МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РФ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ ОБРАЗОВАТЕЛЬНОЕ
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«КАЗАНСКИЙ (ПРИВОЛЖСКИЙ) ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ»
ИНСТИТУТ ФИЛОЛОГИИ И МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ
ВЫСШАЯ ШКОЛА РУССКОЙ ФИЛОЛОГИИ И КУЛЬТУРЫ ИМ ЛЬВА ТОЛСТОГО
КАФЕДРА КОНТРАСТИВНОЙ ЛИНГВИСТИКИ

А. Р. Нурутдинова, Д. Ш. Шакирова

MULTICOMPETENCE APPROACH TO LANGUAGE PROFICIENTY

PART 1

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Рецензенты:
Лутфуллина Гюльнара Фирдависовна — доктор филологических наук, профессор, заведующая кафедрой «Иностранные языки» ФГБОУ ВО «Казанский государственный энергетический университет»;
Галимзянова Ильхамия Исхаковна — доктор педагогических наук, профессор, заведующая кафедрой «Иностранные языки и межкультурная коммуникация» ФГБОУ ВО «Казанская государственная консерватория имени Н. Г. Жиганова».

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Content

INTRODUCTION

The XXI century is «the century of polyglots», where the knowledge of several foreign languages becomes a necessary condition for the information (post-industrial) society. Consequently, the knowledge of foreign languages is the essential requirement to any specialist. The approach to education in general and language education in particular is changing due to the new conditions of society development; and this explains the need to rethink not only the concept of higher education, but the concept of language education in the new environment.

The book is designed in accordance with the program's discipline considering the cross-cultural characteristics of scientific activity in the universities of our country and abroad. While selecting the original texts the authors have tried to ensure that each text has a general scientific character and is full of vocabulary connected with the research activity. Active lexical minimum benefits to the defined themes.

The given book consists of 6 modules, each including a number of original texts according to the subject of the sections; complex quasi-speech and speech exercises, communicative situations of monologue speech, and samples that meet the principles of modern communication techniques; and the revision part for each unit.

The book is aimed at the formation of the following competencies:

1) to develop the communicative skills in different types of speech activity: annotating, summarizing skills of scientific literature;
2) to use a foreign language as a means of academic communication;
3) to analyze and process context information, including relating to new areas of knowledge that are not directly related to the sphere of professional activity;
4) to conduct research and obtain new scientific and applied results using the foreign language;
5) to execute and present the results of independent research in the foreign language;

6) to improve and develop the intellectual and cultural level, to seek moral and physical development of the personality;
7) to participate in the international professional networking communities in specific areas;
8) to use local and foreign sources, to collect the necessary data and prepare an overview of the information and / or analysis report;
9) to use the foreign language in the academic communication and public speaking, negotiation, meetings, business correspondence and maintenance of electronic communication;
10) to find and process information using a variety of methods and applied scientific research in accordance with the task;
11) to use the basic vocabulary and grammar of the foreign language, the basics of spoken language;
12) to read and understand the texts in professional sphere, to be able to convey their content in Russian and foreign languages;
13) to execute and present the results of scientific and applied research in oral and written form, using the foreign language.

MODULE 1.
MASTER DEGREE PROGRAMS:
MAJOR AND MINOR

1. Study the meaning of the following word combinations and compose sentences connected to Science, Research, and Technology.

Scientific and technological innovations, unprecedented socio-economic challenges, amazing cultural reawakening, yesterday's educational programs, to jeopardize education's reputation, technology of education, technology in education, the exponential growth of knowledge, exploding knowledge, the mainspring of the growth of knowledge, extraordinarily high, special significance for future-oriented education, the fusion of knowledge, automation-communication technology base, theoretical knowledge, the applied knowledge, to go hand in hand, spin-off effects, a new level of integration, protection (defense) of master's thesis is not allowed, securing theme master's thesis, research direction, in accordance with, the highly skilled experts, annotated master's program, based on the application of a student, is appointed scientific adviser, submitted for the approval to the supervisor, results of research, the report on the research work of a student, to be submitted to the department.

2. Translate the following English sentences into Russian.

1) Education must be visionary and future-oriented, in the face of stunning scientific and technological innovations and changes, unprecedented socio-economic challenges and opportunities, surprising socio-political reforms, and amazing cultural reawakening.

2) Humanity's life and destiny and their meaning and purpose are perhaps more than what this mode of knowledge comprises; but without this knowledge surge in history, mankind surely would have been so much less.

3) The great turning points in the evolution of human societies are marked by new knowledge, new inventions, and new applications: thus, the transition from the agricultural base to the industrial base, and now in the advanced countries, from the industrial base to automation-communication technology base, ushering in what has been called the "post-industrial" society.

4) The developing countries face the challenge of creating for themselves pathways of learning, which may lead to the mainstream of the knowledge revolution: it is clear that this cannot be accomplished by one-small-step-at-a-time progression and it has to be a development leap, nor do the pathways lie along the imprints of other development models.

5) They are knowledge generators; they are also centres of innovation; and importantly they are service centres for their communities, facilitating and promoting change and development.

6) The complex of intellectual institutions will grow and diversify, embodying new institutionalized forms of development and innovation processes, and in modes of operation and control which are likely to be highly decentralized rather than monopolistic of knowledge-based power.

7) In education these modes of human apprehension are of the very substance of educational action if education is to be anything more them a mechanical exercise in conditioning.

8) "Human" and genetic engineering have the power to modify human bodies, characteristics and mental abilities and intervene in the course of evolution, adding these profound powers to the economic and organizational structures in which so much of science-technology growth is meshed, and we have to face the dreadful thought that whatever science-technology would make a profit for an enterprise or would contribute to a nation's prowess to make war, that science and that technology would be developed and the "enterprise skills" needed for it would be nurtured.

9) The type of knowledge that gives us even more than knowledge and invention has also to deepen to those sensibilities; perceptions and insights that help us judge and discern what knowledge is most worth.

3. Give the English equivalents to the following word combinations; make up sentences describing your department, faculty.

Процесс понимания, доступ и создание знаний, информатизация и компьютеризация, централизованный, бюрократический, задача создания, пути обучения, в рамках, общие цели в области развития, расширение возможностей образования, непредсказуемость меняющегося мира, ставить под сомнение, суеверие и идеологическая близорукость, поощрение и стимулирование изменений, в высшей степени децентрализована, смягчение остроты социально-экономических проблем, существенные ограничения науки, игнорировать ограничения науки и техники, гносеологические, охватывающий атрибут человеческого сознания, экономические и организационные структуры, руководство по применению, научно-исследовательская практика, выбирать направление после зачисления в магистратуру, научно-производственная практика, подготовка магистерской диссертации, научно-исследовательская работа, основная образовательная программа подготовка магистров, руководство образовательной и научной деятельностью магистранта, выбор научного исследования в течение первого семестра, должны быть оформлены в письменном виде (отчет), итоговая оценка в форме зачёта.

4. Express your opinion on the following quotations. Prepare a short report regarding the following quotations.

1) “The world has never changed so rapidly. Beginning in the 1950s a series of technological revolutions commenced. Three of these now exist. They are based on the technologies of the silicon chip, which has generated the information revolution; the manipulation of the DNA molecule, which has created the biotechnology revolution, and the creation of new advanced industrial materials. There is no reason not to think that these three will not be joined by others in the 1990s.”

2) “When an advanced and excellent technology is widely diffused to other fields, it becomes innovative technology by its spin-off effects.

It is indispensable that a new technology should be developed into industrial technology and a system of excellent management, in order to contribute to the development of industry and business."

3) "Increasingly, wealth and prosperity are dependent on knowledge and skill. Developed countries have never been so creative and innovative. They are deluging the world with new products and services based on their brainpower and creativity. Their economic prosperity is based on the utilization of intellectual property and resources in the arts, the sciences and the technologies, and through the development of highly skilled and continually learning work-forces."

4) ".... It is science alone that can solve the problems of hunger, poverty, insanitation, illiteracy, superstition; deadening custom and tradition halt the degradation of the human condition and bring about socio-economic and political changes conductive to development, to reducing the miseries and stagnation of traditional societies through modernization".

5) "Unlike the science paradigm which totally rejected the ancient spiritualistic-holistic paradigm, the newly emerging world view will not reject science. Science and Mind will be integrated in the middle path, elevating mankind to a new level of wisdom integration will be the new paradigm."

6) "Mankind would no doubt continue to seek knowledge through science, rational argument, and intuition in order to make peace with nature. But at this crucial moment of evaluating the past. It may need more wisdom, more humanity than mere technical knowledge."

7) "I consider science as an integrating part of our endeavor to answer the one great philosophical question which embraces all others, the one that Plotinus expressed by his brief: "Who are we?" And more than that, I consider this not one of the tasks, but the task of science, the only one that really counts."

8) "Up to the age of thirty, or beyond it, poetry of many kinds gave me great pleasure, and even as a school boy, I took intense delight in Shakespeare pictures gave me considerable and music very great delight.

But now for many years I cannot endure to read a line of poetry I have also lost almost any taste for picture or music. My mind seems to have become a kind of machine for grinding general laws out of large collections of facts, but why this should have caused the atrophy of that part of the brain alone, on which the higher tastes depend, I cannot conceive the loss of these tastes is a loss of happiness, and may possibly be injurious to the intellect, and most probably to the moral character, by enfeebling the emotional part of our nature."

5. Give the initial forms of the following words; translate them.

Contributions, unprecedented, watershed, jeopardize, indispensable, reawakening, contributor, exponential, mainspring, technology-based, accelerating, being demonstrated, agricultural, understanding, inter-linking, accessing, creating, revolutionary, increasingly, pervasively, computerization, pathways, anticipating, threefold, facilitating, institutionalized, apprehension, reductions, disjunction, encompassing, imbalances, dreadful, knowledge-explosion, discern, sensibility, laissez-faire, perceptions, insights.

6. Think about the ideas, opinions or issues involved in Text A. Write a short personal response to Text — what is your opinion or reaction to the following issue?

TEXT 1. EDUCATION FOR THE TWENTY-FIRST CENTURY: EXPLODING KNOWLEDGE (SCIENCE AND TECHNOLOGY)[1]

The future scenarios of the political, social, cultural and economic sectors will depend on the contributions of the students of universities today. More than ever before, education must be visionary and future-oriented, in the face of stunning scientific and technological innovations

[1] http://www.unesco.org/education/pdf/15_15.pdf.

and changes, unprecedented socio-economic challenges and opportunities, surprising socio-political reforms, and amazing cultural reawakening.

In rethinking education to cope with rapid changes at the threshold of the twenty-first century, innovation, technology, and research are indispensable tools of education. Failure to innovate by and large means repeating yesterday's educational programs and strategies tomorrow, which will only further jeopardize education's reputation as contributor to development efforts. Educational innovations are imperative, and would no doubt be effective if they are research-based and imbued with technology of education (i. e., systematic approach to the teaching-learning process); and technology in education (e. g., use of hardware and software).

The exponential growth of knowledge makes every decade a watershed in human history. Humanity's life and destiny and their meaning and purpose are perhaps more than what this mode of knowledge comprises; but without this knowledge surge in history, mankind surely would have been so much less. The sense of progress in the life of mankind owes much, possibly all, to the phenomenon of growing, deepening, exploding knowledge.

In the last three centuries or so, science became the mainspring of the growth of knowledge. Later science as technology becomes the moving force. The accelerating pace of science and technology-based knowledge has been extraordinarily high. It is estimated that now the body of this knowledge is doubling every 10 to 12 years. To get a measure of this pace, it means that the new discoveries, inventions and developments in the decade of the 1990s would be equal in volume to the knowledge earlier gathered over centuries. And it is not only the accelerating pace that holds attention; equally amazing is the spread that covers every segment of existence.

“The world has never changed so rapidly. Beginning in the 1950s a series of technological revolutions commenced. Three of these now exist. They are based on the technologies of the silicon chip, which has generated the information revolution; the manipulation of the DNA

molecule, which has created the biotechnology revolution, and the creation of new advanced industrial materials. There is no reason not to think that these three will not be joined by others in the 1990s."

Science and technology-based knowledge revolution so vividly — and fearsomely — being demonstrated in the latter half of the present century, has characteristics of special significance for future-oriented education. First is the fusion of knowledge and its application, which has been the fertile ground for generating more knowledge and more applications. The great turning points in the evolution of human societies are marked by new knowledge, new inventions, and new applications: thus, the transition from the agricultural base to the industrial base, and now in the advanced countries, from the industrial base to automation-communication technology base, ushering in what has been called the "post-industrial" society. A notable characteristic at each transition is that both components, namely theoretical knowledge and applied knowledge, increase exponentially.

Scientific knowledge and technological knowledge have to go hand in hand. Widespread spin-off effects mark the growth. It was pointed out "when an advanced and excellent technology is widely diffused to other fields, it becomes innovative technology by its spin-off effects. It is indispensable that a new technology should be developed into industrial technology and a system of excellent management, in order to contribute to the development of industry and business". There is yet another characteristic of advancing science and technology. Each advance marks a new level of integration in the knowledge domain. Traditionally man has tried to understand reality by breaking it down into different disciplines and separating the process of understanding from the process of action. But now, increasingly, any problem calls for knowledge from a range of disciplines. The capacity to see a situation in wholeness and with the inter-linking of the parts is an important, indeed indispensable, way of accessing knowledge and creating more knowledge.

The revolutionary developments in science and technology have led in the last few decades to the emergence of "knowledge-based" societies

in which the central capital is knowledge. The notion is increasingly used to characterize "developed" societies as opposed to the "developing" societies. Science and technology-based knowledge determines pervasively the economic production structures and has increasingly acquired, as it were, a life of its own. Increasingly the organizational structures of economic and social life are dominated by such knowledge embodied in computerization and cybernation and managed by "specialists" and large-scale, centralized bureaucracies. Society's values and standards are increasingly molded by influences deriving from this complex interpenetration and by the new elite of "knowledge workers".

The Round Table (Beijing) referred in its discussions to some of the positive ways in which knowledge-based developments in the developed countries hold out promise of the future. It said: "Increasingly, wealth and prosperity are dependent on knowledge and skill. Developed countries have never been so creative and innovative. They are deluging the world with new products and services based on their brainpower and creativity. Their economic prosperity is based on the utilization of intellectual property and resources in the arts, the sciences and the technologies, and through the development of highly skilled and continually learning work-forces."

Science and technology are now established as forces of great power in the shaping of the futures. The developing countries face the challenge of creating for themselves pathways of learning, which may lead to the mainstream of the knowledge revolution. It is clear that this cannot be accomplished by one-small-step-at-a-time progression. It has to be a development leap. Nor do the pathways lie along the imprints of other development models. They have to be creatively adapted to the particular contexts within the framework of overall development goals.

Education is central to the knowledge-based society because it is the human being who is the creator, the preserver and sometimes tragically, the destroyer of knowledge. Without anticipating the discussion on this theme in a later chapter, we may indicate here in broad terms what this

means for education seen from the perspective of developing Asia-Pacific. A "knowledge — based" society is one that derives from human potential. It is an "open" society, because it is not about inert nature or about tools; it is about how men think and create and become free. Its core is thinking, creativity, and inventiveness. Past experiences and models do not respond to this core in a changing world. In this aspect, science and technology are one of the important sources of empowerment of education to deal with and respond to the demands and the unpredictability of the changing world, and to push back the "inner limits" which man builds round his capacities in the form of prejudices, superstitions and ideological myopia.

For developing Asia-Pacific, science and technology are important, even central, for the alleviation of the socio-economic problems. One of the Symposium speakers alluded to it in the following terms: "it is science alone that can solve the problems of hunger, poverty, insanitation, illiteracy, superstition; deadening custom and tradition.... halt the degradation of the human condition.... And bring about socio-economic and political changes conductive to development, to reducing the miseries and stagnation of traditional societies through modernization"

To ignore the limitations of science and technology would be to distort education's full contribution to human well fare and to create a fatal flaw in the agenda of societal progress. The first limitation is epistemological. The scientific method is essentially analytic and reductions and brings into play only the related range of cognitive capacities of human intelligence. Holistic phenomena, such as the biological, are not capable of being understood by the reductionism method. In consequence we find that a whole range of human apprehensions such as intuition, ethical thinking, and aesthetic perception are either treated as invalid or as irrelevant. In education these modes of human apprehension are of the very substance of educational action if education is to be anything more them a mechanical exercise in conditioning.

A deepening division has driven human sensibility between the scientific-technological mode of knowledge and the intuitive-holistic

mode. The scientific-technological pursuit is increasingly perceived as carrying its own justification and beyond questioning the validity of the use to which its results are put. In effect there is a growing disjunction between science-technology and wisdom — that all-encompassing attribute of human consciousness. A Symposium speaker expressed this theme as follows: “Unlike the science paradigm which totally rejected the ancient spiritualistic-holistic paradigm, the newly emerging world view will not reject science. Science and Mind will be integrated in the middle path, elevating mankind to a new level of wisdom Integration will be the new paradigm.”

