Министерство науки и высшего образования Российской Федерации
Федеральное государственное бюджетное образовательное
учреждение высшего образования
«Государственный институт русского языка им. А.С. Пушкина»
Филологический факультет
Кафедра социально-гуманитарных дисциплин

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Язык и стиль современных англоязычных СМИ

Направление подготовки: 45.03.02 Лингвистика

Направленность (профиль): Перевод и переводоведение

Квалификация выпускника: бакалавр

Форма обучения: очная

Протокол ученого совета филологического факультета от «06» июня 2023 г. № 5.

Москва, 2023 год

Разработчик (и):

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1. Цель освоения дисциплины

Целями освоения дисциплины «Язык и стиль современных англоязычных СМИ» являются приобретение знаний об особенностях функционирования языка в англоязычных СМИ и умений ориентироваться в современных англоязычных каналах информации.

2. Место дисциплины в структуре ОПОП ВО

В соответствии с учебным планом по направлению подготовки 45.03.02 Лингвистика, дисциплина «Язык и стиль современных англоязычных СМИ» относится к вариативной части дисциплин по выбору (Б1.В.ДВ.02.02).

3. Перечень планируемых результатов обучения по дисциплине, соотнесенных с индикаторами достижения компетенций

Изучение данной дисциплины способствует формированию следующих компетенций в соответствии с таблицей 1.

Требования к результатам освоения дисциплины

Формируемые компетенции (код, содержание компетенции)	Планируемые результаты обучения по дисциплине, в соответствии с индикатором достижения компетенции				Наименование оценочного средства
	Индикатор достижения компетенции (код, содержание индикатора)	В результате обучения по дисциплине обучающиеся должны:			
		знать	уметь	владеть	
1	2	3	4	5	6
ПК-2 Демонстрирует основные способы достижения эквивалентности в переводе и способен применять основные приемы перевода	ПК-2.1: Использует виды, приемы и технологии перевода с учетом характера переводимого текста и условий перевода для достижения эквивалентности в переводе	научные концепции устного перевода с соблюдением норм языковой эквивалентности	самостоятельно применять знание научных концепций при осуществлении устного последовательного перевода и перевода с листа с соблюдением норм эквивалентности на всех уровнях языка и учетом темпоральных характеристик исходного текста; идентифицировать все виды информации (референциальную, предикативную, темпоральную, модальную, оценочную, эмотивную, регистровую, дейктическую, тематическую/ рематическую, прагматическую), удерживать в памяти и передавать на языке перевода	приемами различных видов устного перевода с применением научных переводческих теорий и концепций	устный опрос, устный перевод, деловая игра
	ПК-2.2:	характеристики	применять систему	умением вести обмен	устный опрос,

	Знает особенности фонетического, лексического, грамматического, синтаксического, текстового и культурного уровня исходного языка и языка перевода	литературного языка, стилеобразующие элементы текста, методы стилистического и дискурсивного анализа высказывания	лингвистических знаний об основных фонетических, лексических, словообразовательных явлениях, орфографии и пунктуации иностранного языка	деловой информацией в устной форме не менее чем на одном иностранном языке	устный перевод, деловая игра
	ПК-2.3: Умеет производить переводческие трансформации на всех уровнях языка перевода	основные переводческие трансформации, изученные в рамках программы по теории перевода для дальнейшего применения их при переводческом анализе; признаки логико-смысловых связей между элементами текста	применять основные переводческие трансформации, изученные в рамках программы по теории перевода для дальнейшего применения их при переводческом анализе; переводить с иностранного языка на русский язык и наоборот, используя соответствующие грамматические конструкции и переводческие приемы	нормами лексической эквивалентности, соблюдает грамматические, синтаксические и стилистические нормы перевода	устный опрос, устный перевод, деловая игра
ПК-3 Владеет методикой переводческого анализа текста, способствующей точному восприятию исходного высказывания	ПК-3.1: Имеет представление об основных положениях теории перевода относительно функциональных стилей речи	ключевые нормы и законы профессионального поведения переводчика	формулировать основные постулаты переводческой этики	основными положениями профессиональной этики устного переводчика	устный опрос, доклад, контрольная работа
	ПК-3.2: Определяет стратегию и способы перевода в зависимости от поставленной задачи, стиля и жанра произведения	особенности подготовки перевода в зависимости от его вида (письменный, устный); алгоритм предпереводческого анализа; различные традиционные	пользоваться различными словарями и справочной литературой; составлять глоссарий по теме; формулировать задачи поиска информации; использовать соответствующий	разными видами чтения, стандартными методиками поиска информации	устный опрос, доклад, контрольная работа

		источники информации, в том числе лексикографические; структуру справочного аппарата книги; структуру справочно-библиографического аппарата; типы информационно-поисковых задач (запросов): адресный, тематический, фактографический	инструментарий: оглавления или предметного указателя книг, тематического или систематического каталога библиотек; пользоваться справочным аппаратом книги; пользоваться справочно-библиографическим аппаратом		
	ПК-3.3: Способен использовать систему сокращений переводческой записи при осуществлении устного последовательного перевода	систему сокращенной переводческой записи	идентифицировать, фиксировать с помощью сокращенной записи и воспроизводить прецизионную информацию: цифры, даты, имена собственные и географические названия	начальными лексическими навыками оформления семантограммы (сокращенная запись слов или словосочетаний, аббревиация, символизация понятий) и воспроизведения понятий на родном языке	устный опрос, доклад, контрольная работа

4. Объем, структура и содержание дисциплины

4.1. Трудоемкость дисциплины

Вид учебной работы	очная форма обучения
	7 семестр
Общая трудоемкость по учебному плану (з.е.)	**4**
Количество часов по учебному плану (час.)	**144**
Контактная работа (всего)	**48**
В том числе:	
Лекции (Л)	
Практические занятия (ПЗ)	**48**
Лабораторные работы (ЛР)	
Самостоятельная работа (всего)	**94**
Курсовая работа	Не предусмотрено учебным планом
Вид промежуточной аттестации – зачет	**2**

4. 2. Структура и содержание дисциплины

Наименование и краткое содержание разделов дисциплины	Количество часов по учебному плану	Контактная работа (часы), из них		Самостоятельная работа	Формы текущего контроля успеваемости
		Лекции	Практические занятия		
1. **История и современное состояние англоязычных СМИ.** История англоязычных печатных изданий. История журнальной прессы. **Современная журналистика. Интернет-журналистика.** Клишированность, новостной сайт.Радио-и тележурналистика.	34		12	22	ПЗ, Д, КР
2. **Тексты СМИ фактологического и аналитико- фактологического типов.** Структура новостного сообщения. Публицистический текст. Информационная структура публицистического текста. **Лексические особенности текстов СМИ.** Роль терминологии в построении текстов. Особенности лексического оформления текстов фактологического типа. Особенности грамматического оформления текстов фактологического типа.	36		12	24	ПЗ, Д, АТ

Жанровые особенности аналитико-фактологических текстов. Интервью. Репортаж-расследование. Ток-шоу.					
3. **Тексты художественно-публицистического типа.** Эмоциональное воздействие в текстах СМИ. Средства создания стилистической окраски. Эмоции. **Перевод стилистически окрашенных единиц.** Клише. Стилистические приемы.	36		12	24	ПЗ, Д, КР
4. **Малые жанры СМИ.** Структура малых жанров. Структура рекламы, объявления, прогноза погоды. **Особенности перевода текстов малых жанров.** Особенности перевода рекламы, объявления, прогноза погоды.	36		12	24	ИТ, ПЗ, Д
Итого:	144		48	94	Зачет - 2

Примечание:
Условные обозначения форм контроля:
ВТ – вводный тест
АТ – аттестационный тест
ИТ – итоговый тест

КР – контрольная работа
ПЗ - практическое задание
Д – доклад

5. Образовательные технологии

В преподавании дисциплины «Язык и стиль современных англоязычных СМИ» используются разнообразные образовательные технологии, в том числе:

— Технология традиционного обучения- лекции;

— Технология традиционного обучения -практические занятия;

— Технология традиционного обучения -выступления с докладами;

— Технология традиционного обучения- аудиторные контрольные работы.

— Технология традиционного обучения -аудиторные контрольные работы;

— Технология модульного обучения –тестирование;

— Технология портфолио - разбор кейсовых заданий.

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Самостоятельная работа охватывает проработку обучающимися отдельных вопросов теоретического курса, выполнение домашних работ, включающих

— подготовку презентаций, докладов;

— реферирование текстов;

— анализ медиатекстов;

— выполнение практических заданий;

— работа с учебной и научной литературой.

6. Учебно-методическое обеспечение самостоятельной работы обучающихся
6.1. Список учебной литературы
Основная литература:

1. Чиронова, И. И. Английский язык для журналистов (B1-B2). Mastering English for Journalism : учебник для вузов / И. И. Чиронова, Е. В. Кузьмина. – Москва : Издательство Юрайт, 2019. – 471 с. – (Высшее образование). – ISBN 978-5-534-10056-3. – Текст : электронный // ЭБС Юрайт [сайт]. – URL: https://urait.ru/bcode/450219

2. Добросклонская, Т. Г. Медиалингвистика: системный подход к изучению языка СМИ (современная английская медиаречь) : учебное пособие / Т. Г. Добросклонская. — 2- е изд. — Москва : ФЛИНТА, 2014. — 264 с. — ISBN 978-5-9765-0273-4. — Текст : электронный // Лань : электронно-библиотечная система. — URL: https://e.lanbook.com/book/72760 — Режим доступа: для авториз. пользователей.

