потенциала собственной деятельности.</p> <p>Уметь: осуществлять рефлексию собственной деятельности и профессионально важных личностных качеств; оценивать собственные дефициты на основе самоанализа, рефлексии,</p>	

		<p>определять направления работы по восполнению дефицитов; анализировать потенциальные возможности и ресурсы среды для собственного развития.</p> <p>Владеть: проявляет инициативу в освоении новых знаний, методов, использует предоставленные возможности для приобретения новых знаний и навыков профессиональной деятельности.</p>	
	Повышенный	<p>Знать: взаимосвязь своей профессии с другими смежными профессиями; возможные перспективы своей профессиональной карьеры; основы саморазвития, самореализации, самоменеджмента, самоорганизации, использования творческого потенциала собственной деятельности.</p> <p>Уметь: осуществлять рефлексию собственной деятельности и профессионально важных личностных качеств; оценивать собственные дефициты на основе самоанализа, рефлексии, определять направления работы по восполнению дефицитов; анализировать потенциальные возможности и ресурсы среды для собственного развития; определять приоритетные задачи на основе выделенных критериев, имеющихся ресурсов и задач; осуществлять целеполагание и, в соответствии с поставленной целью и личностными возможностями, подбирать средства для ее достижения; представлять план, устанавливать последовательность и сроки реализации поставленных задач.</p> <p>Владеть: навыками реализации намеченных целей с учетом условий, средств, личностных особенностей и тенденций развития сферы профессиональной деятельности, навыками таймменеджмента; проявляет инициативу в освоении новых знаний, методов, использует предоставленные возможности для приобретения новых знаний и навыков профессиональной деятельности.</p>	

Отметка «зачтено» выставляется, если обучающийся показывает полное знание учебного материала, успешно выполняет предусмотренные в программе задания, усвоил основную и дополнительную литературу, демонстрирует систематический характер знаний по дисциплине и способный к их самостоятельному пополнению и обновлению в ходе дальнейшей учебной работы и профессиональной деятельности.

Отметка «не зачтено» выставляется, если обучающийся имеет пробелы в знаниях основного учебного материала, допускает принципиальные ошибки в выполнении предусмотренных программой заданий. Такой оценки заслуживает ответ обучающегося, носящий несистематизированный, отрывочный, поверхностный характер, когда обучающийся не понимает существа излагаемых им вопросов, что свидетельствует о том, что обучающийся не может дальше продолжать обучение или приступать к

профессиональной деятельности без дополнительных занятий по соответствующей дисциплине.

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