Another speaker urged, “Mankind would no doubt continue to seek knowledge through science, rational argument, and intuition in order to make peace with nature. But at this crucial moment of evaluating the past. It may need more wisdom, more humanity than mere technical knowledge.”

All the experience of the current deepening crises of environmental degradation, pollution, ecological imbalances, and population problems and resources depletion underlines the fact that technology cannot solve the mortal problems that it creates. More than half the total number of scientists and technologists is engaged in inventing and developing lethal weapons of mass destruction. A very substantial proportion of the “science knowledge explosion” has derived from work on the means of destruction. The dread pursuit has now entered the biological sphere.

“Human” and genetic engineering have the power to modify human bodies, characteristics and mental abilities and intervene in the course of evolution. Add these profound powers to the economic and organizational structures in which so much of science-technology growth is meshed, and we have to face the dreadful thought that whatever science-technology would make a profit for an enterprise or would contribute to a nation's prowess to make war, that science and that technology would be developed and the “enterprise skills” needed for it would be nurtured. This is indeed a far cry from the hope expressed four decades ago by eminent scientist

Erwin Schroedinger when he wrote: "I consider science as an integrating part of our endeavor to answer the one great philosophical question which embraces all others, the one that Plotinus expressed by his brief: "Who are we?" And more than that, I consider this not one of the tasks, but the task of science, the only one that really counts."

Whether the knowledge-explosion brings disaster upon mankind or helps to ease the burdens of suffering and realize the hopes for a brighter life for humanity depends on man. It is for him to assign the role that science and technology are to play. Science and technology just play the role that man assigns by design or laissez-faire indifference or by a Faustian bargain. In the ultimate analysis the issue is not one of science, but one of values, which will guide man's application of science. And this is again where education comes in. It cannot offer the whole solution, but in any solution, education is at the core wherever human mind, will and action are involved. The type of knowledge that gives us even more knowledge and invention has also to deepen to those sensibilities, perceptions and insights that help us to judge and discern what knowledge is most worth.

7. What did you find interesting, puzzling or informative about this Text? What questions does it make you ask? Summarize the main points of Text 1 in your own words (10 bullet points or sentences).

8. Does the writer of Text 1 have an agenda or preference? What extra details do Text 1 offer? What details have been missed out?

9. Give the Russian equivalents to the following word combinations; translate the sentences into English: *the new area of genetic engineering, to design new genomes, to withstand the evolutionary competition, the basis of nanotechnology and technological revolution, an important role, the development of medicine of the future, combine biological and synthetic materials, full-fledged bodies, actively*

developing, regenerative medicine, the principle of restoring, responsible for the metabolism and assimilation of food, a fundamentally new methods of diagnosis, to identify cancer in its earliest stages, human consciousness, the implantation in different parts, the regeneration of nerve cells, the virtual world.

1) Синтетическая биология — одно из новых направлений генной инженерии; главная идея — сконструировать новые геномы и соответствующие им живые организмы, которые либо никогда не существовали в природе, либо погибли, не выдержав эволюционной конкуренции с живущими ныне на Земле. Синтетическая биология вызывает небывалый интерес не только у ученых, но и у художников, работающих в направлении «science art».

2) Понятие «нано» прочно вошло во все сферы жизни. Большинство из нас знает, что речь идет о технологиях работы с очень маленькими объектами: атомами и молекулами, но сегодня ученые уверены: в 21 веке нанотехнологии станут основой технической революции; с их помощью будут делать материалы, лекарства и различные устройства.

3) Девиз бионики: «Живые прототипы — ключ к новой технике». Впервые термин был использован майором Джеком Стили в 1960 году на конгрессе ВВС США. Сегодня бионика играет важную роль в развитии медицины будущего: ученые сочетают биологические и искусственные материалы, превращая их в полноценные органы.

4) Активно развивается и новая отрасль биомедицины — регенеративная медицина и основана на принципах восстановления функций или структур тканей и органов. Наиболее интересное направление — это биопринтинг. Ученые работают над тем, чтобы начать печатать органы на «обычном» принтере.

5) Нутригеномика это наука о том, как продукты питания взаимодействуют с нашим организмом. Нутригенетика изучает гены

ответственные за метаболизм и усвояемость пищи. Каждый человек обладает индивидуальным набором генов: у кого-то темные волосы, у кого-то рыжие. Различия определяются небольшими отличиями в ДНК, и это явление называют полиморфизм. Благодаря ему каждый человек уникален, и его организм усваивает пищу по-своему.

6) Исследователи надеются, что в недалеком будущем их открытия помогут создать принципиально новые методы диагностики. Вполне вероятно, что «звучание» клеток позволит распознавать онкологические заболевания на самых ранних стадиях, когда недуг еще не столь опасен.

7) Сеттлеретика ищет новые носители сознания человека (downloading) и предлагает целый набор технологий: от вживления чипов в различные участки мозга и регенерации нервных клеток до управления парализованными мышцами с помощью нейроимплантантов.

8) Самые смелые мечты — переселить личность человека из стареющего организма в молодой биоклон. Активно обсуждается и вопрос о том, чтобы перенести личность в компьютер и сделать так, чтобы она постоянно существовала в виртуальном мире.

10. Do you agree or disagree with the following Text's stance? Present a short personal response.

1) All the experience of the current deepening crises of environmental degradation, pollution, ecological imbalances, and population problems and resources depletion underlines the fact that technology cannot solve the mortal problems that it creates. More than half the total number of scientists and technologists is engaged in inventing and developing lethal weapons of mass destruction.

2) Intellectual institutions of the education complex have an increasingly crucial role in societal development. They are knowledge generators; they are also centres of innovation; and importantly they are service centres for their communities, facilitating and promoting change and development.

3) Whether the knowledge-explosion brings disaster upon mankind or helps to ease the burdens of suffering and realize the hopes for a brighter life for humanity depends on man. The type of knowledge that gives us even more knowledge and invention has also to deepen to those sensibilities, perceptions and insights that help us to judge and discern what knowledge is most worth.

11. Give the English equivalents to the following word combinations.

Быть достаточно подготовленным, быть увлеченным определенной темой, углубить свои знания, независимо от того, что; тщательно оценить, предметная область, собственные ожидания и возможности, ключевые вопросы, необходимо ответить, что делать дальше, приобретать новые знания, быть конкурентоспособным, получить диплом (сертификат, звание, степень), мотивировать причины отказа/согласия, официальное признание, высокооплачиваемая должность, преимущества, потребности в бизнесе, передовые знания в вашей области науки, завершать программу обучения, поддержать себя материально, подать/заполнить заявку на стажировку, финансовое отношение, приобретать опыт работы, устроиться на работу, степень магистра/бакалавра, некоторые области, некоторые должности.

12. Translate; make up the sentences with the following word combinations.

Holder of a master's degree, to have a better-paid position, to support yourself financially, fulfill the needs, certificate, to receive an official recognition, the right reasons to motivate your decision, level of knowledge, some competitive edge, to gain from master's studies, acquiring fresh knowledge, to stay competitive, apply for paid internships, entry-level jobs, to be in possession of a master's degree, acquiring the work experience, renowned schools, a competitive salary, learn some things only through your own work experience, gain confidence, your

area of expertise, advanced knowledge, demanding candidates with a master's degree, specific area of expertise, automatically filtered out.

13. Think about the ideas, opinions, or issues involved in Text 2 you have read. Summarize the main points of the Text in your own words. (10 bullet points or sentences).

TEXT 2. STUDYING MASTER'S DEGREE VS. HAVING WORK EXPERIENCE[2]

Maybe you have seen a very interesting job position but think you are not enough prepared for it. Maybe you are passionate about a certain topic, and would like to deepen your level of knowledge and understanding. No matter what your case is, many students wonder what to do next after they finish their first-cycle (undergraduate) studies: **should you study a master's degree or should you enter the labor market right away to gain work experience?**

The answer to this dilemma is that you should carefully evaluate the subject area where you would like to work in and consider your own personal expectations. To help you decide which path to take, we have prepared for you the table below with some key questions you need to answer before deciding what to do next.

	Master's degree	**Work experience**
Would you like to study a PhD?	According to the degrees structure in the European Higher Education Area, you are able to apply for a PhD only if you have a second-cycle degree, i. e., you have a master's degree	If you are not thinking of pursuing a career within the field of research, you are not required to be in possession of a master's degree

[2] https://www.studyineurope.eu/aqa/masters-degree-vs-work-experience.

Is the labor market within your subject area requiring a master's degree? Explore what your potential employers are requesting	For some areas and some job positions, employers may be demanding candidates with a master's degree. I have seen many companies within a specific area of expertise requiring a master's degree, without specifying the area. This means that having a master's degree represents a threshold under which applications from candidates without such a degree will be automatically filtered out	Other areas of work and job positions may demand a more practical approach and having work experience may represent a competitive edge in this case
How passionate are you about the subject?	Studying a master's degree can be a good option to gain fresh and advanced knowledge and even gain confidence within your area of expertise. However, studying a master's program is hard, so you should enjoy learning the subject in order to make sure you will finalize the program	Keep in mind that some skills can't be taught in a classroom and that you will learn some things only through your own work experience
Do you have sufficient funds?	Master's programs at renowned schools can be very pricey. In most cases, it is also very hard to work at the same time you are earning your master's degree. Therefore, you should consider if you could support yourself financially while studying your master's program.	Sometimes it is hard to apply for jobs that offer you a competitive salary if you have just stepped out of university. Howeever, you can apply for paid internships and entry-level jobs. Although the salary may not be as high as you would expect, it will allow you to support yourself financially while acquiring the work experience you need.

Can you explain your decision?	Be ready to motivate the reasons why you decided to study a master's degree. Sometimes, students enroll in master's studies because they can't get a job or they want to have a better-paid position. I believe they are not the right reasons to motivate your decision. Employers would like to learn what you gained from your master's studies and if your decision can bring to their organizations some competitive edge. This is the time when you should explain why you, as a holder of a master's degree, could fulfill their needs as a business.	Why did you choose to have work experience instead of further studying a master's degree? In some cases, working Instead of studying a master's degree doesn't necessarily mean you are not acquiring fresh knowledge to stay competitive. In some cases, you can earn a certificate for each skill you would like to strengthen. You may use each certificate to receive an official recognition on your level of knowledge

14. Translate the following Russian sentences into English.

1) Научно-исследовательская практика направлена на расширение и закрепление теоретических и практических знаний, полученных магистрантами в процессе обучения, приобретение и совершенствование практических навыков по выбранной магистерской программе, подготовку к будущей профессиональной деятельности.

2) Научно-исследовательская практика проводится в соответствии с программой научно-исследовательской практики магистрантов, утвержденной на кафедре и индивидуальной программой, представленной магистрантом совместно с научным руководителем.

3) Руководство научно-исследовательской практикой по программе осуществляет научный руководитель магистранта.

4) Практика оценивается научным руководителем на основе отчета, составляемого магистрантом, и дневника практики.

5) Цель научно-исследовательской работы в семестре — формирование профессиональных компетенций, необходимых для

проведения как самостоятельной научно-исследовательской работы, результатом которой является написание и успешная защита магистерской диссертации, так и научно-исследовательской работы в составе научного коллектива.

15. Give the English equivalents to the following word combinations; using the following expressions, describe, "Who you are as a researcher?"

Образовательно-квалификационный уровень выпускника магистратуры, квалификация бакалавра или специалиста, получить углубленные специальные навыки и знания инновационного характера, иметь определенный опыт применения и продуцирования, решать профессиональные проблемные задачи в определенной области, обладать эрудицией и фундаментальной научной базой, владеть методологией научного творчества, владеть современными информационными технологиями, быть способным к плодотворной научно-исследовательской и научно-педагогической деятельности, магистерская диссертация, раскрыть научный потенциал, способность в организации и проведении самостоятельного исследования, использовать современные методы и подходы при решении проблем в исследуемой области, результаты проведенного исследования, разработка обоснованных рекомендаций и предложений, тема магистерской работы, право самостоятельного выбора темы, отражать теоретическую и практическую направленность исследования, быть ориентирована на разработку теоретических и методологических основ исследуемых вопросов, использовать новые концепции и идеи в выбранной области исследования, определенная новизна научных идей и методов исследования, демонстрировать способности решать реальные практические задачи.

16. State the purpose of Text. Note that many Texts may have multiple purposes (e.g., to entertain, to persuade, to inform, to examine,

to explore, to report, to describe, to instruct). Identify what you consider to be the main purpose, explaining your reasons.

17. What qualities does the research demand from postgraduate students? Think, for example, you may enjoy solving problems; you may have creative abilities or things like that. Are you patient enough, industrious and hard working for this kind of activity?

18. Using the information from Module 1.; prepare a short personal response to the following issues — what is your opinion or reaction to the topic/issue?

- The development of Science and Technology: retrospective aspect.
- Research the area of work you wish to enter to identify how potential employers would view applicants with postgraduate qualifications. What new experience and knowledge would you gain from the post-graduate course of study?
- What is your motivation for taking a post-graduate course? Is it only because of helps for future career making? Sum up all pros and cons and make a presentation in class.

MODULE 2.
ROLE OF RESEARCH SUPERVISOR

1. Study the meaning of the following word combinations; compose sentences connected to Education Prospects, Research Projects, and Science.

Final year/graduate student, to come across the question, to complete the undergraduate degree, to achieve career goals, the cost in tuition fees, the extra length, time out of employment, overriding reasons, to apply for a master's degree, to depend on field and mind-set, strictly necessary, to have a firm plan, future career, applying to graduate school, the academic version, professional training, to enable students, the right knowledge and skills, to jump straight into desired careers, to apply to graduate school, further study as an investment in own potential, a way to postpone the end of student life, leading thinker, the faculty members, guest experts, to stay motivated and working hard, the talented people, an access to excellent material resources, the latest technologies.

2. Translate the following English sentences into Russian.

1) The question students ask after completing their undergraduate degree, are unsure of whether a master's program is really the best option to help them achieve their career goals; as both the cost in tuition fees and the extra length of time out of employment can mean that this is a decision not to be made lightly.

2) The grad school often acts as the academic version of professional training; enabling students to graduate with all the right knowledge and skills, ready to jump straight into their desired careers.

3) Students applying to graduate school should do so with their eyes on the future, seeing further study as an investment in their own potential — and not simply as a way to postpone the end of student life.

4) More people than ever are enrolling in graduate degrees and because of this an undergraduate qualification alone can sometimes fail to get you noticed alongside equally or more highly educated candidates.

5) Attending extracurricular activities and meetings, hearing from speakers and lecturers, and benefitting from one-on-one supervision, ensures plenty of opportunities to engage with subject from multiple angles.

6) Undergraduate-level student life is widely associated with socializing, sleeping late and cramming alone in the library, grad school is much more about connecting with people professionally — not just-fellow students, but faculty members too, but as a master's student you'll need to learn to network like a pro and hone your 'people skills'.

7) The professional networking is simply a way of getting your feet in the door, connecting with likeminded people in a professional context, and finding ways to collaborate, develop knowledge, skills, and career.

8) If during your degree you conduct any research that is particularly exceptional, you may be recognized for that achievement by the academic community — perhaps by being invited to present your paper at a conference, contribute to a research project, or even receive accreditation in a piece of work published in a journal.

9) In addition to all these talented people, you should also have access to excellent material resources, potentially including the latest technologies and high-end equipment being used within your field, such as spectral imaging scanners or nanotechnology systems.

3. Give the English equivalents to the following word combinations; make up sentences characterizing your research project.

Высококачественное оборудование; форум; исследовать и изучить теории; получить признание за достижения со стороны академического сообщества; внести свой вклад в исследовательский проект; представить доклад на конференции; международное признание; получить аккредитацию; эксперт в (определенной) области;

улучшить финансовые перспективы; судьбоносное решение; дополнительные деньги, накопленные в жизни; нужно научиться как профессионал; в профессиональном мире; в профессиональном контексте; развивать знания, навыки и карьеру; найти пути сотрудничества; необходимо знать предмет наизнанку (изнутри); стать участником; основные мотивы для продолжения в области высшего образования; возможность выбора модулей исходя из личного интереса; проводить независимые исследования; посещать мероприятия; извлечь выгоду; надзор; ставить под сомнение; значимость степени магистра; обратиться к потенциальным работодателям; начальный уровень в некоторых отраслях; навыки самостоятельной научно-исследовательской работы; самостоятельно приобретать и использовать в практической деятельности новые знания и умения; непосредственно не связанных со сферой деятельности; расширять и углублять свое научное мировоззрение; работа в научном коллективе; способность «порождать» новые идеи; избранная магистерская программа; тема магистерской диссертации.