3. Челышева, И.В. Развитие критического мышления и медиакомпетентности студентов в процессе анализа аудиовизуальных медиатекстов : учебное пособие / И.В. Челышева. – Москва : Директ-Медиа, 2014. – 401 с. – Режим доступа: по подписке. – URL: https://biblioclub.ru/index.php?page=book&id=221495 – ISBN 978-5-4458-3833-3. – DOI 10.23681/221495. – Текст : электронный.

4. Данилина А.Е. Учитесь читать и обсуждать прессу на английском языке [Текст] = Learn to Read and Discuss Politics : [пособие] / А. Е. Данилина, Н. Р. Коробцева, Е. В. Толуб

Дополнительная литература:

1. Петрова Н.Е., Рацибурская Л.В. Язык современных СМИ: средства речевой агрессии [Электронный ресурс] : Издательство "ФЛИНТА" , 2016 - Режим доступа: https://e.lanbook.com/book/72747

2. Пасечная, И. Н. Культура речи (аспекты порождения высказывания) [Электронный ресурс] : практикум / И. Н. Пасечная, С. В. Скоморохова, С. В. Юртаев; под ред. С. В. Юртаева. - 2-е изд., стер. - М.: ФЛИНТА, 2013. - 142 с. - ISBN 978-5-9765-1647-2.// http://znanium.com/catalog.php?bookinfo=466248

3. Гуськова, С. В. Культура речи журналиста. Практикум для студентов вузов [Электронный ресурс] : учебно-методическое пособие / С. В. Гуськова. - 2-е изд., стер. - М.: ФЛИНТА, 2013. - 97 с. - ISBN 978-5-9765-1679-3//http://znanium.com/catalog.php?bookinfo=458087

4. Речевая коммуникация: Учебник / О.Я. Гойхман, Т.М. Надеина. - 2-е изд., перераб. и доп. - М.: ИНФРА-М, 2006. - 272 с.: 60х90 1/16. - (Высшее образование). (переплет) ISBN 5-16-002657-6, 3000 экз.// http://znanium.com/catalog.php?bookinfo=109282

5. Перевод и реферирование общественно-политических текстов [Текст] : учебное пособие / Н. П. Беспалова, К. Н. Котлярова, Н. Г. Лазарева, Г. И. Шейдеман. – 2-е изд., стер. - М. : Дрофа, 2009 (и др. годы издания). – 127 с.

6. Байдикова, Н. Л. Стилистика английского языка : учебник и практикум для вузов /Н. Л. Байдикова, О. В. Слюсарь. – Москва : Издательство Юрайт, 2019. – 260 с. – (Высшее образование). – ISBN 978-5-534-11799-8. – Текст : электронный // ЭБС Юрайт [сайт]. – URL: https://urait.ru/bcode/456894

7. Гераскина, Н. П. Обучение переводу с русского языка на английский обществен- но-политических материалов [Текст] = Basics of Political Translation from Russian into English : учебное пособие / Н. П. Гераскина, И. К. Кочеткова; Дипломатическая академия МИД РФ. – М. : Научная книга, 2009. – 192 с. – Доп. УМО. – Обл. на англ. яз. – ISBN 978-5-91393-046-0.

8. Щетинина, А. Т. Английский язык: перевод, межкультурная коммуникация и интерпретация языка СМИ : учебное пособие / А. Т. Щетинина. - Санкт-Петербург. : Издательство «СПб- КО», 2008. - 160 с. - ISBN 978-5-903983-09-4 ; То же [Электронный ресурс]. –Режим досту- па: http://biblioclub.ru/index.php?page=book&id=210001 (дата обращения: 10.04.2019).

9. Петрова Н. Е., Рацибурская Л. В. Язык современных СМИ : Учебники и учебные пособия для ВУЗов [Электронный ресурс] - Москва : ФЛИНТА , 2017 - 161 - Режим доступа: http://biblioclub.ru/index.php?page=book_red&id=69151

10. Добросклонская Т.Г. Медиалингвистика: системный подход к изучению языка СМИ (современная английская медиаречь) [Электронный ресурс] : Издательство "ФЛИНТА", 2014- Режим доступа: https://e.lanbook.com/book/72760

11. Ильясова С.В., Амири Л.П. Язык СМИ и рекламы: игра как норма и как аномалия [Электронный ресурс] : Издательство "ФЛИНТА" , 2016 - Режим доступа: https://e.lanbook.com/book/91035

12. Петрова Н.Е., Рацибурская Л.В. Язык современных СМИ: средства речевой агрессии [Электронный ресурс] : Издательство "ФЛИНТА" , 2016 - Режим доступа: https://e.lanbook.com/book/72747

13. Уланова М.А. Исследование лексики информатики, ее перехода в язык СМИ [Электронный ресурс] : Издательство "ФЛИНТА" , 2016 - Режим доступа: https://e.lanbook.com/book/91002

6.2. Словари и справочники:

1. Англо-русский словарь В. К. Мюллера [Электронный ресурс] : электронная версия словаря. – URL: http://www.classes.ru/dictionary-english-russian-Mueller, свободный.

2. Большой словарь иностранных слов. — М. : ЮНВЕС, 1999.

3. Большой толковый словарь иностранных слов : в 3 т. / сост. М. А. Надель-Червинская, П. П. Червинский. — Ростов н/Д : Феникс, 1995.

4. Брусенская Л. А. Словарь неизменяемых иноязычных слов русского языка / Л. А. Брусенская ; РАО, Южное отд., Рост. гос. пед. ун-т. — Ростов н/Д : Изд-во Рост. гос. пед. ун-та, 1997.

5. Васюкова И. А. Словарь иностранных слов / И. А. Васюкова. — М. : АСТ- ПРЕСС, 1999.

6. Кавецкая Р. К. Иноязычные слова на страницах современной прессы : словарь / Р. К. Ковецкая, К. П. Ленченко. — Воронеж : Изд-во Воронежского ун- та, 1996.

7. Кефин Ф. Словарь наиболее распространенных и редко встречающихся русских слов : более 8 тысяч слов / Ф. Кефин. — [Ижевск] : Тодон, 1997.

8. Кошев, Н. Г. Иностранные слова и выражения / Н. Г. Кошев. — М. : Современник, 1997.

9. Кошев Н. Г. Словарь иностранных слов / Н. Г. Кошев. — М. : ЭКСМО-Пресс, 1999.

10. Кошев Н. Г. Словарь новых иностранных слов (с переводом, этимологией и толкованием) / Н. Г. Кошев. — М. : Изд-во МГУ, 1995.

11. Краткий словарь иностранных слов / сост. С. М. Локшина. — 9-е изд., испр. — М. : Рус. яз., 1987.

12. Мультитран [Электронный ресурс] : многоязычный онлайн словарь. – URL: www.multitran.ru, свободный.

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6.3. Периодические издания:

1. Журнал Факультета журналистики МГУ имени М.В. Ломоносова Медиаскоп - http://www.mediascope.ru/node/1211

2. Справочно-информационный портал ГРАМОТА.РУ - русский язык для всех - www.gramota.ru

3. Euronews. [Электронный ресурс] : новостной сайт с образовательными ресурсами телерадиовещательной корпорации Euronews. – URL: http://www.euronews.com, свободный

4. Вестник Московского университета. Серия 19. Лингвистика и межкультурная коммуникация [Текст] : научный журнал / учредители : Московский государственный университет имени М. В. Ломоносова, факультет иностранных языков и регионоведения МГУ. – 1946 - . – Москва : Изд-во Московского университета, 2016 -. – Ежекварт. – ISSN 0201-7385, ISSN 2074-1588.

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6.4. Ресурсы информационно-телекоммуникационной сети «Интернет»

Для освоения дисциплины рекомендуются следующие сайты информационно-телекоммуникационной сети «Интернет»:

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3. The NewYorkTimes [Электронный ресурс] : официальный сайт. – Электрон.данные. – Режим доступа: http://www.nytimes.com, свободный
4. www.bbc.co.uk
5. www.the-times.co.uk www.
6. www.telegraph.co.uk
7. www.guardian.co.uk
8. www.independent.co.uk
9. www.rt.com
10. www.edition.cnn.com
11. www.npr.org
12. www.rg.ru
13. www.kommersant.ru
14. www.vogue.com
15. www.nytimes.com
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3. BBC World News [Электронный ресурс] : новостной сайт Британской корпорации Би-Би-Си. – Режим доступа: www.bbc.co.uk, свободный
4. British Council [Электронный ресурс] : официальный сайт Британского Совета. – Режим доступа: www.britishcouncil.org, свободный
5. Voice of America Learning English [Электронный ресурс] образовательный сайт американской телерадиовещательной корпорации «Голос Америки». – Режим доступа: www.voaspecialenglish.com, свободный
6. World News in English [Электронный ресурс] : многоуровневый образовательный ресурс Шона Бенвилла (Sean Banville). – Режим доступа: www.breakingnewsenglish.com, свободный

6.6.   Содержание самостоятельной работы
6.6.1. Задания для самостоятельной работы

Тема 1 Задание для самостоятельной работы.
Задание 1. Get a copy of a broadsheet and a tabloid (in English) and complete this table.

	Paper 1 (no. of pages)	Paper 2 (no. of pages)
home news		
foreign/international news		
feature articles		
business news		
sports news		

For the same two papers complete this table.

	Paper 1 (yes/no)	Paper 2 (yes/no)

weather forecast

cartoons

photos

advertisements

crossword

radio and TV programmes

reviews

How many pages are left? What are they about? If possible, compare answers with a groupmate.

Задание 2. Read the text once to get the general idea, try not to spend more than 10 minutes. Complete the sentence as to the text:

the story describes

(A) different types and applications of telecommunication.

(B) the history of different types of electronic communication.