4. Express your opinion on the following quotation. Prepare a short report regarding the following quotation.

"Undergraduate study gave me the opportunity to understand existing knowledge in my field. Graduate school gives me the opportunity to contribute to that knowledge."

5. Give the initial forms of the following word combinations; translate them.

Completing, overriding, achievement, applying, desired, founded, certainly, version, investment, potential, postpone, professional, qualification, increasingly, holding, struggling, educated, noticed equally, conduct, employers, the opportunity to choose, will be expected, to engage, ideas regarding, recognition, multiple angles, passionate academic

interests, satisfaction, will be inspired, staying motivated, to contribute, exceptional, accreditation, motivations for continuing, associated with socializing, cramming, prominent, particularly, connecting professionally, community, likeminded people, professional context, collaborating, networking, the most-cited reasons, the financial prospects, a life-changing amount, accumulated, lifetime, incentive, potentially, technologies, excellent.

6. Think about the ideas, opinions or issues involved in the Text you have read. What is your opinion or reaction to the topic/issue? Do you agree or disagree with the Text's stance?

TEXT 1. REASONS TO APPLY FOR A MASTER'S DEGREE[3]

Editor's note: If you're a final year student, or if you graduated already, you'll have come across his question a few times for sure. Your family asks it, your friends ask it, and you ask it yourself.

"Why go to graduate school?" This is a question many students ask after completing their undergraduate degree, unsure of whether a master's program is really the best option to help them achieve their career goals. Both the cost in tuition fees and the extra length of time out of employment can mean that this is a decision not to be made lightly. For this reason, it is essential that your overriding reasons to apply for a master's degree are firmly founded. Below is a list of 10 of the most common reasons to study at graduate level, which, depending on your field and mind-set, should help you decide whether applying a master's degree is the best next step for you.

1) Invest in your future. Although it's not strictly necessary to have a firm plan for your future career before applying to graduate school, it certainly helps. This is because grad school often acts as the

[3] http://blog.uniplaces.com/8-good-reasons-apply-masters-degree/.

academic version of professional training; enabling students to graduate with all the right knowledge and skills, ready to jump straight into their desired careers. Either way, students applying to graduate school should do so with their eyes on the future, seeing further study as an investment in their own potential — and not simply as a way to postpone the end of student life.

2) Get noticed in today's job market. More people than ever are enrolling in graduate degrees today and because of this an undergraduate qualification alone can sometimes fail to get you noticed alongside equally or more highly educated candidates. With university education increasingly viewed as more a rite of passage than a luxury, and 11% of the workforce (in the UK) now holding a graduate degree, those holding only a bachelor's degree are struggling to appeal to employers even at entry level in certain industries.

3) Pursue your interests in more depth. Although most undergraduate degrees allow students the opportunity to choose modules of personal interest, a master's degree does this to a much greater extent. You will be expected to conduct independent research, in order to develop your thoughts and ideas regarding a field that deeply interests you. Attending extracurricular activities and meetings, hearing from guest speakers and lecturers, and often benefitting from one-on-one supervision, ensures plenty of opportunities to engage with your subject from multiple angles. For many students with passionate academic interests then, there's little need to question the value of a master's degree; the experience itself provides ample satisfaction.

4) Contribute to the world's knowledge. If you're keen to contribute to the world within any field, professionally or academically, you're going to need to know your subject inside out — and this starts with a master's degree. Kylie Rochford, a graduate student at Case Western Reserve University, US, explains that desire to become a contributor, not just a learner, this was one of her main motivations for continuing in higher education: "Undergraduate study gave me the opportunity to

understand existing knowledge in my field. Graduate school gives me the opportunity to contribute to that knowledge."

5) Make connections. While undergraduate-level student life is widely associated with socializing, sleeping late and cramming alone in the library, grad school is much more about connecting with people professionally — not just-fellow students, but faculty members too. You may have locked yourself away in the darkest corner of the campus library during your years as an undergraduate, but as a master's student you'll need to learn to network like a pro and hone your 'people skills'. If that sounds scary, remember that networking doesn't have to be a dirty word! In the professional world, networking is simply a way of getting your feet in the door, connecting with likeminded people in a professional context, and finding ways to collaborate, discuss and develop your own knowledge, skills, and career.

6) Improve your financial prospects. Higher earning potential is one of the most-cited reasons for enrolling in a master's degree, and even if this isn't your main driver, it's likely to provide an added incentive. A graduate degree has been found to improve the financial prospects of UK workers by over UK£5,000 more each year, compared to someone holding just a bachelor's degree. Although this may not seem like a life-changing amount, the additional money accumulated in a working lifetime works out at around UK£200,000. In addition, that's just the extra!

7) Get academic recognition. Grad school provides a stable forum in which to research and explore theories and ideas. If during your degree you conduct any research that is particularly exceptional, you may be recognized for that achievement by the academic community — perhaps by being invited to present your paper at a conference, contribute to a research project, or even receive accreditation in a piece of work published in a journal. International recognition is also a prospect for those who continue their research; if you pursue this route, you may one day become a prominent expert in your field.

8) Work with the best. At grad school leading thinkers' surround you in your field — including both the faculty members and guest experts at the front of the lecture hall, and the fellow graduate students around you. When working with people we're inspired by and respect, staying motivated and working hard is much, much easier. In addition to all these talented people, you should also have access to excellent material resources, potentially including the latest technologies and high-end equipment being used within your field, such as spectral imaging scanners or nanotechnology systems.

7. What did you find interesting, puzzling or informative about this Text? What questions does it make you ask? Summarize the main points of Text 1 in your own words (10 bullet points or sentences).

8. Does the writer of Text 1 have an agenda or preference? What extra details do Text 1 offer? What details have been missed out?

9. Give the Russian equivalents to the following word combinations; translate the passage:

engage in research and teaching activities, higher level of education, have a need for acquiring new knowledge and competences, best teachers, professors from foreign universities, professionals with academic degrees and practical experience; deferment of military service, a place in a hostel, a quality education, the fundamental advantages of master degree, taking into account the individual needs, the opportunity to choose the schedule and mode of study, to hold a master's degree, understood and recognized abroad, quoted diploma becomes an important issue, the possibility of a new profession.

Считается, что магистратура рассчитана на молодежь, которая собирается заниматься научной и педагогической деятельностью и в дальнейшем поступать в аспирантуру. Однако далеко не все

магистры посвящают свою жизнь науке. Зачем же тогда продолжать обучение? На это есть несколько причин.

Магистратура — это новый и более высокий уровень высшего образования, спрос на которое в последние годы быстро растет. Сегодня студенты магистратуры — это не только вчерашние выпускники бакалавриата, но и взрослые люди, испытывающие потребность в получении новых знаний и компетенций. Для многих юношей важным моментом при поступлении в магистратуру на очную форму обучения является отсрочка от службы в армии. Для некоторых определяющим фактором становится место в общежитии.

На самом деле фундаментальных преимуществ обучения в магистратуре гораздо больше.

1. Обучаясь в магистратуре, вы получаете качественное образование, так как вести подготовку магистров имеют право далеко не все вузы, а только лучшие.

2. Как правило, для проведения занятий в магистратуру приглашаются лучшие преподаватели, профессора из зарубежных вузов, специалисты, обладающие не только учёными степенями, но и практическим опытом работы.

3. Магистерские программы реализуются с учетом индивидуальных потребностей учащихся. Зачастую вузы предоставляют возможность выбрать график и форму обучения.

4. По итогам обучения присваивается степень магистра, которая понятна и признана за рубежом. Мобильность на рынке труда, в том числе, международная, постоянно возрастает, поэтому котируемость диплома становится важной проблемой.

5. Только магистратура открывает двери в аспирантуру. К слову, наша ученая степень кандидата наук приравнивается к западному PhD.

6. Магистратура дает возможность продолжить обучение по-другому, отличному от бакалавриата, направлению. Фактически, это дает учащимся возможность получить новую профессию.

10. Translate the following English sentences into the Russian language.

1) By means of various forms of cooperation such as internships, student projects, networking and research projects with the industry and other public research institutions, there is a constant exchange of experience and knowledge which ensures that all parties have access to the latest and most relevant knowledge.

2) Chemical engineering deals with a number of chemical processes from the design, manufacture and operation of plants and machineries to performing tests and ensuring that safety issues related to the environment, the process and the product are considered at all stages.

3) Moreover, the program is aimed at preparing specialists in the field of exploitation, research and development of technologies involved into petroleum production and refining processes.

4) The joint Master's program in Polymer Technology provides students with the comprehensive tools needed to develop future materials for advanced health care, energy production, green packaging, surface coatings, and many other applications.

5) Mechanical engineering is a broad discipline, covering such diverse topics as aerodynamics, medical devices, energy systems, system control, robotics, new product development, materials development, structural integrity, manufacturing, automotive systems, and space vehicle systems.

6) The attainment of a professional qualification is the clearest way of demonstrating possession of a sound knowledge of the industry and a high standard of professional competence.

7) The basis of educational process is a profound fundamental training in such areas as modern computer science, informatics and programming, microelectronics, information security, automatic control systems, systems analysis and management, distributed computing and computer networks, information and measurement technology,

environmental monitoring systems, computer mathematics and modeling, electronic object protection systems.

8) The curriculum is, therefore, designed to provide core courses such as food chemistry, food microbiology, food engineering, food processing, food preservation, food analysis, food biotechnology, and biochemical engineering.

11. Translate the following sentences into the Russian language.

1) The goal is not to complete an assigned set of courses as in an undergraduate program, but to develop significant and original research in your area of expertise; you will have required courses to take, especially if you do not have a master's degree yet, but these are designed merely to compliment your research and provide a broad and deep knowledge base to support you in your research endeavors.

2) Getting research experience outside of a degree program can help focus your interests and give you a leg up on the competition when you finally decide to apply as well as it can also help you determine whether you will enjoy full-time research or if you might prefer an alternative career path that still incorporates science, for example, in policy, consulting, or business — or a hybrid research job that combines scientific and non-scientific skills.

3) The transition between college and another research job to a PhD program is one of the main transitions in your life when it is perfectly acceptable to completely change research areas: you might be studying the function and regulation of membrane proteins or doing a computational analysis of the conductivity of different battery designs, but that doesn't mean your PhD project must revolve around similar projects.

4) A PhD program is quite the commitment and rarely lives up to expectations — but it is well worth the time and effort you will spend for something that truly excites you: if you are moving from the sciences to a non-scientific field such as social sciences or humanities, this advice

can still apply, though the transition is a bit more difficult and more of a permanent commitment.

5) While in the abstract, it may seem simple enough to put this all into your calendar and stay organized, you will find quickly enough that the one hour you scheduled for a task might take two or three hours, putting you behind on everything else for the rest of the day or forcing you to cut other planned events.

12. Translate and summarize the main points of the text in your own words (3–5 bullet points or sentences).

ЧТО ДАЕТ ЧЕЛОВЕКУ УЧЕНАЯ СТЕПЕНЬ И УЧЕНОЕ ЗВАНИЕ?[4]

Ученая степень и ученое звание являются трамплином для профессионального роста ученого. В мировой практике одним из условий научного и профессионального роста человека признано выполнение им диссертационного исследования.

Существуют различия в названиях ученых степеней в разных странах. Высшая аттестационная комиссия Министерства образования и науки РФ производит нострификацию (приравнивание) документов о присуждении ученых степеней, выданных научным и научно-педагогическим работникам — гражданам России в других государствах, с которыми Российская Федерация заключила договоры (соглашения) о признании и эквивалентности ученых степеней. ВАК производит переаттестацию научных и научно-педагогических работников — граждан России, ученые степени которым присуждены в государствах, с которыми Россия не заключила договоров (соглашения) о признании и эквивалентности ученых степеней.

[4] http://www.zpu-journal.ru/asp/matriculation/faq/degree/

В Российской Федерации наличие ученой степени и ученого звания отражается на уровне заработной платы, в частности, в системе образования, а также в других сферах. При решении кадровых вопросов определенное предпочтение отдается лицам, имеющим ученые степени и ученые звания. Это естественно, так как человек, защитивший одну или несколько (стало не редкостью, когда доктора наук защищают вторую докторскую диссертацию по смежным наукам) диссертаций, имеет более широкие знания, опыт анализа, обобщения в различных сферах науки и общественной жизни.

В данном случае вполне оправдано, что в высших органах государственного управления Российской Федерации многие чиновники имеют ученые степени, причем достаточно часто докторов наук.

Такой порядок существует не только в государственной, но и в коммерческой системе, и это естественно: человек, имеющий знания и умеющий ими пользоваться, — находка для любой коммерческой структуры. Нередко в этих структурах на разных должностях заняты люди с научными степенями. Заметим, что стало не редкостью, когда доктора наук защищают вторую докторскую диссертацию, в большей степени по смежным наукам, или дополнительно кандидатскую диссертацию по другой отрасли науки.

Примечательно, что доктор наук может защищать вторую докторскую диссертацию по любой отрасли науки без сдачи экзаменов по этой новой специальности, а в случае защиты кандидатской диссертации должен сдавать соответствующий кандидатский экзамен.

13. Give the Russian equivalents of the following word combinations; find them in the text below and translate.

Springboard for professional development scientist, scientific and professional human growth, fulfilment, state administration, nostrification (equating) documents, to award academic degrees, academic degrees and academic titles, the differences in the names, Higher Attestation Commission, degrees issued by, has concluded contracts (agreements),

officials, recognition and equivalence, recertification of scientific and pedagogical workers, the level of wages, the supreme bodies, a broad knowledge, experience, analysis, synthesis, various fields of science and social life, the commercial system, greater extent, related to sciences, to take the appropriate exam.

14. Give the Russian equivalents of the following word combinations; find them in Text 2 and make up your own sentences.

The biggest difference in the long run, to go back to daydreaming, to save you from anguish, a link providing general information, to lay out a plan for you, first-hand experiences, to trump the knowledge, internalize this idea, to jump headfirst into smth., to complete an assigned set of courses, to develop significant and original research in your area of expertise, to compliment your research, a broad and deep knowledge, the expense of research projects, to be designed to allow, to drill a rigid set of facts, an academic environment, burn out or end up trudging through their PhD program, to gain perspective, to stay out of school, a lack of set work hours, to provide time to identify the priorities in life, to spend extra effort getting used to procedures, bifurcate the mind between graduate school life and everything else, to have passion for the research you work on (most of the time), to be excited to think up new experiments or different ways, to consider the data you have collected, worth the time and effort.

15. Before reading Text 2, consider the following questions or discuss it within your group.

1) Are you certain about the type of research you want to do? Do you know where you want to live for the next five years?

2) Are you prepared to stay in an academic environment for nine years straight?

3) Do you like their advising style of your supervisor? Does their personality match with yours? Can you get along?

4) Is there research at this university that you are passionate about?

5) Imagine what it will be like living in the area during the times you are not doing research; consider what activities will you do and how often will you want to visit family.

6) Do you need a city atmosphere to be productive? Alternatively, is your ideal location surrounded by forests and mountains or by a beach? Is being close to your family important?

7) Will you still want to do many of those extracurricular activities you do as an undergraduate?

16. Give the English equivalents of the following word combinations; find them in Text 2 and make up your own sentences.

Для изучения различных областей исследований, опыт исследований за пределами научной программы, альтернативный путь карьеры, гибридная исследовательская работа, сузить критерии для программы, писать сообщение, писать заявки на гранты, писать научные работы, участие в конференциях, представляют исследования для других, рецензируемые научные рукописи, вычислительный анализ, основных переходов в жизни, вполне приемлемо, полностью изменить направление исследования, быть приверженному одной научно-исследовательской области, узконаправленная область исследования, изучить исследование разнообразного набора групп, опытно-конструкторские связи, социальная и внеучебная жизнь, репутация и престиж университета, репутация отдельного отдела, конкретная исследовательская группы, совместные исследования и профессиональные связи, возможность сжать в курсовую, внеклассные мероприятий, пожертвовать определенной деятельностью, получать формальное обучение, интерактивные программы, быстро и четко объяснить исследование, с изложением научных работ и заявок на получение грантов, кривая обучения.

17. Think about the ideas, opinions or issues involved in the Text you have read. What questions does it make you ask? Do you agree or

disagree with Text's stance? What did you find interesting, puzzling or informative about Text? What details have been missed out?

TEXT 2. THINGS YOU SHOULD CONSIDER BEFORE EMBARKING ON A PHD: THE IDEAL RESEARCH PROGRAM YOU ENVISION ISN'T WHAT IT APPEARS TO BE…[5]

If you are planning to apply for a PhD program, you're probably getting advice from dozens of students, professors, administrators your parents and the Internet. Sometimes it's hard to know which advice to focus on and what will make the biggest difference in the long run. So, before you go back to daydreaming about the day you accept that Nobel Prize, here are nine things you should give serious thought to. One or more of these tips may save you from anguish and help you make better decisions as you embark on that path to a PhD.

1. Actively seek out information about PhD programs.

Depending on your undergraduate institution, there may be more or less support to guide you in selecting a PhD program — but there is generally much less than when you applied to college.

On the website of my physics department, I found a page written by one of my professors, which listed graduate school options in physics and engineering along with resources to consult.

As far as I know, my career center did not send out much information about PhD programs. Only after applying to programs did I find out that my undergraduate website had a link providing general information applicable to most PhD programs. This is the kind of information that is available all over the Internet. So don't wait for your career center or department to lay out a plan for you. Actively seek it out from your career

[5] https://www.elsevier.com/connect/9-things-you-should-consider-before-embarking-on-a-phd.

center counselors, your professors, the Internet — and especially from alumni from your department who are in or graduated from your desired PhD program. First-hand experiences will almost always trump the knowledge you get second-hand.

2. A PhD program is not simply a continuation of your undergraduate program.

Many students don't internalize this idea until they have jumped headfirst into a PhD program. The goal is not to complete an assigned set of courses as in an undergraduate program, but to develop significant and original research in your area of expertise. You will have required courses to take, especially if you do not have a master's degree yet, but these are designed merely to compliment your research and provide a broad and deep knowledge base to support you in your research endeavors.

At the end of your PhD program, you will be judged on your research, not on how well you did in your courses. Grades are not critical as long as you maintain the minimum GPA requirement, and you should not spend too much time on courses at the expense of research projects. Graduate courses tend to be designed to allow you to take away what you will find useful to your research more than to drill a rigid set of facts and techniques into your brain.

3. Take a break between your undergraduate education and a PhD program.

You are beginning your senior year of college, and your classmates are asking you if you are applying to graduate school. You think to yourself, “Well, I like studying this topic and the associated research, and I am going to need a PhD if I want to be a professor or do independent research, so I might as well get it done as soon as possible.” Nevertheless, are you certain about the type of research you want to do? Do you know where you want to live for the next five years? Are you prepared to stay in an academic environment for nine years straight?

Many people burn out or end up trudging through their PhD program without a thought about what lies outside of or beyond it. A break of a year or two or even more may be necessary to gain perspective. If all you know is an academic environment, how can you compare it to anything else? Many people take a job for five or more years before going back to get their PhD. It is true though that the longer you stay out of school, the harder it is to go back to an academic environment with lower pay and a lack of set work hours. A one-year break will give you six months or so after graduation before PhD applications are due. A two-year gap might be ideal to provide time to identify your priorities in life and explore different areas of research without having schoolwork or a thesis competing for your attention.

Getting research experience outside of a degree program can help focus your interests and give you a leg up on the competition when you finally decide to apply. It can also help you determine whether you will enjoy full-time research or if you might prefer an alternative career path that still incorporates science, for example, in policy, consulting, or business — or a hybrid research job that combines scientific and non-scientific skills. I will be forever grateful that I chose to do research in a non-academic environment for a year between my undergraduate and PhD programs. It gave me the chance to get a feel for doing nothing but research for a full year. Working at the Johns Hopkins University Applied Physics Laboratory in the Space Division, I was the manager of an optics lab, performing spectroscopic experiments on rocks and minerals placed in a vacuum chamber.

While my boss determined the overall experimental design, I was able to make my own suggestions for experiments and use my own discretion in how to perform them. I presented this research at two national conferences as well — a first for me. I was also able to learn about other research being performed there, determine which projects excited me the most, and thus narrow down my criteria for a PhD program.

4. ***Your current area of study does not dictate what you have to study in graduate school.***

You might be studying the function and regulation of membrane proteins or doing a computational analysis of the conductivity of different battery designs, but that doesn't mean your PhD project must revolve around similar projects. The transition between college and another research job to a PhD program is one of the main transitions in your life when it is perfectly acceptable to completely change research areas.

If you are doing computation, you may want to switch to lab-based work or vice versa. If you are working in biology but have always had an interest in photonics research, now is the time to try it out. You may find that you love the alternative research and devote your PhD to it, you might hate it and fall back on your previous area of study — or you may even discover a unique topic that incorporates both subjects.

One of the best aspects of the PhD program is that you can make the research your own. Remember, the answer to the question "Why are you doing this research?" should not be "Well, because it's what I've been working on for the past few years already." While my undergraduate research was in atomic physics, I easily transitioned into applied physics and materials science for my PhD program and was able to apply much of what I learned as an undergraduate to my current research. If you are moving from the sciences to a non-scientific field such as social sciences or humanities, this advice can still apply, though the transition is a bit more difficult and more of a permanent commitment.

5. Make sure the PhD program has a variety of research options, and learn about as many research groups as possible in your first year.

Even if you believe you are committed to one research area, you may find that five years of such work is not quite what you expected. As such, you should find a PhD program where the professors are not all working in the same narrowly focused research area. Make sure there are

at least three professors working on an array of topics you could imagine yourself working on.

In many graduate programs, you are supposed to pick a research advisor before even starting. However, such arrangements often do not work out, and you may be seeking a new advisor before you know it. That's why many programs give students one or two semesters to explore different research areas before choosing a permanent research advisor.

In your first year, you should explore the research of a diverse set of groups. After touring their labs, talking to the students, or sitting in on group meetings, you may find that this group is the right one for you. In addition, consider the importance of who your research advisor will be. This will be the person you interact with regularly for five straight years and who will have a crucial influence on your research. Do you like their advising style? Does their personality mesh with yours? Can you get along? Of course, the research your advisor works on is critical, but if you have large disagreements at every meeting or do not get helpful advice on how to proceed with your research, you may not be able to succeed. At the very least, you must be able to handle your advisor's management of the lab and advising style if you are going to be productive in your work.

The Harvard program I enrolled in has professors working on research spanning from nanophotonics to energy materials and biophysics, covering my wide range of interests. By spending time in labs and offices informally chatting with graduate students, I found an advisor whose personality and research interests meshed very well with me. Their genuine enthusiasm for this advisor and their excitement when talking about their research was the best input I could have received.

6. Location is more important than you think — but name recognition is not.

The first consideration in choosing a PhD program should be, “Is there research at this university that I am passionate about?” After all, you will have to study this topic in detail for four or more years. But when

considering the location of a university, your first thought should not be, "I'm going to be in the lab all the time, so what does it matter if I'm by the beach, in a city, or in the middle of nowhere."

Contrary to popular belief, you will have a life outside of the lab, and you will have to be able to live with it for four or more years. Unlike when you were an undergraduate, your social and extracurricular life will revolve less around the university community, so the environment of the surrounding area is important. Do you need a city atmosphere to be productive? Alternatively, is your ideal location surrounded by forests and mountains or by a beach? Is being close to your family important? Imagine what it will be like living in the area during the times you are not doing research; consider what activities will you do and how often will you want to visit family.

While many of the PhD programs that accepted me had research that truly excited me, the only place I could envision living for five or more years was Boston, as the city I grew up near and whose environment and culture I love, and to be close to my family.

While location is more important than you think, the reputation and prestige of the university is not. In graduate school, the reputation of the individual department you are joining — and sometimes even the specific research group you work in — are more important. There, you will develop research collaborations and professional connections that will be crucial during your program and beyond. When searching for a job after graduation, other scientists will look at your specific department, the people you have worked with, and the research you have done.

7. Those time management skills you developed in college? Develop them further.

After surviving college, you may think you have mastered the ability to squeeze in your coursework, extracurricular activities and even some sleep. In a PhD program, time management reaches a whole new level. You'll not only have lectures to attend and homework to do.

You'll have to make time for your research, which will include spending extended periods of time in the lab, analyzing data, and scheduling time with other students to collaborate on research.

Also, you will most likely have to teach for a number of semesters, and you will want to attend any seminar that may be related to your research or that just peaks your interest. To top it all off, you will still want to do many of those extracurricular activities you do as an undergraduate? While in the abstract, it may seem simple enough to put this all into your calendar and stay organized, you will find quickly enough that the one hour you scheduled for a task might take two or three hours, putting you behind on everything else for the rest of the day or forcing you to cut other planned events. Be prepared for schedules to go awry, and be willing to sacrifice certain activities. For some, this might be sleep; for others, it might be an extracurricular activity or a few seminars they were hoping to attend. In short, don't panic when things don't go according to plan; anticipate possible delays and be ready to adapt.

8. Expect to learn research skills on the fly — or take advantage of the training your department or career center offers.

This may be the first time you will have to write fellowship or grant proposals, write scientific papers, attend conferences, present your research to others, or even peer-review scientific manuscripts. From my experience, very few college students or even PhD students receive formal training on how to perform any of these tasks. Usually, people follow by example. Nevertheless, this is not always easy and can be quite aggravating sometimes. So, seek out talks or interactive programs offered by your department or career center. The effort will be well worth it when you realize you've become quite adept at quickly and clearly explaining your research to others and at outlining scientific papers and grant proposals.

Alternatively, ask a more experienced graduate student or your advisor for advice on these topics. In addition, be prepared for a learning

curve when learning all the procedures and processes of the group you end up working in. There may be many new protocols to master, whether they involve synthesizing chemicals, growing bacterial cells, or aligning mirrors on an optical table. In addition, the group may use programming languages or data analysis software you are unfamiliar with.

Don't get discouraged but plan to spend extra effort getting used to these procedures and systems. After working with them regularly, they will soon become second nature. When I first started my job at Johns Hopkins, I felt overwhelmed by all the intricacies of the experiment and definitely made a few mistakes, including breaking a number of optical elements. However, by the end of my year there, I had written an updated protocol manual for the modifications I had made to the experimental procedures and was the "master" passing on my knowledge to the next person taking the job.

9. There are no real breaks.

In a stereotypical "9-to-5" job, when the workday is over or the weekend arrives, you can generally forget about your work. In addition, a vacation provides an even longer respite. However, in a PhD program, your schedule becomes "whenever you find time to get your work done." You might be in the lab during regular work hours or you might be working until 10 p.m. or later to finish an experiment. In addition, the only time you might have available to analyze data might be at 1 a.m. Expect to work during part of the weekend, too. Graduate students do go on vacations but might still have to do some data analysis or a literature search while away.

As a PhD student, it might be hard to stop thinking about the next step in an experiment or that data sitting on your computer or that paper you were meaning to start. While I imagine some students can bifurcate their mind between graduate school life and everything else, that's quite hard for many of us to do. No matter what, my research lies somewhere in the back of my head. In short, your schedule is much more flexible as a PhD student, but as a result, you never truly take a break from your work.

While this may seem like a downer, remember that you should have passion for the research you work on (most of the time), so you should be excited to think up new experiments or different ways to consider that data you have collected. Even when I'm lying-in bed about to fall asleep, I am sometimes ruminating about aspects of my experiment I could modify or what information I could do a literature search on to gain new insights. A PhD program is quite the commitment and rarely lives up to expectations – but it is well worth the time and effort you will spend for something that truly excites you.

19. How complex is the language of Text 3? What words in particular are usual or interesting?

20. State the purpose of Text. Note that Texts may have multiple purposes (e. g., to entertain, to inform, to persuade, to examine, to report, to describe, to instruct). Identify what you consider to be the main purpose by quoting word(s) or phrase(s) from Text to support your answer.

21. Using the information from Unit 2.; prepare a short personal response to the following issues — what is your opinion or reaction to the topic/issue?

1) Master's degree: your future prospects (your aims, goals, and possible research area).

2) Your current research area: variety of research options, possible career options.

3) Department overview: state your degree program; state your specialty and possible application area.

MODULE 3.
RESEARCH SUPERVISION

1. Study the meaning of the following word combinations and compose sentences connected to Research (thesis), Degree Program (future prospects), and Supervision.

Doctoral supervision and candidature management, slow progress towards completion, inconsistencies and problems with supervisors, supervisory meetings, an experienced supervisor and examiner, to move a diversity of students, the postgraduate bureaucracy, to attend conferences, an international reputation, to advance own career, continually declining the requests, the ethical expenditure, an annual progress report, public confirmations of candidature sessions, biannual progress reports, and annual oral presentations of research, the excesses of supervisory administration, to facilitate a resolution to this examination, claim co-authorship of every publication, facilitate your research and publishing career, assist to become an independent scholar.

2. Translate the following English sentences into Russian.

1) The results that followed these warnings were a master of arts passed with distinction, a master of education with first-class honors and a dean's award, and a PhD passed without correction.

2) To my mind, I never received any satisfactory, effective, or useful supervision for my doctorate, research masters', or two-coursework master's that contained sizeable dissertation components.

3) Postgraduates need to be supervised by people with an international reputation whose name carries weight when they write references, nevertheless, they must not be jet-setting professors, frequently leaving the campus and missing supervisory meetings to advance their own career.

4) I understand and welcome the value in checking the ethical expenditure of public money; a program of study submitted in the

first year and an annual progress report through the candidature will accomplish this task.

5) We have to deliver milestone reports, public confirmations of candidature sessions, biannual progress reports, and annual oral presentations of research and — in some universities — complete a form that must be signed off at the conclusion of every supervisory meeting.

6) The irony of many graduate centers is that they initiate incredibly high demands on students and supervisors yet are incredibly lax during crucial periods of the candidature when a rapid administrative response is required.

7) Ensure that the department and university you are considering assign supervisors on the basis of intellectual ability rather than available workload.

8) As a postgraduate who is about to dedicate three or four years to an institution, you have the right to select a supervisor with whom you feel comfortable, yet increasingly, as the postgraduate bureaucracy in universities increases, administrators and managers "match" a prospective candidate with a supervisor.

3. Give the English equivalents to the following word combinations; make up sentences describing the methodology of your research work.

Научно-исследовательская работа, решать научные проблемы, получать новые научные и прикладные результаты, проводить научные исследования, разрабатывать концептуальные и теоретические модели, анализировать риски, постановка и обоснование задач, способность углубленного анализа, планировать научно-исследовательскую деятельность, управлять командой проекта, способность разрабатывать аналитические обзоры, проектно-технологическая деятельность, студент-магистрант, направление научно-исследовательской деятельностью, выполнение научно-исследовательской работы, по нескольким направлениям, выбор соответствующего

профиля, индивидуальный план подготовки магистра, под руководством научного руководителя, по профильной направленности, активное общение в научной, производственной и социально-общественной сферах деятельности.

4. Express your opinion on the following statements. Prepare a short report regarding the following statements.

1) If your prospective supervisor appears to be adding his or her name to students' publications and writing very little independently, be concerned. Some supervisors claim co-authorship of every publication written during the candidature. Do not think that this is right, assumed, proper or the default setting. The authorship of papers should be discussed.

2) A strong relationship with a well-qualified experienced and committed supervisor will ensure that the postgraduate will produce a strong thesis with minimum delay.

3) The key truth and guiding principle is evident: Do not select a supervisor who needs you more than you need him or her. Make a choice with insight, rather than respond — with gratitude — to the offer of a place or supervision.

5. Give the initial forms of the following word combinations; translate them.

Preparedness, inconsistencies, monitored, incredibly, measured, ridiculed, sizeable, submitted, unforgivable, experienced, ensure, have managed, credibility, inconvenient, incompetent, persistence, must be established, willingness, doggedness, increasingly, considering, available, continually declining, submitted, authorship, had returned, trying to facilitate, nagging, be concerned, prospective, independently.

6. Think about the ideas, opinions or issues involved in the Text you have read. Write a short personal response to Text 1 — what is your opinion or reaction to the topic/issue?

TEXT 1. 10 TRUTHS A PHD SUPERVISOR WILL NEVER TELL YOU (advises Tara Brabazon)[6]

There are some important dos and don'ts to bear in mind when choosing someone to oversee your doctoral thesis.

This riposte often comes to mind during discussions about doctoral supervision and candidature management. Discussions go on (and on and on) about quality, rigor, ethics, and preparedness. Postgraduates are monitored, measured, and ridiculed for their lack of readiness or their slow progress towards completion. Nevertheless, inconsistencies and problems with supervisors and supervision are marginalized.

To my mind, I never received any satisfactory, effective, or useful supervision for my doctorate, research masters' or two-coursework master's that contained sizeable dissertation components. I found the supervisors remote and odd. A couple of them tried to block the submission of the theses to my institution. Indeed, on three separate occasions in my career, academics informed me that if I submitted this thesis, it would fail. The results that followed these warnings were a master of arts passed with distinction, a master of education with first-class honors and a dean's award, and a PhD passed without correction. I was left with the impression that these supervisors had no idea what they were doing. The worst supervisors share three unforgivable characteristics:

- They do not read your writing.
- They never attend supervisory meetings.
- They are selfish, career-obsessed bastards.