(C) different types of mass media, media coverage and electronic communication.

Text. Different Types of Mass Media

Mass media are media, which can be used to communicate and in- teract with a large number of audiences. Be it the pictorial messages of the early ages, or the high-technology media that are available1 to- day, one thing that we all agree upon, is that mass media are an in- separable2 part of our lives. Entertainment and media always go hand in hand, but in addition to the entertainment, mass media also remain to be an effective medium for communication, dissemination of informa- tion, advertising, marketing and in general, for expressing and sharing views, opinions and ideas. Mass media is a double-edged sword which means that there are positive effects of media as well as negative influ- ences of media. Here are some of the different types of mass media:

Print Media: the print media includes newspapers, magazines, bro- chures, newsletters, books and even leaflets and pamphlets. Visual media like photography can also be mentioned under this sub-head, since pho- tography is an important mass media, which communicates via visual representations. Although, it is said that the electronic or new media have replaced the print media, there exists a majority of audiences who pre- fer the print media for various communication purposes. Public speaking and event organizing can also be considered as a form of mass media.

Electronic Media: For many people, it is impossible to imagine a life without their television sets, be it the daily news dose or even the soap operas. this mass media includes television and radio. this category also includes electronic media like movies, CDs and DVDs as well as the new hottest electronic gadgets.

New-age Media: With the advent of new technologies like the In- ternet, we are now enjoying the benefits of high technology mass me- dia, which is not only faster than the old-school mass media, but also has a widespread range. Mobile phones, computers and the Internet are often referred to as the new-age media. the Internet has opened up sev- eral new opportunities for mass communication which include

email, websites, blogging, Internet tV and many other mass media which are booming today.

How Does the Media Affect our Culture?

Media messages have a deep impact on the society and are instru- mental3 in creating the popularly4 accepted norms.

Culture can be defined as the way of life which includes beliefs, aesthetics and institutions of a civilization. Considering today's way of life, we would be lying if we didn't admit that media is not an influ- ential entity in our culture. Lately the media theories that regard the au- dience as a passive entity have been discarded and advanced media theories that take into account the audience response have been for- mulated. It is still a fact that despite cognitive abilities of the audience, the media has been successfully ingraining several values and elements into a large section of our society.

First of all let me tell you that this is no media-bashing agenda. there is no doubt about the fact that there are certain media elements affecting our culture for better because had it not been for media, quick and easy flow of useful information and education would not have been possible. the media has played a major role in positive developments like fight against racism, fight against gender bias, world poverty and spreading awareness about the world peace.

this being said, there is no denying to the fact that certain me- dia messages are detrimental5 to our society. We need to realize that although media is a reflection of the society we live in but at times, the media needs to do much more than reflect the surroundings — it has to exaggerate, sensationalize6 and at times even trivialize the matters of utmost importance to make way for entertainment. the media cre- ates celebrities; it creates thrive on fans, followers, and groupies! When we say a certain type of music or a certain genre of movies is popular, it means a large number of people are following an ideology or a con- cept, which lies at the heart of that song or the movie. One of the most striking examples in this case would have to be the popularity of vio- lent and abusive rap songs amongst teenagers. the glorification7 of vi- olence, drug abuse and other unhealthy habits has a major role in the outburst of unfortunate incidents where children have gotten extremely violent and out of control.

Be it the advertisements touting products that promise a fairer skin or the television shows and films, which portray violence, sexually ex- plicit content and abusive language. there are music videos and rock bands that give out the message that alcohol; drugs and sex are an in- evitable8 part of life. these ideals created by the media might not be necessarily appropriate.

However, owing to the mass-acceptance and popularity hype cre- ated — most of the people accept these as a part of today's culture. In an age where someone like Paris Hilton is a role model for so many young girls, how can we expect to spread awareness9 about the impor- tance of knowledge in the young generation? Bulimic girls striving to be like the size zero models on the ramp or the excessively aggressive videogame-playing children who think guns and weapons are cool — we

have reached a stage where media literacy is the dire need of the hour. It is time to start thinking and analyzing what media is dishing out to us...

Different Types of Media Coverage

Media coverage is a crucial factor which can not only influence public opinion but also determine the audience size.

Media coverage can be defined as the way in which a particular piece of information is presented by media either as news, entertainment or as infotainment10. Media coverage can affect the extent of information dis- semination as well as influence the audience opinion while giving out the information. A bad media coverage can ruin the corporate image, it can mar the positive publicity of a political party or even defame a ce- lebrity. On the other hand a positive media coverage can help to create a better image and positive public opinion. Different types of media coverage can be defined based on two important elements — the type of mass media used, and the style of coverage.

Different Types of Media Coverage — Based on Types of Mass Media

Television coverage refers to the presentation of news or infor- mation or views on the television. the television news channels are the primary source of media coverage.

Radio coverage involves broadcasting news, information or enter- tainment via the Radio. Nowadays the popularity of this medium has gone down.

Newspaper coverage refers to providing news, information or info- tainment using the newspapers. this is a cost-effective medium how- ever is soon losing popularity to the Internet.

Internet coverage means the using the Internet to provide informa- tion, news, views or entertainment. this is one of the most popular and widely used media today.

Advantages and Disadvantages of Electronic Communication

the popularity of electronic communication is mainly due to the fact that it is fast, accurate and can be used with ease and comfort. But, there also exists a negative side to its popularity. Let's take a look at the advantages and disadvantages of electronic communication.

Electronic communication was discovered in 1998. Electronic com- munication is used for the transfer11 of data, images, signals, signs, etc. through wire, electromagnetic, radio, photo electronic or photo-optical system. With its growing popularity people have started communicat- ing via email. Electronic communication is not only a new tool but also a new way of communication. this has led to a change in the culture. Below mentioned are advantages and disadvantages of electronic com- munication.

Pros of Electronic Communication

the benefits of electronic communication are that people across the world can share televised pictures, conversations, graphics, cir- cuits and interactive software. the interaction between people resid- ing in different geographical locations has increased and has become promiscuous12. the conversations are more visual and textual. this is helpful mainly for hearing impaired people. With electronic communi- cation, the recipient receives the message within a few seconds of the

sender sending it. the recipient can read the message anytime, anywhere according to his convenience.

the speed of conversation has increased and this has resulted in faster processing of important matters related to business, finance, trade, etc. For example, you can instantly access the information pre- sent in your computer. As there are no restrictions about time and place, people can sit at home and do their offices work if the required resources are available. this work arrangement is termed as telecommuting. the communicated messages can be stored permanently or temporarily on disks or tapes for years or can even be printed and stored in files. the process of learning has become simple and efficient as the information can be archived and retrieved according to the requirement. Since the communication does not take place via hard copies, money spent for paper, printing and postal deliveries is saved. After the mail is delivered to the receiver, it is placed safely in the hard disk of the receiver's computer. After the receiver retrieves the mail, it is his responsibility to keep it safely.

Cons of Electronic Communication

the main issue with electronic communication is security13. Your computer can be hacked and affected with computer virus. this can have an adverse effect on the computer system and the network. the volume of transmitted data is large and the transmission is fast. Hence, it becomes difficult for employers and managers to absorb process and understand it and provide proper feedbacks to their employees14. the speed with which the messages are transmitted often changes the structure of the messages, which at times can be misinterpreted. Electronic data can be duplicated identically15 without any proof of duplication. these messages can also be modified. At times, people can intentionally16 send malicious programs like viruses, worms and trojans through emails, which is difficult to detect.

Another disadvantage of electronic communication is email privacy issues. An email is sent in the form of data packets via computer network.

these data packets have to pass through a number of routers (a computer device used for forwarding packets in the computer network) and computers before it reaches its destination. So, there are chances of an individual tampering the emails before it reaches its recipient. While the data packets are transferred from one computer system to another, they can be lost when one router transfers it to another. If the router is bombarded with more number of data packets than its carrying capacity17. the receiver can experience a delay in receiving it. the 'from message header' of a message can be modified, which hampers the authenticity.

Almost all technologies in this world have their pros and cons. Similarly, there exist advantages and disadvantages of electronic com- munication as well. In spite of its disadvantages, most of us depend on electronic communication for our everyday work as it has become an integral part of our lives.

Applications of Telecommunication

telecommunication allows people to send messages to each other, even if they live on different continents. Can you imagine life without a radio or a television? telecommunication is transmission of text, still images, audio, video and data for the

sake of communication. Electronic equipment such as radio and television help us transfer information to one another. telecommunication allows people to interact over long distances. telecommunication has played a significant role in people's lives since the 19th century. Some applications of telecommunication are telegraph, telephone, radio, television and the Internet.

Telegraph was invented in 1844. Messages known as telegrams were sent through wires along railroad tracks. telegraph was used to broadcast up-to-date news all over the country. the Associated Press, a news agency, was founded in 1848, to utilize the telegraph technol- ogy. Western Union became the first and foremost telegraph company. It formed a telegraph line joining the West Coast to the East Coast. Later, the International telegraph Union was established to allow for interchange of messages. then, the exchange of messages was made possible between North America and Europe. telegraph was discontinued after World War II, and Western Union became a financial services company.

Telephone

the American telephone and telegraph Company (At&t) was formed in 1885. the company became a monopoly in providing telecommunication services to businesses and consumers. Other companies contested At&t's dominance of the market. In 1982, there was a case against At&t which was accused of unfair business practices. At&t broke up and the 'Baby Bells' operating companies, were spinned off. Competitors now challenge At&t in the telephone sector. Wiretapping a telephone to listen or record conversations is illegal. the incumbent company in the local telephone market has to allow smaller companies to use its network for a price. the incumbent company wanted to raise the price that smaller companies had to pay for such use. the incumbent company also had to integrate services such as long-distance, local and Internet for the smaller companies. On the other hand, the incum-bent company had to pay up, when its customers made local calls to smaller companies' customers.