I am now an experienced supervisor and examiner, but I still remember my own disappointments. For the doctoral students who follow, I want to activate and align these personal events with the candidatures

[6] https://www.timeshighereducation.com/features/10-truths-a-phd-supervisor-will-never-tell-you/2005513.article.

I have managed since that time. Particularly, I wish to share with the next generation of academics some lessons that I have learned about supervisors.

As a prospective PhD student, you are precious. Institutions want you — they gain funding, credibility and profile through your presence. Do not let them treat you like an inconvenient, incompetent fool? Do your research. Ask questions. Use these 10 truths to assist your decision.

1. The key predictor of a supervisor's ability to guide a postgraduate to completion is a good record of having done so.

Ensure that at least one member of your supervisory team is a very experienced supervisor. Anyone can be appointed to supervise. Very few have the ability, persistence, vision, respect, and doggedness to move a diversity of students through the examination process. Ensure that the department and university you are considering assign supervisors on the basis of intellectual ability rather than available workload. Supervising students to completion is incredibly difficult. The final few months require complete commitment from both supervisor and postgraduate. Make sure that a supervisor who understands the nature of effective supervision and has proved it through successful completions is guiding you.

2. You choose the supervisor. Don't let the institution overrule your choice.

As a postgraduate who is about to dedicate three or four years to an institution, you have the right to select a supervisor with whom you feel comfortable. Yet increasingly, as the postgraduate bureaucracy in universities increases, administrators and managers "match" a prospective candidate with a supervisor. Do not let this happen. Do research on the available staff. Talk directly with individual academics. Ascertain their willingness to supervise you, and then inform the graduate center or faculty graduate administrators of their commitment.

3. Stars are attractive but may be distant. Pick a well-regarded supervisor who does not spend too much time away.

It may seem a tough, unusual, or impossible task to find a supervisor who has a strong profile but rarely goes away on research leave or disappears to attend conferences. Postgraduates need to be supervised by people with an international reputation whose name carries weight when they write references. Nevertheless, they must not be jet-setting professors, frequently leaving the campus and missing supervisory meetings to advance their own career. They must be established and well known, but available to supervise you rather than continually declining your requests for meetings because they are travelling to Oslo, Luanda, or Hong Kong.

4. Bureaucratic immunity is vital. Look for a supervisor who will protect you from 'the system'.

There is an excessive amount of university doctoral administration. I understand and welcome the value in checking the ethical expenditure of public money; a program of study submitted in the first year and an annual progress report through the candidature will accomplish this task. But now we have to deliver milestone reports, public confirmations of candidature sessions, biannual progress reports, and annual oral presentations of research and — in some universities — complete a form that must be signed off at the conclusion of every supervisory meeting. Every moment a student is filling in a form is one less moment they are reading a book or Text, or writing a key page in their doctorate. Time is finite. Bureaucracy is infinite. A good supervisor will protect you from the excesses of supervisory administration.

The irony of many graduate centers is that they initiate incredibly high demands on students and supervisors yet are incredibly lax during crucial periods of the candidature when a rapid administrative response is required. One of my postgraduates had to wait 16 months for a decision on her doctorate. Two examiners had returned timely reports and passed with

minor corrections. The third academic, however, did not examine the thesis, did not submit any paperwork and did not respond to any communications. I sent email after email — made phone call after phone call — to the graduate centre trying to facilitate a resolution to this examination.

Finally, after a rather intensive period of nagging, a decision was reached to accept the two reports and no longer wait for the third. The question remains — why did the graduate centre take 16 months to make this decision? If I had not phoned and emailed administrators, would they have forgotten about this student? A good supervisor must be an advocate for the postgraduate through the increasingly bureaucratized doctoral candidature.

5. Byline bandits abound. Study a potential supervisor's work.

Does your prospective supervisor write with PhD students? Good. Do they write almost exclusively with their PhD students? Not so good — in fact, alarm bells should start ringing. Supervision is a partnership. If your prospective supervisor appears to be adding his or her name to students' publications and writing very little independently, be concerned. Some supervisors claim co-authorship of every publication written during the candidature. Do not think that this is right, assumed, proper or the default setting. The authorship of papers should be discussed. My rule is clear: if I write it, it is mine. If you write it, it is yours. If we write it together, we share the authorship. It is important that every postgraduate finishes the candidature with as many publications as possible. Ask supervisors how they will enhance and facilitate your research and publishing career. Remember, you are a PhD student. Your supervisor should assist you to become an independent scholar, not make you into their unpaid research assistant.

7. What did you find interesting, puzzling or informative about this Text? What questions does it make you ask? Summarize the main points of Text 1 in your own words (10 bullet points or sentences).

8. Translate the following English sentences into the Russian language.

1) I have been in a university meeting where research-active professors were “added” to a supervisory panel not because they were excellent supervisors (far from it) but rather because they needed to boost their profile for the research assessment exercise.

2) This problem was caused by an overconfident but inexperienced co-supervisor being added to the team and then going on to appoint an overconfident but inexperienced examiner.

3) As the length of candidatures — or more precisely the financial support for candidatures — shrinks and 3 years becomes the goal, your supervisor can save you time through sharing not only their experience but also their expertise.

4) The ultimate supervisor is also an outstanding teacher who will train their postgraduates in writing curricula, managing assessment and creating innovative learning moments in a classroom.

5) The key attribute of students who finish is that they are passionately connected to the thesis and remain engaged with the research and the supervisor.

6) Certainly, there are many occasions where a co-supervisor is incredibly valuable, but this must be determined by their research contribution to the topic rather than by institutional convenience.

7) If students know that written work is expected each week, and they have to sit in an office with a supervisor who is evaluating their work, that stress creates productive writing and research.

8) Each time he submits revisions that supposedly verify the concerns expressed during the oral examination, he is presented with another list because the inexperienced supervisor agreed to “corrections to the satisfaction of the examiner.”

9. Give the English equivalents of the following word combinations; make up sentences regarding the role of your research supervisor.

Стремление направлять и поддерживать, уважаемые люди, настроен на помощь и поддержку, получать тему и направление, рассчитывать на помощь научного руководителя в проверке результатов деятельности, опытный педагог и ученый, содействовать в оформлении и редактировании статей, проверка и корректировка выдвигаемых в работе гипотез, полная неспособность к самостоятельной деятельности, никаких советов и подсказок, успешно продолжить исследования в иных областях, испытывать большие трудности, иметь право на внимание со стороны руководителя, должен вести тактично и не злоупотреблять правами, разумная поддержка и помощь, возникает конфликтная ситуация, руководитель может отказаться от своих обязанностей, взаимное уважение, установить хорошие отношения, понимать личные проблемы, вежливость в общении, выбрать методику исследования, дать советы по организации эксперимента, порекомендовать необходимую литературу, научные исследования на стыке смежных специальностей.

10. Give initial forms of the following word combinations; translate them.

Monitored, measured, ridiculed, inconsistencies, to block the submission, informed, submitted, passed, unforgivable, warnings, funding, credibility, inconvenient, incompetent, ability, persistence, vision, respect, doggedness, diversity, incredibly, guiding, successful completions, effective supervision, increasingly, unpaid, bureaucracy, willingness, biannual, conclusion, intensive, advocate, continually, had been informed, declining, commitment, references, jet-setting, established, advance, co-authorship, assumed, facilitate, had been approached and had agreed, supposedly verify the concerns expressed, an overconfident but inexperienced co-supervisor.

11. Give the Russian equivalents to the following word combinations; translate the sentences: *the head of the master's program, to obtain a degree, to help and support, to advise the necessary sources of information, to assess the methodology of the study, a guiding force, the sea of information, to stray from the course, to risk facing difficulties, registration documents, overall guidance, scientific content, the educational part of the master's program, the basis of the norms, to specify in terms of the research work, he guidance of the supervisor.*

1) Руководителем магистерской программы считается педагог или же научный работник, имеющий ученую степень не ниже доктора наук в той области, к которой относятся стремления, интерес и в которой он желает получить научную степень.

2) Основной задачей научного руководителя будет помощь и поддержка в деятельности. Именно руководитель поможет выбрать направление в исследованиях, посоветует необходимые источники информации, оценит методику исследования.

3) Научный руководитель будет направляющей силой, которая поможет не утонуть в информационном море и не сбиться с курса на желаемый результат.

4) Кафедра может предложить научного руководителя в ранге кандидата наук, но по всем канонам эту должность может занимать только доктор наук. В противном случае магистрант рискует столкнуться со сложностями в процессе оформления документов.

5) Официальным руководителем становиться доктор наук, а за консультации и общее руководство отвечает кандидат наук, который официально значиться научным консультантом.

6) Руководитель магистерской программы осуществляет общее руководство научным содержанием и образовательной частью магистерской программы.

7) Руководство магистерской программой отражается в индивидуальном плане преподавателя из расчета норм, установленных

Советом университета, или осуществляется на договорной (контрактной) основе.

8) Содержание научно-исследовательской работы магистранта указывается в плане научно-исследовательской работы магистранта, который разрабатывается под руководством научного руководителя магистранта и утверждается на заседании кафедры.

12. Inform your colleague:

1) What examinations have you already passed?
2) What is the theme of your dissertation?
3) How many scientific papers have you published?
4) Are you busy with making an experiment?

13. Think about the ideas, opinions or issues involved in the Text you have read. Write a short personal response to Text 2 — what is your opinion or reaction to the topic/issue? What questions does it make you ask?

TEXT 2. 10 TRUTHS A PHD SUPERVISOR WILL NEVER TELL YOU (advises Tara Brabazon)[7]

6. Be wary of co-supervisors.

Most institutions insist on at least two supervisors for every student. This system was introduced not for scholarly reasons but to allay administrative fears. There is a concern that a supervisor might leave the institution, stranding the student, or that the supervisor and student might have a disagreement, again leaving the student without support.

These arguments are like grounding all aircraft because there are occasional crashes. Too often I see an academic “added” to the team to

[7] https://www.timeshighereducation.com/features/10-truths-a-phd-supervisor-will-never-tell-you/2005513.article

beef up his or her workload. I have been in a university meeting where research-active professors were "added" to a supervisory panel not because they were excellent supervisors (far from it) but rather because they needed to boost their profile for the research assessment exercise.

Certainly, there are many occasions where a co-supervisor is incredibly valuable, but this must be determined by their research contribution to the topic rather than by institutional convenience. I once supervised a fine thesis about Russian television. I had the expertise in television studies; a colleague held expertise in Russian studies and the Russian language. It was a great team. We met weekly as a group, with specialist meetings held with either of us as required to complete the doctorate. The candidate submitted in the minimum time.

At times, an inexperienced co-supervisor is added to a team to gain "experience." That is, perhaps, understandable. Nevertheless, damage can be done to students through bad advice. I know of a disturbing case in which an inexperienced co-supervisor chose a relatively junior friend to examine a doctorate. Before the senior co-supervisor had been informed, this prospective external examiner had been approached and had agreed, and the paperwork had been submitted. Two years later, the candidate is still progressing with corrections. Each time he submits revisions that supposedly verify the concerns expressed during the oral examination, he is presented with another list because the inexperienced supervisor agreed to "corrections to the satisfaction of the examiner." This problem was caused by an overconfident but inexperienced co-supervisor being added to the team and then going on to appoint an overconfident but inexperienced examiner.

Sometimes — in fact frequently — less is more. A strong relationship with a well-qualified experienced and committed supervisor will ensure that the postgraduate will produce a strong thesis with minimum delay.

7. A supervisor who is active in the area of your doctorate can help to turbocharger your work.

Occasionally students select a "name" rather than a "name in the field." The appropriateness of a supervisor's field of research is critical because it can save you considerable time. Supervisors who are reading, thinking and writing in the field can locate a gap in your scholarly literature and — at speed — provide you with five names to lift that section. A generalist will not be able to provide this service. As the length of candidatures — or more precisely the financial support for candidatures — shrinks and three years becomes the goal, your supervisor can save you time through sharing not only their experience but also their expertise.

8. A candidature involves teaching can help to get a career off the ground.

In Australia, teaching with your supervisor is often the default pattern, and it is a good one. In the UK, tutoring is less likely to emerge because of budgetary restraints. Nevertheless, a postgraduate who does not teach through the candidature is unprepared to assume a full-time teaching post. Many doctoral candidates are already academics and are returning to study. Others work in a diversity of professions and have no intention of taking a job in a university. Therefore, this "truth" is not relevant. Nevertheless, for those seeking a career in academia that intends to use the doctorate as a springboard, teaching experience is crucial. A postgraduate may see himself or herself as a serious researcher. It is teaching that will get them their first post (and probably their second and third). The ultimate supervisor is also an outstanding teacher who will train their postgraduates in writing curricula, managing assessment and creating innovative learning moments in a classroom. None of these skills is required for or developed by a doctorate. You can be supervised well without these teaching experiences. However, if you have a choice, select the supervisor who can "add value" to your candidature.

One of my proudest moments emerged in a tutors' meeting for my large first-year course at Murdoch University: creative industries. I apologized to my tutors for the hard work and low pay that was a characteristic of session university employment. Mike Kent — who is now Dr Mike Kent and a tenured lecturer in Internet studies at Curtin University — stated that the pay was an extra. He was being trained to teach. That was the value from the process. I still think tutors should be paid more, but I valued — and value — Mike's insight.

9. Weekly supervisory meetings are the best pattern.

There are two realities of candidature management. First, the longer the candidature, and the less likely you are to finish. Second, a postgraduate who suspends from a candidature is less likely to submit a doctorate. The key attribute of students who finish is that they are passionately connected to their thesis and remain engaged with their research and their supervisor. I have always deployed weekly meetings as the best pattern for supervision to nurture this connection.

There are reasons for this. Some postgraduates lack time-management skills and would prefer to be partying, Facebooking or tweeting, rather than reading, thinking and writing. If students know that written work is expected each week, and they have to sit in an office with a supervisor who is evaluating their work, that stress creates productive writing and research. Therefore, if a meeting is held on a Thursday, then on Tuesday a student panics and does some work. Yet if meetings are fortnightly, this stress-based productivity is halved. It is better to provide a tight accountability structure for students. Weekly meetings accomplish this task.

10. Invest the trust only in decent and reliable people who will repay it, not betray it.

This truth may seem self-evident. However, supervisors — like all academics — are people first. If the prospective supervisor needs

a personality replacement, lacks the life skills to manage a trip to the supermarket, or requires electronic tagging so that he (or she) does not sleep with the spouses of colleagues, then make another choice. Supervisors should be functional humans. They can be — and should be — quirky, imaginative, and original. That non-standard thinking will assist your project. Nevertheless, if there is a whiff of social or sexual impropriety, or if there are challenges with personal hygiene, back away in a hurry. At times during your candidature, you will have to rely on this person. You will be sobbing in their office. You will need to lean on them. You must have the belief that they can help you through a crisis and not manipulate you during a moment of vulnerability.

I knew a supervisor whose idea of supervision was a once-a-semester meeting in a bar where he would order three bottles of red wine and start drinking. The meeting ended when the wine finished. Another supervisor selected his postgraduates on the likelihood that the students would sleep with him. Yet another was so completely fixated by her version of feminism that all the doctorates completed under her supervision ended up looking incredibly similar. Any deviation from a particular political perspective would result in screaming matches in her office. This was not only unpleasant but also destructive to the students' careers. The key truth and guiding principle is evident: Do not select a supervisor who needs you more than you need him or her. Arm yourself with these 10 truths. Ask questions. Make a choice with insight, rather than respond — with gratitude — to the offer of a place or supervision.

14. Comment on the differences between the two Texts under the following headings. Support the answer with quotations, expressions.

15. Does the writer of Text 1 and Text 2 have an agenda or preference? What extra details does one Text offer over the other? What details have been missed out?

16. Write a brief summary (15 sentences) on the topic, which both Texts (Text 1 and Text 2) are reporting.

17. Give the Russian equivalents of the following word combinations; find them in Text 3.

Learning outcomes, a more flexible approach, require extensive one-on-one assistance, research projects undertaken by individuals, to select the wrong supervisor, to provide enhanced student learning, to collect industry information, the type of project, to develop a research proposal, to conduct self-directed learning on a research topic of interest, to be proactive, to understand how an organization applies theory, to get as much assistance as possible or at least as much as you require, higher-order learning outcomes, capacity as the academic supervisor, personal characteristics, to bring about the best learning outcome, to establish the ground rules and expectations, minimal power, a code of practice, clearly specify the roles and responsibilities, to rectify the situation with the supervisor, an independent academic, the misunderstanding is clarified.

18. Before reading Text 3, translate the following sentences.

1) Learning outcomes for an undergraduate research project might be to better understand how to collect industry information or develop a research proposal, to conduct self-directed learning on a research topic of interest, or to understand how an organization applies theory.

2) In some research projects, you will require extensive one-on-one assistance from your teacher/lecturer/professor in his or her capacity as your academic supervisor.

3) Understanding the supervisor's potential role, expectations, and method of operation will allow you to work with him or her in the most effective fashion and, hopefully, bring about the best learning outcome.

4) As was mentioned earlier, if your supervisor expects you to undertake your project following his or her process, but you want a more flexible approach, there will most likely be problems in the relationship,

which means that you either selected the wrong supervisor or you did not clearly establish how you wanted the relationship to work.

5) Unfortunately, discussing problems associated with how you are being supervised is often difficult, especially for students who usually feel that that they have minimal power in the relationship.

6) In all cases, one of the most important things to remember is that you need to try to be as calm and objective as possible. In most cases, problems happen as the result of a misunderstanding on the part of you and/or your supervisor.

19. State the purpose of Text 3. Note that Texts may have multiple purposes (e. g., to entertain, to inform, to persuade, to examine, to report, to describe, to instruct). Identify what you consider to be the main purpose by quoting word(s) or phrase(s) from Text to support your answer.

TEXT 3. RESEARCH SUPERVISION: GROUND RULES AND EXPECTATIONS[8]

In all cases, research projects undertaken by individuals or as part of a group are designed to provide enhanced student learning. However, what is to be learned will differ with each project. Learning outcomes for an undergraduate research project might be to better understand how to collect industry information or develop a research proposal, to conduct self-directed learning on a research topic of interest, or to understand how an organization applies theory. Depending on the type of project, these goals could equally apply to some MBA or other graduate research projects.

However, there may be higher-order learning outcomes, such as advancing a body of knowledge, that are more often associated with

[8] Beer, R. H. (1995). Guidelines for supervision of undergraduate research. Journal of Chemical Education, 72(8), 721–731.

a PhD dissertation, which is not the focus of this text. You may not have previously undertaken a research project similar to the one presently being completed. In some research projects, you will require extensive one-on-one assistance from your teacher/lecturer/professor in his or her capacity as your academic supervisor. This text will examine this supervisory role from your perspective. That is, while the academic wants you to learn as much as possible from the research process, you will want to get as much assistance as possible, or at least as much as you require.

The problem with a supervisor – student relationship is that, like all service encounters, it varies depending on a number of factors, and the expected outcomes may also affect how much assistance is provided. Your supervisor's individuality will determine how he or she likes to operate within this relationship, and, of course, your own personal characteristics will affect the relationship as well. Thus, many of the issues dealing with groups discussed in the next chapter, text, will also be applicable to dealing with your supervisor. Understanding the supervisor's potential role, expectations, and method of operation will allow you to work with him or her in the most effective fashion and, hopefully, bring about the best learning outcome.

Most of what has been discussed is about clearly establishing the ground rules and expectations of both you and your supervisor. Many universities have a code of practice relating to the supervising of students, but these frequently don't deal with the day-to-day operation of the student– supervisor relationship. Because of this, it is essential that you not only know what each of you expects from the other, but you should also ensure that you at least discuss how you believe the relationship should operate. If you each have different expectations, conflict will arise. For example, what are the roles that you want your supervisor to fill, and what do they expect from you?

As was mentioned earlier, if your supervisor expects you to undertake your project following his or her process, but you want a more flexible approach, there will most likely be problems in the relationship.

This means that you either selected the wrong supervisor or you did not clearly establish how you wanted the relationship to work.

Some supervisors design contracts with their students that clearly specify the roles and responsibilities of both parties. We do not suggest that this is the best way to manage a student — supervisor relationship, but it does ensure that the roles are clearly defined.

One of the biggest problems for you will be deciding what to do if your supervisor is not fulfilling the role, you anticipated he or she would fill. There are several ways to deal with this issue. First and foremost, it is essential that you discuss this with your supervisor early on. At times, students have complained that there have been problems with their supervisor that have gone on for months. These often could have been easily addressed if the issues were discussed earlier rather than later. Unfortunately, discussing problems associated with how you are being supervised is often difficult, especially for students who usually feel that that they have minimal power in the relationship. After repeated attempts to rectify the situation with the supervisor, you should talk to an independent academic to see if he or she can assist. Many students will do this, instead of discussing the issue with their supervisor.

Though other academics are usually more than happy to help, you do need to be proactive and try to address the matter yourself.

In all cases, one of the most important things to remember is that you need to try to be as calm and objective as possible. In most cases, problems happen as the result of a misunderstanding on the part of you and/or your supervisor. The sooner these misunderstandings are clarified, the better it is for the process. It is important that you remember that your supervisor is human as well, and a range of factors might affect how he or she interacts with you on a given day, just as they might affect how you interact with your supervisor.

20. Do you agree or disagree with the Text's stance? What did you find interesting, puzzling or informative about the Text?

21. Complete the sentences supplying them with information on your own research activities.

- The present paper deals with...
- The research is aimed at...
- An attempt has been made...
- We have applied the method of...
- The method has been applied together with...
- Some features of the phenomenon have been described with the help of ...
- We wanted to have a full view of ...
- It's argued that ...
- The paper abounds in...
- On the basis of the comparison made...
- Interdependence between ... has been revealed.
- Research into ... provides an answer to the question...
- The research provides the answers to a multitude of questions facing ... and gives us the tools which...
- The main provisions of the research have been reported at...
- Some disputable issues have been discussed in...
- The reliability of the results obtained can be verified...
- The results of the research have been reflected in the form of ...

22. Prepare a short personal response to the following issues — what is your opinion or reaction to the topic/issue?

1) Speak about your research supervisor according to the following plan:

a) Doctor's degree.
b) Scientific publications.
c) Participation in the work of scientific conferences.

2) Your ideas of a good supervisor. (**Use the following expressions:** appropriate supervisor, experienced in the field of your research

interests, to guide and advise you throughout your period of study, the responsibilities are shared between student and supervisor, crucial support of the supervisor, to design and carry out work on your thesis, procedures and regulations of writing and defending your thesis, to establishes a stimulating research environment, to provide training in research, to continuously monitor progress, to provide structured feedback, to remain aware of the student's situation and needs, to give plenty of encouragement, to boost one's confidence, pertinent comments, to appreciate the time and effort, encouragement and support, high level of staff expertise, reputation and influence, to be especially beneficial, holistic and innovative approach).

3) Your experience working with the supervisor.

MODULE 4.
STATEMENT OF RESEARCH INTERESTS

1. Study the meaning of the following word combinations and compose sentences connected to Current Research, Planned (Future) Research, and Research Context.

Academic job applications, common component, a summary of research accomplishments, future direction and potential of the work, specific issues, requirements for laboratory equipment, industrial collaborations, technical, intelligible, outside sub-discipline, a readable, compelling, and realistic research agenda; the needs, facilities, and goals of the department; ambitious proposals, inadequate attention, professional identity, the search committees, the course of scholarly journey, a sense of the research, a context for the research interests, to combine the achievements and current work, potential to get funding, the proposal for upcoming research, areas of specialty and expertise, academic strengths and abilities, compatibility with the department, to think and communicate like a serious scholar, to introduce yourself to a search committee, contain scientists both in and outside the research field, specific skills, to build credibility and inform people outside the research field, concisely and concretely, knowledgeable and the right person to carry out the research, preliminary results, independent researcher, focus on the research work, include potential funding partners and industrial collaborations, a summary of the research, the context/relevance/significance of the research, to list major findings, outcomes, and implications; current and planned (future) research, external funding for research, briefly outline a proposal, to pursue other research goals and funding, to describe research plans, to start up the research.

2. Translate the following English sentences into Russian.

1) The strongest Research Statements present a readable, compelling, and realistic research agenda that fits well with the needs, facilities, and goals of the department.

2) The goal of the Research Statement is to introduce yourself to a search committee, which will probably contain scientists both in and outside your field, and get them excited about your research.

3) There is a delicate balance between a realistic Research Statement where you promise to work on problems you really think you can solve and over- reaching or dabbling in too many subject areas.

4) Select an over-arching theme for your Research Statement and leave miscellaneous ideas or projects out. Everyone knows that you will work on more than what you mention in this statement.

3. Express your opinion on the following statement. Prepare a short report regarding the following statement.

1) There is a delicate balance between a realistic research statement where you promise to work on problems you really think you can solve and over-reaching or dabbling in too many subject areas.

2) Select an over-arching theme for your research statement and leave miscellaneous ideas or projects out. Everyone knows that you will work on more than what you mention in this statement.

4. Give the English equivalents of the following word combinations; make up sentences characterizing your future research prospects.

Формулировать и решать задачи, выбирать необходимые методы исследования, применять современные информационные технологии при проведении научных исследований, обрабатывать, анализировать и представлять полученные результаты, научно-исследовательских разработок, оформлять результаты проделанной работы, модифицировать существующие и разрабатывать новые методы, планирование научно-исследовательской работы,

тематикой исследовательских работ, этапы выполнения и формы научно-исследовательской работы, корректировка плана проведения научно-исследовательской работы, данная область и выбор темы исследования, подготовка и защита курсовой работы, по направлению проводимых научных исследований, подробный обзор литературы по теме диссертационного исследования, осуществлять научно-исследовательские работы в рамках направлений научных исследований кафедры, интерпретация экспериментальных и эмпирических данных, выступать на научных, научно-практических конференциях; выполнять научно-исследовательский вид деятельности в рамках грантов, участвовать в научно-исследовательских проектах, публикация тезисов докладов, научных статей; самостоятельное исследование по актуальной проблеме в рамках магистерской диссертации, осуществлять апробацию результатов исследования, отчет о научно-исследовательской работе, публичная защита выполненной работы, подготовка и защита магистерской диссертации.

5. Give the initial forms of the following word combinations; translate them.

Accomplishments, requirements, scholarly, contributes, collaborations, potential, including, compatibility, readable, compelling, realistic, facilities, ambitious, inadequate, upcoming, encourage, credibility, overarching, clearly, concisely, concretely, knowledgeable, preliminary, independent, industrial, external, over-reaching, dabbling.

6. Think about the ideas, opinions or issues involved in the Text you have read. Write a short personal response to Text 1 — what is your opinion or reaction to the topic/issue?

TEXT 1. WHAT IS A RESEARCH STATEMENT?[9]

The Research Statement (or Statement of Research Interests) is a common component of academic job applications. It is a summary of your research accomplishments, current work, and future direction and potential of your work.

The statement can discuss specific issues such as:

1) funding history and potential;

2) requirements for laboratory equipment and space and other resources;

3) potential research and industrial collaborations;

4) how your research contributes to your field;

5) future direction of your research.

The Research Statement should be technical, but should be intelligible to all members of the department, including those outside your sub discipline. So, keep the "big picture" in mind. The strongest Research Statements present a readable, compelling, and realistic research agenda that fits well with the needs, facilities, and goals of the department.

Research Statements can be weakened by:

1. overly ambitious proposals;
2. lack of clear direction;
3. lack of big-picture focus;
4. inadequate attention to the needs and facilities of the department or position.

Why a Research Statement?

1. It conveys to search committees the pieces of your professional identity and charts the course of your scholarly journey.

2. It communicates a sense that your research will follow logically from what you have done and that it will be different, important, and innovative.

[9] http://gradschool.cornell.edu/career-services/research-statements.

3. It gives a context for your research interests — Why does your research matter? The so what?

4. It combines your achievements and current work with the proposal for upcoming research.

Helps hiring committees assess:

- areas of specialty and expertise;
- potential to get funding;
- academic strengths and abilities;
- compatibility with the department or school;
- ability to think and communicate like a serious scholar and/or scientist.

Formatting of Research Statements

The goal of the Research Statement is to introduce yourself to a search committee, which will probably contain scientists both in and outside your field, and get them excited about your research. To encourage people to read it:

- make it 1–2 or more pages, 3 at most;
- use informative section headings and subheadings;
- use bullets;
- use an easily readable font size;
- make the margins a reasonable size.

Organization of Research Statements

Think of the overarching theme guiding your main research subject area.

Write an essay that lays out:

1. The main theme(s) and why it is important and what specific skills you use to attack the problem.

2. A few specific examples of problems you have already solved with success to build credibility and inform people outside your field about what you do.

3. A discussion of the future direction of your research. This section should be really exciting to people both in and outside your field. Don't sell yourself short; if you think your research could lead to answers for big important questions, say so!

4. A final paragraph that gives a good overall impression of your research.

Writing Research Statements

Style:

- Avoid jargon. Make sure that you describe your research in language that many people outside your specific subject area can understand. Ask people both in and outside your field to read it before you send your application. A search committee won't get excited about something they can't understand.
- Write as clearly, concisely, and concretely as you can.
- Keep it at a summary level; give more detail in the job talk.
- Ask others to proofread it. Be sure there are no spelling errors.

Content:

- Convince the search committee not only that you are knowledgeable, but also that you are the right person to carry out the research.
- Include information that sets you apart (e. g., publication in Science, Nature, or a prestigious journal in your field).
- What excites you about your research? Sound fresh.
- Include preliminary results and how to build on results.
- Point out how current faculty may become future partners.
- Acknowledge the work of others.
- Use language that shows you are an independent researcher BUT focus on your research work, not yourself.
- Include potential funding partners and industrial collaborations. Be creative!
- Provide a summary of your research.

- Put in background material to give the context/relevance/ significance of the research.
- List major findings, outcomes, and implications.
- Describe both current and planned (future) research.
- Communicate a sense that your research will follow logically from what you have done and that it will be unique, significant, and innovative (and easy to fund).

Identify Potential Funding Sources:

- Almost every institution wants to know whether you'll be able to get external funding for research.
- Try to provide some possible sources of funding for the research, such as NIH, NSF, foundations, and private agencies.
- Mention past funding, if appropriate.

Describe Your Future Goals or Research Plans

1) Major problem(s) you want to focus on in your research.
2) The problem's relevance and significance to the field.
3) Your specific goals for the next 3–5 years, including potential impact and outcomes.
4) If you know what a particular agency funds, you can name the agency and briefly outline a proposal.
5) Give broad enough goals so that if one area doesn't get funded, you can pursue other research goals and funding.

Be Realistic

There is a delicate balance between a realistic Research Statement where you promise to work on problems you really think you can solve and over-reaching or dabbling in too many subject areas. Select an over-arching theme for your Research Statement and leave miscellaneous ideas or projects out. Everyone knows that you will work on more than what you mention in this statement.

Consider Also Preparing a Longer Version:

- A longer version (5–15 pages) can be brought to your interview. (Check with your advisor to see if this is necessary.)
- You may be asked to describe research plans and budget in detail at the campus interview. Be prepared.
- Include laboratory needs (how much budget you need for equipment, how many grad assistants, etc.) to start up the research.

7. What did you find interesting, puzzling or informative about this Text? What questions does it make you ask? Summarize the main points of Text A in your own words (10 bullet points or sentences).

8. Give the Russian equivalents of the following word combinations; make up sentences describing the difficulties with writing the research thesis (statement).

To include a teaching statement, clarity, conciseness, correctness, particular research area, to define the research agenda, a fairly specific template, to include a research statement, to have multiple projects underway, identify using the same general approach, to be as concise and convincing as possible, to be short and robust, publishing record, to offer the opportunity to provide more information, to carry out the proposed research, constructing the research statement, to include the novelty and impact of the research plans, to take on the challenge of independent research, to have a strong foundation for research, the core scholarly publications in the discipline, to take on the cutting-edge research you propose, to make clear that, to benefit from collaborations with members of the institution, to describe the research in a sophisticated manner, provide a trajectory that includes a plan based on academic years, to succeed based on prior successes and research agenda, the content of your research statement, avoid fancy formatting, make sure the document has no grammatical and mechanical errors.

9. Does the writer of either Text have an agenda or preference? What extra details does one Text offer over the other? What details have been missed out?

TEXT 2. WRITING THE RESEARCH STATEMENT: HOW AND WHY YOU RESEARCH WHAT YOU DO[10]
(By Caroline Eisner)

For many academic jobs, not only do candidates need to include a teaching statement in their portfolio, but more and more, candidates also need to include a research statement. This statement offers the opportunity for you to provide more information than what is stated in your CV, course list, and publishing record. The research statement needs to be short and robust.

Most research statements are around two pages, unless directed to be longer. In this short space, you need to be as concise and convincing as possible. A strong two-page statement, in the end, will be more forceful than a rambling five-page statement.