Radio was first used to improve the army's capability and strength. Afterward, businessmen realized that the radio offered a chance to make profits. they started to broadcast radio and generated income by sell- ing advertisements. the government started to allot frequencies to radio stations. the government also restricted monopolies to ensure that there were a variety of programs, and forbade the broadcasting of indecent material.

Television. the government also regulated the television industry by allowing them to broadcast signals. It also gave ratings to television programming on cable tV and satellite tV such as tV-Y (all children), tV-Y7 (older children aged 7 years and above), tV-G (general audi- ence), tV-PG (parental guidance), tV-14 (children aged 14 years and above) and tV-MA (mature audience). television sets must be installed with a V-chip that prevents children from watching tV shows intended for adults.

The Internet is a computer network that allows sending and receiv- ing of e-mails. the Internet has many chat rooms and message boards. the World Wide Web uses Hyper text transfer Protocol (HttP) to link documents so that Internet users can access these web-pages. the

web-pages are interactive and incorporate multimedia and animation. the government has made it unlawful to read personal email, except for an employer who is allowed to read his employees' emails. this is especially true if the employee is suspected of sexual harassment or of leaking company secrets. the government has also made it illegal to distribute pornography to persons under 18 years old.

telecommunication manifests itself in other forms too, such as fac- simile. As technology develops, telecom products will become more complex. the role of the government will also grow, as it has to make rules for the kind of content that can be broadcast.

After reading

1. Read the article again and underline words and phrases that you do not know. Write your own definitions. Use a dictionary if necessary.

Scanning for information

2. Look through the text and find what the following dates mean: 1844, 1848, 1982, 1998.

3. Look through the text again, find and explain the follow- ing abbreviations: tV-Y, tV-Y7, tV-G, tV-PG, tV-14 and tV-MA.

Reading for detail

4. Read the text and mark the sentences t (true) or F (false).

1. Mass media are media, which can be used to communicate and interact with a target audience.

2. The print media have replaced the electronic media.

3. Mobile phones, computers and the Internet are the new-age media.

4. Media is not an influential entity in our culture.

5. Media coverage can influence the audience opinion while giving out the information.

6. Electronic communication is fast, accurate and can be used with ease and comfort.

7. With electronic communication the recipient can read the message anytime, anywhere according to his convenience.

8. the safest way of communication is electronic communication.

9. telecommunication allows people to interact over short distances.

10. the government has made it illegal to read personal email. exercise

5. Order the sentences according to the text.

— the media has played a major role in positive developments about the world peace.

— Mass media is an effective medium for communication, dissemination of information, advertising, marketing and expressing views, opinions and ideas.

— the main issue with electronic communication is security.

— telecommunication allows people to interact over long distances. — Businessmen started to broadcast radio and generated income by selling advertisements.

— Email, websites, blogging, Internet TV and many other mass media are booming today.

6 Answer the questions.

1. What is this text about?

2. What definitions of mass media are given at the beginning of the text?

3. What different types of mass media does the author mention?

4. What influences of mass media does the author dwell on?

5. What positive and negative facts about media does the author point out?

6. How can media coverage be defined?

7. What types of media coverage are mentioned?

8. What does the author report about electronic communication?

9. What applications of telecommunication does the author describe?

10. What conclusion does the author make?

Summarizing information

7. Make a plan of the text.

8. Abridge the text by way of shortening each paragraph (leaving out unnecessary sentences and even words).

8. Write a summary of the text. Use the following plan:

1. the title of the text is...

2. the text is written by...

3. the text gives information about...

4. At the beginning of the text the author...then (after that, further on, next...) the author... — dwells on...— explains...— mentions...— points out...— reports about... — describes... — touches upon... — comments on... the text ends with...

5. According to the text...

6. I think the text is... — important— informative— useless— too hard to understand...

Тема 2 Задание для самостоятельной работы.

Read the text:

The impact of the Internet

Nowadays people are getting more and more concerned about the impact of the Internet on social communication. So, do social networks damage or promote people's relations? Personally, I cannot imagine my life without the Internet.

Firstly, it helps me to get in touch with my friends who live abroad, to be abreast of the news in the world, to book tickets online and to find all useful information like rare books, encyclopedias or dictionaries. Secondly, the Internet extends "the limits of communication. Today one can make friends from foreign countries, learn about their cultures and improve the language skills without going abroad.   Thirdly, the Internet promotes dating. Lots of married couples have found their special ones on the social networks.

On the contrary, there are those who think that social networks have negative influence on human interaction. They insist that people, especially the younger generation, spend too much time online and often avoid face-to-face communication. Some of them tend to stay indoors rather than to go for a stroll with their friends. There is a great deal of

truth in what they say. However, I consider that people should not be addicted to the Internet but know where to stop.

Taking into consideration all mentioned above, I consider that the Internet promotes new acquaintances and relationships among social groups. All the same, people should try to maintain a balance between their real and virtual life.

Parental control

There is no doubt that the Internet has become an essential part of our daily life. However, many people believe that it has a negative effect on their children. So, should parents limit the time their children spend on the Internet?

First and foremost, with the invention of personal computer children do spend less time with their friends. Most of them would prefer to play online games or chat on the Internet rather than go out. Besides, some children do not do their homework, miss classes and lag behind their schoolmates. Moreover, some of them become addicted to the computer and disobey their parents. In my opinion, in this case grown-ups should install any parental control program which will help them monitor their children's use of the Internet and protect them from viewing offensive pop-ups.

On the contrary, there are people who believe that the Internet helps children with their school work. There is a great deal of truth in what they say. Surfing the Internet children can find lots of useful and helpful information, including encyclopedias, dictionaries, reference materials and tutorials. In addition, the Internet helps many children to get in touch with their friends who live far away and make new acquaintances.

Taking into consideration all mentioned above, I consider that parents should control their children's activities online in order to protect them from inappropriate information and control the time spent on the Internet. In conclusion, I would like to emphasize that children must distinctly apprehend that the main purpose of a computer is to educate, not to entertain.

Online dating

There is no doubt that humans spend their lives looking for their soul mate in order to reach inner harmony and unity. Here the Internet comes to help, giving people more opportunities to widen the circle of their acquaintances and friends. In my judgment, people do find their other halves in the Internet.

It is no secret that, many people enjoy starting romantic relationships over the Internet. There are several reasons for it. Firstly, it is easier for shy or reserved people to open up and confide in a person they have never met in real life. It is true that thanks to chat rooms online daters can meet up people with mutual interests and values. Secondly, online chats give more opportunities to know the interlocutor better. People tend to talk for hours every day and do build close relationships. Thirdly, online worshippers boost their confidence. It is very important for everyone to feel desired by others.

On the contrary, there are people who think that online friendship is very dangerous. According to their opinion, it is always risky to date with a stranger in real life. There are lots of cases when an online interlocutor turns out a marriage swindler or a maniac.

In my judgment, people should be careful and try to inquire about their daters beforehand.

All in all, I strongly believe that Internet romances lead to a real life tryst. My personal view is that people can find their other halves in the Internet on conditions that their outlooks on life, values and purposes of acquaintance coincide. However, remember that "All marriages are made in Heaven".

Give the synonyms to the following words and phrases:

1. to have an impact on somebody;
2. approach to life;
3. unsociable; bashful;
4. would-be admirer;
5. rendezvous;
6. mischievous;
7. trust somebody;
8. to go out (on dates);
9. be well-informed about something; to do harm

Supply the missing words using the text:

1. Nowadays people are getting more and more concerned about the …of the Internet on social….
2. Personally, I cannot … my life without the Internet.
3. Today one can make friends from … countries, learn about their cultures and improve the l… skills without going… .
4. However, I … that people should not be … to the Internet but know where to stop.
5. Besides, some children do not do their homework.… classes and … … their schoolmates.
6. In conclusion, I would like to emphasize that children must distinctly … that the main … of a computer is to…, not to entertain.
7. There is no doubt that humans spend their lives looking for their … … in order to reach … harmony and unity.
8. There are lots of cases when an online … turns out a marriage … or a maniac.
9. My personal view is that people can find their other halves in the Internet on … that their … on life, values and purposes of … coincide.

List all the problems touched upon in the text:

What do you think? Give a reason for your opinion:

a) *Many people consider that the Internet has negative effects on social interaction.*
b) *Nowadays some people are concerned that their children spend too much time on the Internet.*
c) *Nowadays many people find their special ones in the Internet.*

Write a paragraph on the topic. Use the text and extra materials

Тема 3 Задание для самостоятельной работы.

Задание. Read the text once to get the general idea, try not to spend more than 10 minutes. Complete the sentence as to the text:

the story describes

(A) different types of mass media and their influence on audience.

(B) general information about mass media.

(C) the history of mass media.

Text. Mass Media effects

Mass media is an effective way of communicating with people living in different geographical regions of the world and engaged in different occupations. Mass media effects on society are phenomenal.

Media is known to be the most powerful means of communication. the print media, electronic media and the Internet are all the subsets of mass media. the newspapers, newsletters, magazines and brochure are included in the print media, while the electronic media comprises of the television, radio and other modes of communication. the Internet is without doubt the fastest known way of communicating with millions of people across the globe. However, the effects of mass media on society can be positive as well as negative. Let us discuss them in detail in the next few paragraphs.

Mass Media effects on the Society

the best thing about the mass media is that it immediately provides us with the latest information about the things happening around us. Mass media reports news from all the fields such as politics, sports, international relations, wars, natural calamities, meetings, entertainment, etc. Because of the keen efforts and dedication of the people working in the media and the entertainment sector, our knowledge remains up to date and fresh. With the gained knowledge, we become more smart and outgoing. We understand what is good and bad for us through the media programs. For example, the anti-tobacco and narcotic pro- grams launched by the media have benefited many people to date. the information conveyed about various diseases and their possible treatments has saved the lives of many of us. the contribution of mass media in the fields of arts, education, technology and health care is laudable. We also get the correct information about the various crimes and illegal activities happening in our surroundings quite easily. Media is a boon for youngsters in many ways. they get useful information related to their career and higher education mostly through the mass media. the mass media influence or the effects of mass media on the minds of the youth is significant.

Media plays a very important role in shaping the personality of people. It has been observed that citizens become more sensible and capable to shoulder their responsibility towards the nation and the society because of the media. We get our role models by hearing about the appreciation of their great deeds from the media itself. Over the years, mass media has played an important role in making people understand the meaning of democracy. We also come to know about the strengths and weaknesses of the economy of our country, the population figures, the various problems faced by the nation, achievements of the nation in different sectors, through the prompt and precise reporting of different forms of media. Media plays an important role in building the sense of unity and pride among the people of the nation. In those countries

where there are many castes, religions and languages spoken, media has even more tough responsibility of conveying the true news to the citizens. Media makes the citizens aware of their fundamental rights and their duties towards their families, state and the nation. Utility of the mass media in the areas of advertising and marketing is simply great. the effects of mass media are truly everlasting.

though the positive mass media effects are many, there are some cons associated with the mass media. the news which is published without having bothered to check whether it is a fact or not, can create unnecessary confusion and extreme feelings among the common mass- es. there have been many instances of huge fights and controversies emerging, because of improper reporting. It becomes the duty of media to provide only relevant and precise information to the masses.

Hopefully, you will be satisfied with the above mentioned information on the mass media effects. Over the years, the media has become an inseparable component of our daily lives and hence, it is its prime responsibility to keep the confidence of people alive by reporting only true details of any particular event.

How does mass media influence society? Mass media is one of the far reaching forms of communication and is fast changing the way we see, do and understand things. How does mass media influence society? Before answering this question, perhaps it is pertinent that we address the question: what is mass media?

What is Mass Media?

Statistics show that there are few things which impact the human mind more than mass media. the advice of teachers, parents and relatives may fall on deaf ears, but the mass media influence holds us all spellbound! At this point, it becomes necessary to define mass media. Mass media may be defined as any form of communication which is meted out to the people at large, through the various forms of communication. What modes of communication are we talking about? Well there can be no static definition for the channels of mass communication as they are increasing all the time. But any form of communication which is seen and understood by a large mass of people can be taken to mean mass communication or mass media channels.

Why is mass media so attractive to people? Mass media holds a kind of mystique in the minds of the people. It is because the communication is designed in such a way that it appeals to a larger demo- graphic segment. the test of a good mass communication marketing drive is to see if it gets the people talking. If it does, then not only does it mean that the advertising drive has been successful, but the organiza- tion in charge of the mass communication is also getting publicity by the word-of-mouth channel!

Mass Media Influence

It is hard to argue with the fact that mass media has a compelling effect on the human mind, especially on minds which are more impressionable. For example, the mass media influence on children is understandably higher than it is in adults. So how exactly does mass media influence us?

Mass Media Influence on Youth

there is a burgeoning need amongst the youth to be accepted as a part of a group, to be popular, to have friends and relationships with people of the opposite sex etc. Mass

media experts understand this need of the people and hence they come out with advertisements on tV, or in the newspapers, or on websites on how people can be more popular using a certain product. Most advertisements you see which are aimed at the youth generally talk about the 'cool quotient' of the product and how it is going to be the next 'in-thing'. And if you want to stay ahead of the game, it is absolutely vital that you procure it. the visual effect, seeing the things happen in front of you and the slice-of- life effect makes them look a lot believable than they should be. So how should mass media be used with youth? Mass media, effective as it is, can be used on the youth to drive home pressing concerns in the country. Child obesity, the dangers of alcohol and preteen sexual relations, importance of exercise and fitness etc. If these things can be done, the mass media will be able to influence the youth for the better and send better messages for the development of the youth than what it is sending today.

Mass Media Influence on Adults

Like children and youth, mass media influences adults too, al- though perhaps not on the same scale. Most adults with a platonic view of things will resist the temptation of being buoyed up by what the mass media has to offer. While men usually find it difficult to hold them- selves back in the face of the allure of sexuality. Other subjects which also appeal to men are financial security and a luxurious hassle-free lifestyle. Women on the other hand are more tempted towards products which guarantee immunity from aging altogether and not just what the previous generation called 'aging gracefully'. Mass media can yet be used constructively to teach the adults about the importance of insurance, financial education and how to maintain a healthy lifestyle. As you can see, the mass media influence on society is at large, but if used constructively, it can be more of a boon than the bane which people consign it to be these days. After all, there are two sides to a coin and it is up to us to pick the correct one and take it forward!

Pros and Cons of Mass Media

Mass media enjoys a very prominent role in our lives. there are various effects of mass media on the society at large. Media tends to influence and it's obvious, there are positive as well as negative influences of mass media. However, it also depends upon the way audiences perceive things. the power of the mass media is by far recognized by everybody in terms of advertising, marketing and as a medium to broad- cast information to people at large. Since mass media is used to communicate and interact with people from various walks of life, it can often result in a conflict of options. Print media (magazines, newspapers, brochures, press releases, newsletters etc.), electronic media (tele- vision, radio etc.) and the Internet are all part of mass media. today, mass media can give a person phenomenal exposure and this can result in various effects of the mass media on the society. However, have you paused to think about the pros and cons of mass media? Well, one cannot blame a particular medium because of outside influences. Here, we shall take a look at such advantages and disadvantages of mass media.

Pros of Mass Media:

• the wide reach offered by mass media is phenomenal. It can target a global audience.

• In terms of newspapers and magazines, it can reach a specified target group. Besides, it is easily accessible. For example, the news- paper lands on the doorstep and we have the latest news in our drawing rooms due to the television set.

• Certain types of media have a loyal fan following. this would mean that an advertiser, publication or news channel would have a ready audience.

• We have the latest news and information at the click of the mouse! the Internet is such a medium that it can give many options for the kind of information required.

• television, movies, Internet and the radio are some of the best forms of entertainment.

• Mass media can be used for educational purposes in an effective manner.

Cons of Mass Media:

• At times, the information reported may not be authentic from every angle. Hence, there may be a misinterpretation of a situation.

• News can be manipulated to influence the minds of the audiences. For example — a particular political party may manipulate reports in their favor, which would indicate the political control in the media.

• Media bias can occur due to various issues. A journalist or an editor may give personal preference to an issue.

• A particular event or a celebrity may receive undue importance and set wrong ideals before the youth. It may present an ostentatious lifestyle, which may inculcate wrong ideals amongst youngsters.

• Unnecessary sensationalism of an issue may project wrong information to the public.

• Misleading messages may again divert young minds towards a wrong path.

• Wrong interpretation of news may even blow things out of proportion. this would create further unrest in any place or even violence in case of extreme situations.

• At times, a particular event or news item may receive too much attention simply because of the lack of important news or snippets. this would again present a wrong idea before the public.

• Certain types of mass media such as newspapers or leaflets have a very short shelf life. In terms of advertising, it would not serve to be useful for every kind of product or message.

these were some of the pros and cons of mass media. Ultimately, it always depends upon the individual and the way a particular message is perceived for a positive influence of the mass media!

After reading

1. Read the article again and underline words and phrases that you do not know. Write your own definitions. Use a dictionary if necessary.

2 Find in the first paragraph and analyze the sentence with the structure "...is known to be...". Write your own sentences with this structure.

Reading for detail

3. Read the text and mark the sentences t (true) or F (false).

1. Mass media is the most powerful way of communication of people living only in one country.

2. Mass media provides us with fresh news from all the fields.

3. the contribution of mass media in the anti-tobacco and anti-narcotic programs is

great.

4. the effects of mass media on the minds of the youth can be only positive.

5. the parents and relatives influence on the young people is always more effective than the mass media effects.

6. Most advertisements which are aimed at the youth generally talk about the dangers of alcohol and preteen sexual relations, importance of exercise and fitness etc.

7. Mass media is used to communicate and interact with people from various walks of life.

8. A particular political party can't manipulate mass media in its favor.

9. A journalist or an editor can't give personal preference to an issue.

10. Wrong interpretation of news may create violence in the case of extreme situations.

4. Look through the text and find information about a very important role of mass media in shaping the personality of people.

5. Order the sentences according to the text.

— Mass media has a compelling effect on the children minds.

— Mass media immediately provides us with the latest information
about the things happening around us.

— there are positive as well as negative influences of mass media on the society.

— News can be manipulated to influence the minds of the audiences.

— the Internet is such a medium that it can give many options for the kind of
information required.

— Mass media has played an important role in making people understand the meaning of democracy.

6. Answer the questions.

1. What is this text about?

2. What definitions are given at the beginning of the text?

3. What functions of mass media does the author dwell on?

4. What influences of mass media does the author report?

5. How does the author explain mass media influence on youth?

6. What are the advantages of mass media?

7. What are the disadvantages of mass media?

8. What conclusion does the author make?

Summarizing information

7. Make a plan of the text.

8 Abridge the text by way of shortening each paragraph (leaving out unnecessary sentences and even words).

10.Summarize the text to the others in your group.

9.*Speaking*

Discuss *Pros and Cons of Mass Media.*

Speak about *Mass Media Influence on Youth.*

10.Writing

Write a summary of the text. Use the following plan.