Fortunately, most research statements can follow a fairly specific template that allows you to include the novelty and impact of your research plans. Your goal is to set yourself apart. This document is about you: who you are as a researcher, what interests you, where you see your research moving in the future, what your accomplishments are and how they propel you towards new goals. Use the form at the right to download a template to use in constructing your research statement. Your statement should include the following:

1.Introduce yourself by defining your research agenda. Identify and take a stance on your primary research question and its merit. Show the

[10] http://www.academiccoachingandwriting.org/academic-writing/academic-writing-blog/vi-writing-the-research-statement-how-and-why-you-research-what-you-do/.

reviewer that you are ready to take on the challenge of independent research and that you have a strong foundation for research as evidenced by your knowledge of the core scholarly publications in your discipline as well as the creativity, passion, and drive to take on the cutting-edge research you propose. Convince your reader that your accomplishments ideally suit you to carry out the proposed research. Don't be shy: use personal pronouns such as "I" and "my." This document, like your teaching statement, is by you and about you. Throughout, make connections. Whenever possible, acknowledge how your work complements the research already happening at the institution where you are applying, or would benefit from collaborations with members of the institution. The point is to make clear that you know the institution, department, and faculty where you are applying.

2. State your current focus. What's the big unaddressed problem? Why hasn't it been addressed? How will you address this problem? What approach will you take? Think about how to describe your research in a sophisticated manner, according to the **Big Problem + Challenge + Approach**. The details of this paragraph depend on how familiar your problem is. If you have multiple projects underway, identify each using the same general approach.

3. Explain the importance of your research interests to academics inside (and outside) your field. What would success in your field facilitate? What is novel and exciting about your past and future research? Convey what counts as success in your current and subsequent research. Indicate grants you have received, collaborations you have created, and research that has been published.

4. Summarize your research goals and projects and provide a trajectory that includes a plan based on academic years.

After reading your statement, your readers should be able to summarize the following points:

— Your ability to succeed based on prior successes and research agenda.

- What you have been working on recently and currently, in what direction you hope to go, and how your research contributes to your field.
- Your short- and long-term goals, your areas of specialty, potential to get grants, academic ability, and compatibility with the department or school.

Without a doubt, make clear to your readers that you can carry out research, in the discipline area you propose, given the resources that are and will be available to you, and based on your academic record to date.

Once you are satisfied with the content of your research statement, review the document to make sure that you avoid jargon. Remember those who read your statement may not be experts in your particular research area. Also, avoid fancy formatting and make sure that the document has no grammatical and mechanical errors. As is true with other components of the e-Portfolio, ask others to read your Research Statement for content, clarity, conciseness, and correctness.

10. Summaries the main points of Text 2 in your own words (10 bullet points or sentences).

11. Prepare for discussion; answer the following interview questions in bold, paying attention to the italicized sentences (as the hits).

INTERVIEW QUESTIONS[11]

Talk to colleagues, faculty, and group mates to get ideas regarding the specific types of questions for which to prepare. Sometimes field-specific lists of questions circulate through departments or among friends — these can be enormously helpful. Broadly speaking, there are several categories of questions that can be anticipated.

[11] https://beam.stanford.edu/sites/default/files/stanfordphd_cg15-16_linked.pdf.

General Questions.

It is helpful to be prepared for generic-sounding questions like **"Tell us about yourself."** At this early stage of an interview, you likely have the committee's complete attention. Organize your thoughts in advance so that you proactively focus on elements in your background, skills, interests, teaching, or research that demonstrate why you are an excellent fit for this particular position.

Research.

What do you study? What's the big unaddressed problem? Why hasn't it been addressed? How will you address this problem? What approach will you take?

Have a variety of answers ready to address questions about your work. You will want to have a friendly, accessible, short version for describing your research to questioners who are not familiar with your field. At the other end of the spectrum, be ready to describe your work at an advanced level, invoking the jargon and context of your field.

Importance and context: Why do your work matter? Why is it different, interesting, or important? Why do you study this, but not that?

Interviewees as attacks can sometimes interpret questions like these, when in fact they may simply are signs of interest, or questions asked by potential allies who want to be prepared when making a case for your candidacy to skeptical colleagues or administrators. Help them walk into those conversations well-armed with compelling arguments.

Future research: What ideas and directions do you have for future research? What would success in your field facilitate? What is novel and exciting about your past and future research?

You want to convey your sense of momentum, so that the interviewer not only believes your interest in the topic but your readiness

and capability in completing the work and contributing to your field. Your future plans for research should be clear and credible. If you are in a field where securing external funding and/or setting up and managing a lab are an integral part of your work, be ready to talk about your plans and strategy in these areas as well.

Why This University.

Why us: Put yourself in the shoes of the hiring committee.

They want to find a candidate who is not only well qualified, but who understands their institution and their department and is enthusiastic about being a great fit. Conduct background research to understand the institutional priorities, the history of the department, the student population, and other areas. Your goal is not to appear disinterested ("You had an opening in my field") or awestruck ("You're the best there is!") but to come across as a well-informed and deeply interested future colleague.

Geography: In some cases, the committee may want to ensure that you are interested in moving to their location. Take the time to learn about the area, including the climate. Find out what this area is known for, and even track down some key features in which you are particularly interested, such as natural resources, good school districts, or cultural institutions. Remember, too, that the committee members have chosen to make their homes in this location. Even if the weather or other factors are different from what you may be accustomed to, all of your comments and questions should convey respect, interest, and optimism (instead of "Wow, I can't imagine how you stand the snow here," consider "I've always wanted to learn how to ski!").

12. Give the English equivalents of the following word combinations; make up sentences.

Тратить время, опыт написания научного заявления, научная область, опубликовать исследование, три ключевых раздела, ваша программа исследований, предыдущее обсуждения

с преподавателями, легко доступны, предоставлять информацию об исследовании, уместно спросить информацию раньше времени, соответствовать цели, собрать воедино, инициатива отдела и / или колледжа, команда исследователей, совместные исследования, обоснование для исследований, стремления для будущих исследований, быть весьма скептически настроенным, цель исследования, логически вытекают из предыдущего исследования, опубликованные работы важны, важность влияние исследования на развитие науки, концепция научного заявления, лишь несколько скудных статей, научные достижения на сегодняшний день, будущие цели исследовательской программы.

13. State the purpose of the Text 3. Note that many Texts may have multiple purposes. Identify what you consider to be the main purpose by quoting word(s) or phrase(s) from the Text to support your answer.

TEXT 3. CREATING THE RESEARCH STATEMENT: A NEEDED DOCUMENT FOR JOB APPLICANTS[12] (By Aaron Patton, Early Career Members Committee)

In many advertised academic positions, applicants are being asked to submit a research statement as part of their application packet. In perusing CSA News magazine over the past few months, I have found several examples in various job announcements.

The announcement might not ask specifically for a research statement, but for something similarly titled such as a statement of research goals, a research plan, or a statement of research interests.

In this Text, I want to share my experience writing a research statement and some things that I learned along the way. First, let me

[12] https://www.careerplacement.org/files/careers/early-career-resources/ec-writing-research-statement- 2012.pdf

start off by saying that I was unfamiliar with the concept of the research statement until more recently when I applied for a job at Purdue University in what is now my current position. Like any good researcher, I searched for Texts on the subject but found only a few scant Texts and presentations.

However, I was able to piece together some good information and have learned more since. Now, I want to share my findings with you, but first let's define exactly what a research statement is and why you need to write one: Definition: A research statement is a brief narrative that summarizes your research achievements to date and the future goals for your research program.

Tips for Writing a Research Statement

Here are some tips to consider when writing your research statement:

1. Keep the document to two pages or less. One page is sufficient if you can concisely touch on the topic without seeming too vague or leaving out key points. My graduate adviser always encouraged me to "Be bright, be brief, and be gone" when giving a presentation, so I will encourage you to do the same with your research statement. Some recommend writing three-, four-, or five-page research statements, but I contend that members of the hiring committee are busy faculty members, and they don't have much time to review your document. They do, however, want to learn more about your research and how you might fit into their department.

2. Don't use small fonts. Use a font size of 11 or 12 with one-inch page margins, and consider using 1.5 or double-spaced text. Make it easy for someone to read. Use bulleted lists if needed and section headings to make the document easy to navigate.

3. A research statement should be broken into three key sections including (a) background, (b) current research, and (c) research goals.

a. The background should provide a short but focused narrative on why you do research in your particular field and why it is important (not just to your scientific field but also to the greater community).

b. The current research section should provide the reader information about the research you have already done, where you published the research, your key findings, why your published work is important, and the impact of your research.

c. The research goals section, tell the hiring committee what kind of research you plan on doing for the next five years or so if you are hired. Provide information on the rationale for moving your research in this direction, your approach, and anticipated funding agencies. Clearly convey your vision and aspirations for your future research. When proposing research goals, make sure that these ideas logically flow from your previous research experience and findings. Hiring committees will be highly sceptical if you propose to do research in an area for which you have little experience. Although you are proposing future research goals in this section, no one at the hiring university will hold you to the exact ideas you propose in this document once you are hired.

4. All hiring committees want to know that you can be a team player and a valuable colleague and peer in their department. When possible, include information on which you want to collaborate with in their department should you be hired and how your research will benefit the team of researchers who are already there. If you have had previous discussions with faculty in their department on collaborative research, then it would be appropriate to indicate this information in your research statement. You should convey how your program will be a well-funded, productive, and valuable component of the department five years from now should they hire you.

5. Weave into the document information on how your research program fits the goals, grand challenges, or initiatives of the department and/or college. Spend time on their website and find this information. If not readily available, it is appropriate to ask for this information ahead of time.

14. Write a short personal response to Text 3 — what is your opinion or reaction to the topic/issue? What questions does it make you ask?

15. Read, translate and identify 3 techniques, which have been employed by the writer. Analyze each technique and explain its purpose or effect.

TEXT 4. HOW TO WRITE A STRONG THESIS STATEMENT: A PRACTICAL GUIDE TO ACADEMIC WRITING[13]

1) Understand the academic writing task.

You can begin to formulate a good thesis statement only after you have got a solid grasp of the purpose of the assignment. If you're asked to write a paper in response to a specific assignment question, then your first task is to be sure that you clearly understand the academic writing task.

Determine which of the following critical thinking skills you are primarily being asked to apply to your object(s) of study:

1) Analysis.
2) Comparison.
3) Evaluation.
4) Argumentation.
5) Interpretation.
6) Reflection.

Your thesis statement, then, should take a form that reflects the goal of the writing task.

2) Become familiar with the different kinds of thesis statements.

Almost all forms of academic writing conform to a thesis-support structure — a structure in which we find the main claim near the beginning of the essay, followed by evidence and analysis in support of this claim in the body of the essay. Your thesis statement serves as the main argument that drives your paper forward. Students are for the most part well accustomed to writing essays that follow this top-down

[13] https://legacy.wlu.ca//forms/1849/Thesis_Statement.pdf.

structure; however, they usually have a much harder time adapting their thesis statements to match the purpose of the specific writing task. Never assume that you don't need a thesis statement just because you're not asked to write a traditional academic essay. The following table lists some of the most common assignments and their corresponding thesis forms:

Type of Assignment	Form of the Thesis Statement
1) Analytical Essay	Statement of main claim about the topic in relation to the object of study
2) Book Review	Statement of critical evaluation about the book
3) Critical Review (i.e., review of an academic journal Text)	Statement of critical evaluation about the journal Text
4) Position Paper	Statement of position + reasons
5) Comparative Essay	Statement of main argument + main points of comparison
6) Research Paper	Statement of main claim about the topic, issue, or problem
7) Research Proposal	Tentative statement of main claim about the topic, issue, or problem
8) Personal Reflection	Statement of main focus or direction
9) Case Study	Statement of problem + recommendations
10) Lab Report	Statement of main purpose

3) Formulate the research question.

Students often have a hard time distinguishing between the thesis statement and the research question. These two components of an academic paper are closely related, but not interchangeable. Sometimes the research question is given to you as a part of the assignment question; at other times, you will have to come up with the research question on your own. The research question can be defined in the following ways:

- The question that focuses your research on a significant problem, issue, controversy or contradiction.
- The main question outlined in your assignment, or the final question you have arrived at after having asked questions to narrow your topic.
- The question that your thesis statement will answer in the form of a specific claim.

Tips on coming up with a good research question:

- Ask the journalistic questions (who, what, when, where, why) about your topic until you get down to a single question that is both specific and substantive.
- Consider how your question relates to publish literature on your topic.
- Use a purpose-statement prompt to help you come up with the following research question: "The purpose of this paper is to ..."

4) Formulate a tentative thesis statement.

Coming up with a good thesis statement can seem like a very perplexing task in the early stages of the writing process, particularly if you're asked to submit a research proposal that requires a tentative thesis statement. Remember that a tentative thesis statement is not something set in stone; rather, it is something meant to help you focus your analysis and research so that the writing task becomes manageable. You should not attempt to start collecting and analyzing evidence until you have an idea of the main argument you would like make in your paper. Generating the thesis statement, then, can be thought of as a recursive process. In the early stages of planning and writing, the tentative thesis helps you focus on the evidence in a certain way, but as you get further along in the writing process the analysis of evidence should also help you clarify the thesis statement.

The writers of Writing Analytically[14] recommend that you ask yourself the following questions as you go through the process of generating a main claim for your essay:

a) What kinds of patterns or implications emerge when I look closely at my evidence?

b) What kind of evidence and support do I need to support my tentative thesis?

c) What kind of evidence can't be adequately accounted for by tentative thesis?

d) How can I explain the mismatches between my thesis statement and my selected evidence?

e) How can I rewrite my thesis statement in order to accommodate the evidence that doesn't fit?

This practice of constantly readjusting the thesis statement to match the evidence and analysis will ultimately lead you to write a polished and defensible thesis statement in your final draft.

5) Examine a contradiction.

Some thesis statements are just simply more interesting than others. The choice of a boring or self-evident thesis statement has less to do with how brilliant you are as a writer and more to do with how good you are at identifying a "problem that is significant not just to you, but to your readers as well"[15]. If you get halfway through your essay, and you find yourself with nothing left to say, then you can be fairly certain that your thesis lacks the intellectual vigor required to propel you through the essay.

[14] Rosenwasser, David, Jill Stephen, and Doug Babington. Writing Analytically. 1st Canadian ed. Toronto: Thomson Nelson, 2006.

[15] Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. The Craft of Research. 2nd ed. Chicago: U of Chicago P, 2003.

According to the authors of Thinking It Through: A Practical Guide to Academic Essay Writing[16], one way that you can avoid writing a thesis statement that falls intellectually flat is to formulate one that focuses on an interesting contradiction, tension, or paradox between two things. For example, a complex thesis statement might focus on the contrast between the popular interpretation of a political event and your own interpretation, between two paradoxical themes in a novel or poem, and so on. By acknowledging the complexities and nuances of the topic at hand, complex thesis statements often come much closer to the reality of things.

6) Write the thesis statement as a complex sentence.

While inexperienced writers are often unaware of how to use language and sentence structure to reinforce the meaning of their ideas, experienced writers are skilled at using complex sentence structures to create emphasis and to convey a hierarchy of ideas. The information in the subordinate clause consists of what is already known or self-evident about the plays, whereas the information in the main clause emphasizes what is less obvious, and therefore more interesting about the two plays. Together, the two parts of the sentence make explicit the interesting contradiction that will be examined in the essay.

7) Test thesis statement by considering the following questions:

- Does the thesis show analysis and depth of thought, or is it mainly descriptive?
- Does the thesis present an argument about the material, and is it worded as an argument?
- Is the thesis contestable? (Would someone potentially want to argue with you about it?

[16] Avery, H., et al. Thinking It Through: a Practical Guide to Academic Essay Writing. 3rd ed. Peterborough: Trent University Academic Skills Centre, 1995.

- Is the thesis defensible? (Have you used qualifying expressions such as "primarily" or "for the most part" to make the thesis more defensible?
- Does the thesis statement consider the "so what" question?

FREQUENTLY ASKED QUESTIONS ABOUT THESIS STATEMENTS[17]

Q: Must the thesis statement have a three-part structure?

A: No. The three-part thesis statement is likely something you learned in high school that was intended to give you a basic sense of organization and structure. When constructing your thesis statement, you should feel free to use as many, or as few, points as you need to make a suitably complex argument.

Q: Can the thesis statement be more than one sentence?

A: Yes. While you should always strive to make the thesis statement as clear and concise as possible, in some cases, you will need more than one sentence to fully articulate your argument. By always trying to adhere to the "one-sentence rule" for thesis statements, you may inadvertently do the following: reduce the complexity of your argument by restricting its expression to one sentence, or obscure the argument by cramming too many clauses into one sentence.

Q: Does the thesis statement have to come at the end of the introduction?