1. the text is headlined...the author of the article is...the article is devoted to... the text begins with...then (after that, further on, next...) the author...

— dwells on...— explains...— mentions...— points out...— reports about... — describes... — touches upon... — comments on...According to the text... In conclusion...I find the text — interesting— informative— useful— too hard to understand...

Тема 4 Задание для самостоятельной работы.
Personalizing
• What do you think about advertising and its connection with the popular culture?
• What associations do you have when you hear the word "advertising"?
Before reading
Exercise 1. Find the pronunciation of the following words.
Word Pronunciation
1. persuade (v)
2. purchase (v)
3. advertisement (n)
4. populace (n)
5. proprietor (n)
6. predecessor (n)
7. prevalent (adj)
8. frontier (n)
9. content (n)
Exercise 2. translate the following words and word-combinations into Russian.
Phrase translation
1. to persuade the customers (par. 1)
2 to generate consumption (par 2)
3. to deliver the messages (par. 2)
4. on behalf of (par. 2)
5. household (par. 10)
6. to follow suit (par. 11)
7. to exercise control (par. 13)
8. to usher in (the era) (par. 14)
9. unobtrusive ads (par. 16)
10. sophisticated advertising (par. 21)
translation
Exercise 3. Find these words in the text and decide whether they are nouns, verbs, adjectives or adverbs. then find out what they mean using a dictionary.
Word Part of speech
1. rise (par. 1)
2. sales (par. 5)
3. need (par. 7)
4. lower (par. 9)
5. tame (par. 10)
6. broadcasts (par. 11)
7. dates (par. 14)

8. causes (par. 18)

9. air (par. 22)

Meaning

Exercise 4. Find the English equivalents to the following Russian words and phrases.

Phrase

1. увеличенное потребление (par. 2)

2. социальная реклама (par. 3)

3. простой народ (par. 6)

4. шарлатанская реклама (par. 7)

5. на рубеже века (par. 10)

6. привлекательный в глазах потребителя (par. 14)

7. побочный продукт (par. 15)

8. партизанский маркетинг (par. 18)

English equivalent

Exercise 5. Find the meaning of the following abbreviations:

1. BBC 2. BC 3. GDP

4. HIV 5. FCC 6. AIDS

Exercise 6. Find some information in the Internet about the famous people, places and organizations mentioned in the text:

1. Pompeii 4. British Broadcasting Company 2. Volney Palmer 5. William Bernbach 3. N.W. Ayer & Son

Reading for gist

Exercise 7. Read the text once to get the general idea, try not to spend more than 10 minutes. Complete the sentence as to the text:

the passage describes

(A) the history of advertising from Egyptian time to most recent advertising innovations including the Internet.

(B) mainly the use of advertising techniques for non-commercial purposes, such as public service announcements.

(C) different types of advertising and media approaches to it.

Text. Advertising

(1) Advertising is a form of communication intended to persuade its viewers, readers or listeners to take some action. It usually includes the name of a product or service and how that product or service could benefit the consumer, to persuade potential customers to purchase or to consume that particular brand. Modern advertising developed with the rise of mass production in the late 19th and early 20th centuries.

(2) Commercial advertisers often seek to generate increased consumption of their products or services through branding, which in- volves the repetition of an image

or product name in an effort to associate related qualities with the brand in the minds of consumers. Different types of media can be used to deliver these messages, including traditional media such as newspapers, magazines, television, radio, outdoor or direct mail. Advertising may be placed by an advertising agency on behalf of a company or other organization.

(3) Organizations that spend money on advertising promoting items other than a consumer product or service include political parties, interest groups, religious organizations and governmental agencies. Non- profit organizations may rely on free modes of persuasion, such as a public service announcement.

(4) Money spent on advertising has declined in recent years. In 2007, spending on advertising was estimated at more than $150 billion in the United States and $385 billion worldwide, and the latter to exceed $450 billion by 2010.

History

(5) Egyptians used papyrus to make sales messages and wall post- ers. Commercial messages and political campaign displays have been found in the ruins of Pompeii and ancient Arabia. Lost and found advertising on papyrus was common in Ancient Greece and Ancient Rome. Wall or rock painting for commercial advertising is another manifestation of an ancient advertising form, which is present to this day in many parts of Asia, Africa, and South America. the tradition of wall painting can be traced back to Indian rock art paintings that date back to 4000 BC. History tells us that out-of-home advertising and billboards are the oldest forms of advertising.

(6) As the towns and cities of the Middle Ages began to grow, and the general populace was unable to read, signs that today would say cobbler, miller, tailor or blacksmith would use an image associated with their trade such as a boot, a suit, a hat, a clock, a diamond, a horse shoe, a candle or even a bag of flour. Fruits and vegetables were sold in the city square from the backs of carts and wagons and their proprietors used street callers (town criers) to announce their whereabouts for the convenience of the customers.

(7) As education became an apparent need and reading, as well as printing, developed advertising expanded to include handbills. In the 17th century advertisements started to appear in weekly newspapers in England. these early print advertisements were used mainly to promote books and newspapers, which became increasingly affordable with advances in the printing press; and medicines, which were increasingly sought after as disease ravaged Europe. However, false advertising and so-called "quack" advertisements became a problem, which ushered in the regulation of advertising content.

(8) As the economy expanded during the 19th century, advertising grew alongside. In the United States, the success of this advertising for- mat eventually led to the growth of mail-order advertising.

(9) In June 1836, French newspaper La Presse was the first to in- clude paid advertising in its pages, allowing it to lower its price, ex- tend its readership and increase its profitability and the formula was soon copied by all titles. Around 1840, Volney Palmer established

a predecessor to advertising agencies in Boston. Around the same time, in France, Charles-Louis Havas extended the services of his news agency, Havas to include advertisement brokerage, making it the first French group to organize. At first, agencies were brokers for advertisement space in newspapers. N. W. Ayer & Son was the first full-service agency to assume responsibility for advertising content. N. W. Ayer opened in 1869, and was located in Philadelphia.

(10) At the turn of the century, there were few career choices for women in business; however, advertising was one of the few. Since women were responsible for most of the purchasing done in their household, advertisers and agencies recognized the value of women's insight during the creative process. In fact, the first American advertising to use a sexual sell was created by a woman — for a soap product. Although tame by today's standards, the advertisement featured a couple with the message "the skin you love to touch".

(11) In the early 1920s, the first radio stations were established by radio equipment manufacturers and retailers who offered programs in or- der to sell more radios to consumers. As time passed, many non-profit organizations followed suit in setting up their own radio stations, and included: schools, clubs and civic groups. When the practice of sponsoring programs was popularized, each individual radio program was usually sponsored by a single business in exchange for a brief mention of the business' name at the beginning and end of the sponsored shows. However, radio station owners soon realized they could earn more money by selling sponsorship rights in small time allocations to multiple businesses throughout their radio station's broadcasts, rather than selling the sponsorship rights to single businesses per show.

(12) this practice was carried over to television in the late 1940s and early 1950s. A fierce battle was fought between those seeking to commercialize the radio and people who argued that the radio spectrum should be considered a part of the commons — to be used only non-commercially and for the public good. the United Kingdom pursued a public funding model for the BBC, originally a private com- pany, the British Broadcasting Company, but incorporated as a public body by Royal Charter in 1927. In Canada, advocates like Graham

Spry were likewise able to persuade the federal government to adopt a public funding model, creating the Canadian Broadcasting Corporation. However, in the United States, the capitalist model prevailed with the passage of the Communications Act of 1934 which created the Federal Communications Commission7. to placate the socialists, the U.S. Congress did require commercial broadcasters to operate in the "public interest, convenience, and necessity". Public broadcasting now exists in the United States due to the 1967 Public Broadcasting Act which led to the Public Broadcasting Service and National Public Radio.

(13) In the early 1950s, the DuMont television Network began the modern trend of selling advertisement time to multiple sponsors. Previously, DuMont had trouble finding sponsors for many of their pro- grams and compensated by selling smaller blocks of advertising time to several businesses. this eventually became the standard for the commercial television industry in the United States. However, it was still a

common practice to have single sponsor shows, such as the United States Steel Hour. In some instances the sponsors exercised great control over the content of the show — up to and including having one's advertising agency actually writing the show. the single sponsor model is much less prevalent now, a notable exception being the Hallmark Hall of Fame.

(14) the 1960s saw advertising transform into a modern approach in which creativity was allowed to shine, producing unexpected messages that made advertisements more tempting to consumers' eyes. the Volkswagen ad campaign — featuring such headlines as "think Small" and "Lemon" (which were used to describe the appearance of the car) — ushered in the era of modern advertising by promoting a "position" or "unique selling proposition" designed to associate each brand with a specific idea in the reader or viewer's mind. this period of American advertising is called the Creative Revolution and its arche- type was William Bernbach who helped create the revolutionary Volkswagen ads among others. Some of the most creative and long-standing American advertising dates to this period.

(15) the late 1980s and early 1990s saw the introduction of cable television and particularly MtV. Pioneering the concept of the music video,

MtV ushered in a new type of advertising: the consumer tunes in for the advertising message, rather than it being a by-product or afterthought. As cable and satellite television became increasingly prevalent, special- ty channels emerged, including channels entirely devoted to advertising, such as QVC, Home Shopping Network, and ShoptV Canada.

(16) Marketing through the Internet opened new frontiers for advertisers and contributed to the "dot-com" boom of the 1990s. Entire corporations operated solely on advertising revenue, offering everything from coupons to free Internet access. At the turn of the 21st century, a number of websites including the search engine Google, started a change in on- line advertising by emphasizing contextually relevant, unobtrusive ads intended to help, rather than inundate, users. this has led to a plethora of similar efforts and an increasing trend of interactive advertising.

(17) the share of advertising spending relative to GDP has changed little across large changes in media. For example, in the U.S. in 1925, the main advertising media were newspapers, magazines, signs on streetcars, and outdoor posters. Advertising spending as a share of GDP was about 2.9 percent. By 1998, television and radio had be- come major advertising media. Nonetheless, advertising spending as a share of GDP was slightly lower — about 2.4 percent.

(18) A recent advertising innovation is "guerrilla marketing", which involve unusual approaches such as staged encounters in public places, giveaways of products such as cars that are covered with brand messages, and interactive advertising where the viewer can respond to become part of the advertising message. Guerrilla advertising is becoming increasing more popular with a lot of companies. this type of advertis- ing is unpredictable and innovative, which causes consumers to buy the product or idea. this reflects an increasing trend of interactive and "embedded" ads, such as via product placement, having consumers vote through text messages, and various innovations utilizing social network services such as MySpace.

Public Service Advertising

(19) the same advertising techniques used to promote commercial goods and services can be used to inform, educate and motivate
the public about non-commercial issues, such as HIV/AIDS, political ideology, energy conservation and deforestation.

(20) Advertising, in its non-commercial guise, is a powerful educational tool capable of reaching and motivating large audiences. "Advertising justifies its existence when used in the public interest — it is much too powerful a tool to use solely for commercial purposes". — Attributed to Howard Gossage by David Ogilvy.

(21) Public service advertising, non-commercial advertising, public interest advertising, cause marketing, and social marketing are different terms for (or aspects of) the use of sophisticated advertising and marketing communications techniques (generally associated with commercial enterprise) on behalf of non-commercial, public interest issues and initiatives.

(22) In the United States, the granting of television and radio li- censes by the FCC is contingent upon the station broadcasting a certain amount of public service advertising. to meet these requirements, many broadcast stations in America air the bulk of their required public service announcements during the late night or early morning when the smallest percentage of viewers are watching, leaving more day and prime time commercial slots available for high-paying advertisers.

(23) Public service advertising reached its height during World Wars I and II under the direction of several governments.

After reading
Exercise 8. Read the article again and underline words and phrases that you do not know. Write your own definitions. Use a dictionary if necessary.

Exercise 9. What do the following figures and dates mean?
1. $150 billion 2. 4000 BC
3. June 1836
4. 1869 5. 1960 6. 2.4

Exercise 10. Order the sentences according to the text.
1. Wall or rock painting is for commercial advertising is the most ancient advertising form.
2. Advertising is a means of conveying information to consumers about a product or service that exists in many different media.
3. Volney Palmer established the first advertising agency in Boston.
4. Advertising serves to persuade and inform a consumers in order to influence them and their purchasing power.
5. Handbills appeared in the 17th century when the general public was able to read.
6. Guerilla marketing reflects an increasing trend of interactive and embedded ads.
7. Du Mont television Network started selling small blocks of advertising time to

multiple sponsors.

8. There are cable tv channels devoted exclusively to advertising. 9. Radio became the advertising medium, selling program sponsorship.

10. William Bernbach created a revolutionary Volkswagen ad.

Exercise 11. Answer the questions.

1. What is the main purpose of commercial advertising?

2. What other items besides consumer products or service could be promoted through advertising?

3. What are the oldest forms of advertising?

4. What did early print advertisements promote?

5. What appeared as the result of "quack" advertising?

6. Who was the first to establish a kind of advertising agency?

7. Why could women make a career in advertising even at the turn of the 20th century?

8. Is BBC a private company or a public body?

9. What approach to advertising was characteristic in 1960s?

10. What is Unique Selling Proposition?

11. What does "guerilla marketing" involve?

12. Why do many broadcast stations in the US air the required public announcements during the late night or early morning?

Summarizing information

Exercise 12. Look through the text again. Identify the main points of each paragraph of the text.

Exercise 13. Make a plan of the text. Shorten the text by way of shortening each paragraph (leaving out unnecessary sentences and even words) and be ready to summarize the text to the others in your group.

Follow the plan:

1. the central idea of the reading passage is about... (it is devoted to... deals with... touches upon... the purpose of the text is to give the reader some information on).

2. Give a summary of the reading passage (no more than 15–20 sentences). State the main problem discussed in the reading passage and mark off the passages that seem important to you.

3. Look for minor peculiarities of the reading passage.

4. Point out the facts that turned out to be new for you.

5. Look through the reading passage for figures, which are important for general understanding.

6. State what places of the reading passage contradict your former views.

7. State the questions that remained unanswered and if it is possible, add some ideas.

8. Speak on the conclusion the author comes to.

9. Express your own point of view on the problem(s) discussed.

Exercise 14. Writing

Exercise 15. Get back to paragraph 17 from the text. Write a short paragraph explaining the tendency (150 words).

(17) the share of advertising spending relative to GDP has changed little across large changes in media. For example, in the U.S. in 1925, the main advertising media were newspapers, magazines, signs on street- cars, and outdoor posters. Advertising spending as a share of GDP was about 2.9 percent. By 1998, television and radio had become major advertising media. Nonetheless, advertising spending as a share of GDP was slightly lower — about 2.4 percent.

Exercise 16. Give your own Russian equivalents of the following advertisements:
1. The skin you love to touch
Remember: this is the ad for a soap product using a sex sell (par. 10).
2. Think small
Remember: this is the Volkswagen ad campaign of 1960s, using
a unique selling proposal (par. 14).
Be ready to explain your choice.

6.7. Тематика и требования к структуре и содержанию докладов
6.7.1. Тематика докладов:
1) Язык массмедиа как инструмент политической власти.
2) Язык массмедиа и теория герменевтики.
3) Язык массмедиа в культурной коммуникации. Концепты языка и культуры в контексте текстов медиа.
4) Язык СМИ как вид дискурсивной деятельности.
5) Лингвистическая экспертиза текстов СМИ с позиции: содержания, структуры и языка.
6). Роль общественно-политической терминологии в области современных СМИ.
8) Прецедентные феномены в текстах политического дискурса.
9) Использование экзотизмов и варваризмов в современной журнальной публицистике.
10) Использование высокой и сниженной лексики в публицистических текстах предвыборного содержания.
11) Достоинства и недостатки использования внелитературной лексики в газете.
12) Трансформация фразеологизмов в современной журналистской практике.
13) Аллюзия (скрытая цитата) на газетной полосе.
15) Синтаксические способы привлечения внимания аудитории в публицистическом тексте.
16) Прецедентные тексты в СМИ.
17) Интертекстуальность как стилеобразующая черта современных СМИ.
18) Образ телеведущего и его имидж как инструмент коммуникативного воздействия.

19) Периодические печатные издания Великобритании.
20) Периодические печатные издания США.
21) Структура новостного сообщения.
22) Структура и особенности малых жанров СМИ.
23) Интернет-журналистика. Радио- и тележурналистика.

6.7.2. Требования к структуре и содержанию доклада:
1) текстовое изложение материала с необходимыми ссылками на источники, использованные автором;
2) список использованной литературы;
3) демонстрационные материалы в форме презентации;
4) продолжительность – 10 – 15 минут.

6.8. Тематика и требования к структуре и содержанию эссе
Данный вид работы не предусмотрен.

6.9. Примерные вопросы к контрольным работам:

Задание 1. Прочитайте англоязычный текст «The end of Roe will be a death sentence for many Black women» из газеты «Los Angeles Times» и передайте его содержание кратко письменно.

Задание 2. Дайте определения на английском языке понятиям, выделенным в тексте.

Задание 3. Посмотрите по ссылке новость «Buffalo residents mourn those killed in mass shooting», May 16, 2022. Выполните реферирование текста на английском языке.

6.10. Тематика курсовых работ:

Данный вид работы не предусмотрен.

6.11. Примерные вопросы для подготовки к зачету:
1. Как развивалось изучение языка СМИ в XX веке?
2. Какое содержание вкладывается в понятие «язык средств массовой информации» сегодня?
3. Назовите наиболее распространенные подхода к определению понятия «язык СМИ».
4. Изучение какого круга вопросов имеет решающее значение для концепции языка СМИ?
   Что составляет основу внутренней структуры понятия «язык СМИ»?

5. Опишите языковую специфику основных средств массовой информации – печати, радио, телевидения.

6. Какие особенности языка СМИ можно выделить на когнитивно-идеологическом уровне?

6.12.Примерные задания к зачету:

Вариант 1. Проанализируйте англоязычную статью из онлайн-версии газеты The Guardian. Выполните лексико-фразеологический анализ.

Вариант 2. Проанализируйте, как 2 статьи из разных англоязычных источников описывают одно и то же событие. Прокомментируйте сходства и отличия (type, slant, structure, title, language, devices, values, effect on the reader).

7. Оценочные средства для проведения текущего контроля успеваемости и промежуточной аттестации обучающихся

Оценка качества учебных достижений обучающихся по дисциплине осуществляется в виде текущего контроля успеваемости и промежуточной аттестации.

7.1. Текущий контроль успеваемости

Текущий контроль успеваемости учитывает следующие виды текущей аттестации: выполнение обучающимся всех видов контрольных мероприятий, предусмотренных рабочей программой дисциплины, и самостоятельную работу обучающегося. Все формы текущего контроля и активность участия студентов в практических и (или) лабораторных занятиях, критерии их оценивания представлены в рабочей программе дисциплины и фонде оценочных материалов (Приложения 1).

7.1.1. Критерии оценки доклада

Критерии	Показатели
Умение анализировать материал	-умение формулировать проблему исследования; -выдвигать корректные гипотезы; -умение намечать пути исследования; -умение отбирать материал; -умение сравнивать материал -умение верифицировать выводы; -умение обобщать, делать выводы; -умение сопоставлять различные точки зрения; -умение выстраивать убедительные логичные доказательства
Навыки публичного выступления на	-четкий план доклада; -научный стиль изложения;

практическом занятии, создавать и использовать презентации	-достаточность обоснования; -умение заинтересовать аудиторию; -подбор и атрибуирование видиоматериов; -построение видеоряда соответственно ходу; рассуждений; -резюмирование промежуточных и окончательных решений

Шкала оценивания доклада (в баллах):

– 5 баллов выставляется обучающемуся, если выполнены все требования к написанию доклада: тема раскрыта полностью, сформулированы выводы, выдержан объем, соблюдены требования к внешнему оформлению, даны правильные ответы на дополнительные вопросы;

– 4 балла выставляется обучающемуся, если основные требования к докладу выполнены, но при этом недочеты. В частности, имеются неточности в изложении материала, отсутствует логическая последовательность в суждениях, не выдержан объем доклада, имеются упущения в оформлении, на дополнительные вопросы даны неполные ответы;

– 3-2 балла выставляется обучающемуся, если имеются существенные отступления от требований к оформлению доклада: тема освещена лишь частично, допущены фактические ошибки в содержании или при ответе на дополнительные вопросы (или не смог ответить на дополнительные вопросы), отсутствует вывод.

– 1-0 балл выставляется обучающемуся, если он не смог раскрыть тему доклада, обнаруживается существенное непонимание проблемы, не ответил на дополнительные вопросы либо доклад не представлен.

7.1.2. Критерии оценки эссе

Данный вид работы не предусмотрен.

7.1.3. Критерии оценки реферата
Данный вид работы не предусмотрен.

7.1.4. Критерии оценки контрольной работы

Критерии	Показатели
Оформление контрольной работы	- соблюдение требований к оформлению письменной работы; - грамотность: отсутствие орфографических и синтаксических ошибок, стилистических погрешностей.
Степень раскрытия поставленных вопросов и заданий	- структура ответа; - краткость и четкость ответа; - правильность ответа; - владение материалом и умение выбрать из него то,

	что требует ответ на вопрос.

Шкала оценивания контрольной работы (в баллах):
- 50 % и менее выполненной контрольной работы от общего объема приравнивается к 0 баллам;
- за 51-70 % выполненной работы (самостоятельный, грамотно оформленный ответ на поставленные вопросы, демонстрирующий средний/ниже среднего уровень систематизации знаний в области профессиональной деятельности с учетом парадигмы различных концепций отечественных и зарубежных ученых) выставляется оценка 1-3 балла;
- за 71-85 % выполненной работы (самостоятельный, структурно выдержанный, грамотно оформленный ответ на поставленные вопросы, демонстрирующий средний уровень систематизации знаний в области профессиональной деятельности с учетом парадигмы различных концепций отечественных и зарубежных ученых) выставляется 4 балла;
- за 86-100 % выполненной работы (самостоятельный, детальный, структурно выдержанный, грамотно оформленный ответ на поставленные вопросы, демонстрирующий высокий уровень систематизации знаний в области профессиональной деятельности с учетом парадигмы различных концепций отечественных и зарубежных ученых) выставляется оценка 5 баллов.

7.1.5. Критерии оценки теста

Критерии	Показатели
Оформление теста	- соблюдение требований к оформлению письменной работы; - грамотность: отсутствие орфографических и синтаксических ошибок, стилистических погрешностей.
Степень раскрытия поставленных вопросов и заданий	- правильность ответов; - краткость и четкость ответов; - владение материалом и умение выбрать из него то, что требует ответ на вопрос.

Шкала оценивания теста (в баллах):
Критерии оценки (в баллах):
Каждый тест состоит из 20/30 вопросов.
- 10/15 баллов выставляется студенту, если он ответил на все вопросы;
Каждый правильный ответ на вопрос оценивается в 0,5 балла.

7.1.6. Критерии оценки реферирования текста СМИ
Критерии оценки реферирования

Критерии	Показатели
Адекватность передачи смысловой информации	- наличие/отсутствие искажений содержания; - лексическая и грамматическая эквивалентность

	оригиналу;
Полнота и адекватность передачи содержания, коммуникативно-функциональной информации	- соблюдение языковых норм и правил языка; - соблюдение интенций и коммуникатичной задачи оригинала;
Соблюдение требований к оформлению	- оценка грамотности и культуры изложения (в т.ч. орфографической, пунктуационной, стилистической культуры), владение терминологией; в устном реферировании учитывается также темп речи. - соблюдение требований к реферированию текста

- 50 % и менее выполненной контрольной работы от общего объема приравнивается к 0 баллам; содержание ответов свидетельствует о неумении профессионально анализировать языковую и речевую организацию медиатекстов, исследовать основные закономерности функционирования языка СМИ в сфере устной, письменной и виртуальной коммуникации;

- за 51-70 % выполненной работы выставляется оценка 1-3 балла; содержание и форма свидетельствуют о недостаточном умении профессионально анализировать языковую и речевую организацию медиатекстов, исследовать основные закономерности функционирования языка СМИ в сфере устной, письменной и виртуальной коммуникации; некоторые вопросы остались не отвеченными, работа выполнена с постороннней помощью.

- за 71-85 % выполненной работы выставляется 4 балла; (самостоятельный, структурно выдержанный, грамотно оформленный ответ на поставленные вопросы, демонстрирующий средний уровень систематизации знаний; содержание и форма свидетельствуют о сформированности умений профессионально анализировать языковую и речевую организацию медиатекстов, исследовать основные закономерности функционирования языка СМИ в сфере устной, письменной и виртуальной коммуникации;

- за 86-100 % выполненной работы выставляется оценка 5 баллов (самостоятельный, детальный, структурно выдержанный, грамотно оформленный ответ, демонстрирующий высокий уровень систематизации знаний в области профессиональной деятельности; отличные знания языковых особенностей текстов СМИ в их письменной/устной разновидности и жанровой специфике; риторических, стилистических и языковых норм и приемов, принятых в сфере массовой коммуникации;

7.1.7. Критерии оценки курсовой работы
Данный вид работы не предусмотрен.

7.1.8. Критерии оценки разбора кейсовых заданий

Данный вид работы не предусмотрен.

7.2. Промежуточная аттестация
7.2.1. Шкала оценивания уровня знаний

В Институте используется балльно-рейтинговая система оценивания уровня знаний обучающихся (далее – БРС). При БРС оценивание уровня знаний обучающихся осуществляется по 100-балльной и 5-балльной шкалах.

Перевод 100-балльной системы оценивания уровня знаний обучающихся в 5-балльную систему оценивания проводится по следующим соответствиям:

0 - 50 баллов = «неудовлетворительно», «не зачтено»

51 - 70 баллов = «удовлетворительно», «зачтено»

71 - 85 баллов = «хорошо», «зачтено»

86 -100 баллов = «отлично», «зачтено».

К промежуточной аттестации допускаются обучающиеся, набравшие не менее 51 балла в ходе проведения текущего контроля успеваемости. В случае наличия учебной задолженности обучающийся отрабатывает пропущенные занятия в форме, предложенной преподавателем и представленной в настоящей рабочей программе дисциплины в разделе самостоятельная работа.

Отчетность проводится в форме зачета. Результаты обучения оцениваются: зачтено/не зачтено.

Оценочные материалы для проведения промежуточной аттестации обучающихся приведены в Приложении 1 к рабочей программе дисциплины.

7.2.2. Шкала оценивания промежуточной аттестации по дисциплине

Оценка		Уровень подготовки
зачтено	отлично	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «отлично».
	хорошо	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «хорошо», при этом хотя бы одна компетенция сформирована на уровне «хорошо».
	удовлетворительно	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «удовлетворительно», при этом хотя бы одна компетенция сформирована на уровне

		«удовлетворительно»
не зачтено	неудовлетворитель	Хотя бы одна компетенция сформирована на уровне «неудовлетворительно».

8. Материально-техническое обеспечение дисциплины

Для реализации рабочей программы дисциплины имеются помещения для проведения занятий лекционного и семинарского типа, групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации, а также помещения для самостоятельной работы. Помещения укомплектованы специализированной мебелью и техническими средства обучения, служащими для представления информации большой аудитории.

Помещение для проведения занятий лекционного типа на 100 посадочных мест укомплектовано: электронной трибуной с компьютером и стационарным сенсорным экраном, звуковой системой, экраном, 2 камерами для трансляции веб-присутствия.

Помещение для проведения занятий семинарского типа, проведения групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации укомплектовано: компьютером, интерактивной доской, мультимедиа проектором, звуковой системой.

Помещение для самостоятельной работы оснащено компьютерной техникой с возможностью подключения к сети «Интернет» и обеспечением доступа к электронной информационно-образовательной среде ФГБОУ ВО «Гос. ИРЯ им. А.С. Пушкина».

Наименование и оснащенность специальных помещений	Перечень лицензионного программного обеспечения
Учебная аудитория для проведения занятий практических занятий, групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации № 312 компьютерный класс, укомплектован: - специализированная учебная мебель: столы – 10 шт., стулья – 21 шт., стол преп. – 1 шт., доска – 1 шт.; - персональный компьютер - 21 шт. с доступом к сети "Интернет" и обеспечением доступа в электронную	Комплект свободно распространяемого и лицензионного программного обеспечения: Microsoft Windows 10, Microsoft Office 2016 стандартная, Big Blue Button.

информационно-образовательную среду организации; - проектор – 1 шт.; - интерактивная доска – 1 шт.	