A: No, but by convention the reader will unconsciously expect to find the main claim of the paper somewhere near the end of the introduction. This placement makes sense from a genre or rhetorical

[17] Brown, Elseph H. "Writing About History." Writing at the University of Toronto. 20 Dec. 2005 <http://www.utoronto.ca/writing/history.html>.

perspective because the thesis statement will likely be more compelling or persuasive if you've already established some context for it in the opening parts of your introduction.

Q: Should I use the first-person pronoun "I" in the thesis statement?

A: Generally speaking, the use of "I" in the thesis statement is a matter of your personal preference and writing style. Some arguments are worded very explicitly, while others are expressed in a more neutral and detached way. In either case, a phrase such as "in this paper, I will argue that..." can serve as an excellent writing prompt that invites you to word your thesis statement as an argument. Whether or not you decide to keep this phrase in the final version of your thesis statement is up to you. The stricture against the use of "I" in high school essays was intended to teach you to avoid using subjective experience or personal conviction as the basis of your claim; thus, if your argument is grounded in solid evidence and analysis, then you should not be overly concerned about the use of "I". Check with your course instructor if are still in doubt about when and where to use "I".

16. Do you agree or disagree with the Text's stance? What did you find interesting, puzzling or informative about the Text?

17. Speak on your research paper dwelling upon the following issues.

1) composition of the dissertation;
2) problems discussed in the introductory part;
3) topicality and novelty of your research;
4) methods of scientific analysis applied;
5) your findings (anticipated results);
6) assessment of the results obtained;
7) practical application;

8) possibility for further research;
9) your reports, Texts on the problem under research.

18. Prepare a short personal response to the following issues — what is your opinion or reaction to the topic/issue?

1) Who you are as a researcher, what interests you, where you see your research moving in the future, what your accomplishments are and how they propel you towards new goals?

2) How your work complements the research already happening at the institution where you are applying, or would benefit from collaborations with members of the institution.

3) Research thesis: Does the thesis show analysis and depth of thought, or is it mainly descriptive? Does the thesis present an argument about the material, and is it worded as an argument? Is the thesis contestable? (Would someone potentially want to argue with you about it?)

MODULE 5.
COMMUNICATING AS A SCIENTIST

1. State your opinion on the following quotation by the French writer André Breton: "Of all the arts in which the wise excel, nature's chief masterpiece is writing well."

2. Prepare an introduction for your groupmates so that they can get to know you. Include the following: why you are taking the class and what you hope to learn, major, career goals.

3. Pair Russian word combinations with their English equivalents; compose 7 sentences regarding the importance of academic interactions while studying postgraduate course.

A. Взаимодействовать через вопросы или обсуждение; делать презентацию сложной; донести смысл сообщения; изложить в письменной форме; конфиденциальное предложение; не переоценивать знание темы; неуместная непринужденность; низкий уровень подготовки; обсудить вопрос вне темы; передать информацию; письменная и устная коммуникация; позволить выборочное чтение; потенциальные члены аудитории; проявить уважение по отношению к аудитории; сосредоточиться на аудитории; сосредоточьтесь на цели; структурировать доказательства; тщательно корректируя текст; убедительные аргументы; уважать аудиторию; установленные правила; формулировать логически и последовательно; в собственном ритме; эффективное программное обеспечение.

B. transmit information; focus on the audience; effective software; potential audience members; written and oral communication; read in one's own rhythm; structure evidence; allow selective reading; convincing arguments; interact through questions or discussion; formulate logically and consistently; put in writing; don't overstate knowledge of the topic;

respect the audience; make presentation complicated; inappropriate ease; low level of training; carefully correcting the text; established rules; to discuss a topic outside the topic; confidential offer; show respect for the audience; convey the message; focus on the goal.

4. Retell Text 1, point out the main sentence(s) of each logical part, rewrite the sentences, skipping the pointless aspects.

TEXT 1. UNDERSTANDING COMMUNICATION: TYPES OF SCIENTIFIC INTERACTION[18]

Effective communication is capturing, ensuring your audience to understand the idea you are trying to convey, and to encourage to do something with that information (such as remember, apply, provide feedback). A message is the interpretation of the information, which says what the information means for the audience, therefore you should focus on needs or wants; and strive to see from their perspective.

Readers of a document can select what they read, they can read at their own rhythm, and they can reread parts of the document as many times as they wish. In written documents, you can convince through solid, detailed evidence, and you should structure this evidence to enable selective reading. Attendees are less interested in details they could more easily read. On the other hand, they can get to know the speaker, they can interact. In oral presentations, you convince by selecting cogent arguments, by articulating logically, and by delivering effectively. When an oral presentation builds on a written document, you must be selective. While interacting about science, the main challenge is to respect the audiences' intelligence without overestimating its knowledge of the field.

[18] https://www.nature.com/scitable/ebooks/english-communication-for-scientists-14053993/118519407# bookContentViewAreaDivID

Conference speakers make their presentations complicated and attendees may wish the presentation were aimed at a lower level. Respect is about how you say things (tone). In general, dare to say things the way they are: as you do so strive to help (not offend); politely ask your supervisor; present useful lessons from your failures. Make it a habit to write and speak in a simple, straightforward way: explain things as simply as you would to a colleague, face to face. Show respect by avoiding undue informality and by crafting and proofreading text carefully. Above all, focus on purpose: get message across.

However, it is possible to take a look at how types of scientific interaction can differ. The main goal of scientific interaction is to convey clear information so they can understand, use, and build on it. Standard scientific interaction refers to public media discussion about science to a non-scientist, general audience (like children, teenagers, and adults). Often, scientists are involved, in order to ensure the correctness of the information transmitted; but the interaction is done in terms that the general public can understand. Scientific interaction can be done through events, television programs, journal and magazine Texts, as well as science-related programs and policies.

The most official type of scientific interaction leads to recognized publication, findings, observations, and views arising from a scientist's research project. A large demand for participatory model of interaction is often closely linked to the natural sciences, but can come from other departments — like media studies, psychology, sociology, or literature.

5. Look through Text 1 again and find the sentences where the author describes:

- Taking the medium into account: written/oral communication.
- Showing respect for your audience.
- Intellectual Scientific Interaction.
- Academic Discipline.

6. Answer the following questions.

- Why do you think the brilliant interaction skills are in demand in today's job market?
- How will these abilities help you to succeed on the job?
- How Academic English will help you to interact more effectively?

7. Analyze the set of situations (given below) in which you interconnect: assess its usefulness — can you comprehend or can you recognize the reasons for making them? How can you advance the interaction about your work? Assess this interaction regarding quantity and quality.

- Primarily with yourself about your work.
- Through notebooks, graphs, mathematical or chemical formulas.
- A preliminary version of documents or slides, and so on.

Use the following word combinations in your answers: provide the visual representations, to be aware of overestimating, academic publications, verbal interaction channels, integral part of being a scientist, exchange of information among scientists, work towards the advancement of the various scientific disciplines, subset of science interaction, academic and professional points of view, related government agencies, community media, organize and disseminate scientific (technical) information, to be linked to science, impact of social media, scientific interaction, convey the clear information, define the types of interaction, specific purpose of the material, refer to public media discussion, to be composed of, ensure the correctness of information, science-related programs, scholarly interaction, lead to the formal publication, results of observations, a scientist's research projects, in the form of printed materials, to be more or less homogeneous, in terms of both content and context, the gap between knowledge and interest, less specialized and less motivated, the comparison points.

8. Make an elevated portfolio of the scientific communication (for each item characterize yourself as an audience):

- Are you more or less specialized in the discussed field?
- Were you a primary or a secondary reader?
- If possible, think of what a similar portfolio would have looked like a few years ago. In what sense were you a different audience than you are now?

9. Pair English word combinations with their Russian equivalents. Compose 9 sentences describing the differences between the academic and everyday interactions.

A. array of disciplinary publications; constant business communication; ensure; expertise knowledge; important information meetings; important research results; knowledge processing community; leaders; members of the international scientific community; occur in modern science; personal contacts; powerful technical information systems; prompt discussion; recognized leaders; relatively small group; significant portion of the information; significant progress in theoretical and empirical research; systematic pattern; the creative interaction; two-level structure.

B. важные результаты исследований; члены международного научного сообщества; двухуровневая структура; относительно небольшая группа; признанные лидеры; постоянное деловое общение; значительная часть информации; лидеры; обеспечивать; быстрое обсуждение; систематическая картина; сообщество по обработке знаний; экспертные знания; значительный прогресс в теоретических и эмпирических исследованиях; творческое взаимодействие; происходят в современной науке; массив дисциплинарных публикаций; важные информационные встречи; мощные технические информационные системы; личные контакты.

10. Write a summary to the Text "Научная коммуникация" in English, omitting the unnecessary details.

Use the following word combinations in your answer: Scientific communication, bring information to the audience, various types of scientific communication, popular science links, public discussion, the correctness of transmitted information, the general public, connected with science and politics, provide feedback, formal type of scientific communication, research project of a scientist, in the form of printed materials, personal contacts with colleagues and teachers, the exchange of information between scientists, the development of various scientific disciplines, organize and disseminate technical information, scientific communication in the natural sciences, academic discipline, is closely connected with the sciences, interpretation of information, attracting the attention of the audience, research activities, great methodological significance, bring in a single picture, socio-psychological research, significant amount of information, main mechanisms, types of professional communication, scientific community, method of research, search for opportunities, intensify research activities, cope with, information explosion, to satisfy the need, organizational restructuring, post-war conditions, relatively small groups, constant business communication, ensure the discussion, applied result, impressive applied implementation, urgent examination, important research results, world scientific community, system of indexes, scientific references.

НАУЧНАЯ КОММУНИКАЦИЯ[19]

Научная коммуникация — совокупность видов профессионального общения и один из главных механизмов развития науки, способа осуществления взаимодействия исследователей и экспертизы полученных результатов. Массированное изучение научных

[19] http://terme.ru/termin/nauchnaja-kommunikacija.html

коммуникаций связано с поиском возможностей интенсифицировать исследовательскую деятельность, справится с так называемым «информационным взрывом», удовлетворить потребность в организационной перестройке науки в послевоенных условиях.

При этом коммуникационную интерпретацию получили практически все информационные процессы, происходящие в современной науке, начиная с массива дисциплинарных публикаций и важнейших информационных собраний (конференции, конгрессы, симпозиумы, форумы) и функционирования мощных систем научно-технической информации и заканчивая личными контактами ученых по поводу мелких эпизодов исследовательской деятельности.

Изучение коммуникаций в науке имело большое методологическое значение, так как в них удалось свести в единую картину данные, полученные в ходе социологических, информационных и социально-психологических исследований. Были выявлены основные коммуникационные структуры, которые позволяют в считанные недели подключить к срочной экспертизе важного исследовательского результата практически всех участников мирового научного сообщества данной дисциплины. Впечатляющим прикладным результатом реализации явилось создание в Филадельфийском институте научной информации системы указателей научных ссылок (Science Citation Index, Social Science Citation Index и т. п.) — одной из самых эффективных информационных систем в современной науки. (Э. М. Мирский)

11. Study the subsequent material and do the exercises below.

For the abstract of original scientific Texts containing the results of scientific research carried out by the author, the following structural forms are typical:

- The results of the theoretical (experimental) study of ... are presented… = Приводятся результаты теоретического (экспериментального) исследования …

- It is shown that... = Показано, что …
- A theoretical (experimental) dependence of ... vs. ... is formulated … = Формулируется теоретическая (полученная экспериментально) зависимость … от ….
- Recommendations for ... are presented … = Приводятся рекомендации по …
- Conclusions regarding ... are made (arrived at) … = Делаются выводы о том, что …

Abstracts of general scientific Texts on lexical-stylistic features is an intermediate position between the abstract of original and overview scientific Texts; in addition to the standard structural forms for these two categories, they are specific for these structural forms:

- In this general paper the role of ... in ... is discussed. = В данной обобщающей научной статье рассматривается роль …в ..
- A generalized version of ... for ... is introduced. = Вводится обобщенный вариант … для …
- The extension of ... and possibility of its practical application to ... are considered. = Рассматривается распространение … на … и возможность его практического приложения к …
- Subject matter related to ... as well as to ... is considered. = Обсуждаются вопросы, относящиеся как к … так и к …

For the scientific Texts containing a review (or comparative analysis) of the results obtained by different researchers, standard structural forms and turns, similar to the following:

- A review of ... essential for ... is presented. = Приводится обзор …, представляющий интерес для …
- Recent state of art and theoretical (experimental, test) results of ... are summarised … = Излагается современное состояние и результаты теоретических (экспериментальных, испытаний) исследований

- The current research programs for ... are outlined. = Приводится обзор проводимых в настоящее время исследований по …
- The factors (parameters) considered include … = Рассмотрено влияние таких факторов (параметров), как …
- Special attention is given to ... methods (techniques, solutions) used by ... for … = Особое внимание уделяется … методам (способам решения), применяемым … для …
- A bibliography of ... references is included. = Библиография включает …. наименований.

The examples examined above demonstrate the general rule of translating into Russian; the standard structural characteristic forms for abstracts: the predicate of the English text when translated into Russian, as a rule, passes from the last place to the first.

- Find the examples of standard structural forms in the presented abstracts. Write them out.
- Does the structure and style of the abstract described here, correspond to those described above? Explain by examples.

Abstract 1.

The social function of international law is the same as that of other forms of law. It is a mode of the self-constituting of a society, namely the international society of the whole human race the society of all societies. Law is a system of legal relations which condition social action to serve the common interest. Law is a product of social processes which determine society's common interest and which organize the making and application of law. The international legal system integrates all subordinate legal systems (international constitutional law) and regulates the international public realm and the interaction of subordinate public realms (international public law). National legal systems (including private international law) are part of the international legal system. International law takes a customary form, in which society orders itself through its experience of

self-ordering, and a legislative form (treaties). The state of international law at any time reflects the degree of development of international society. Recent developments in international society have made necessary and inevitable the coming-to-consciousness of international law as the fully effective law of a fully functioning international society, but that development faces a number of problems and impediments which must be overcome.

Abstract 2[20].

Our view of the world is to a large degree a function of our own language and culture. English has become the lingua franca in international legal academic and practical dialogue, and there is a related concern that English — or its direct descendant, Anglo-American — intellectual and legal culture has drawn a thick veneer over the canvas of international criminal law as well. The differences in linguistic and cultural influence need attention as they are a primary determinant of the dialogue that constitutes international justice, not merely in form but possibly also in substance. The conversation, even in the lingua franca, does not seem to happen with the same intensity from all sides to the exchange, because in addition to the question of ability to engage there seems to be a difference in willingness or interest based not merely on lack of language command, but possibly also on cultural aversion. The main systemic divide in the conversations in international criminal law still lies in the dichotomy between common and civil law, and coinciding with that, between a practical/pragmatic approach on the one hand, and a doctrinal/principled attitude on the other. This Text attempts to elaborate on some of the conceptual and cultural differences beyond the superficial labels often used in the discussion, such as ‘adversarial v. inquisitorial’, ‘statute v. judge-made law’ etc., as they may impact on the creation of international criminal law.

[20] https://benjamins.com/#catalog/journals/ttmc.3.3.06kat/details

Abstract 3.

The aim of this paper is to discuss the function of loanwords in English economic discourse. In the introductory part, the author presents very briefly an inventory of foreign words used in English. Being a linguist and an economist, the author is interested in the language of economics and she will try to show how different languages have helped to shape the current economic lexicon in English. In this Text, an attempt will be made to discuss which languages have influenced English economic vocabulary and which particular domains, such as technical analysis or options, rely heavily on loanwords. The author also discusses how borrowed lexical items determine the language of economics. The Text finishes with an attempt to predict the future situation of borrowings in English business communication.

Abstract 4[21].

For the past 100 years or so the historical trend in the law of contracts has been to water down formal interpretive doctrines in favour of a more all-things-considered analysis of what the parties may have meant or what justice might require in the individual case. This trend away from formal and toward substantive interpretation of contracts has been alternately celebrated and criticized for over a century; and in recent years, a number of economically influenced scholars, in translating some of the classic arguments into economic language, have helped to clarify some of the traditional commentators' concerns. While this new economic analysis of formalism has been relatively successful in relating the traditional debates over formalism to specific transactional and institutional problems such as imperfect information and rent-seeking, however, it has fallen short along the dimension of advancing toward practical legal or policy recommendations. This essay, accordingly, proposes a different approach: one that focuses on

[21] http://journals.openedition.org/lexis/643

private rather than public legal decision makers as a primary audience. In general, private lawmakers are likelier to be in a better position to make practical use of the economic analysis of contracts, in part because the detailed information that is necessary to implement such analysis intelligently is much likelier to be available at the individual level. Furthermore, there are many opportunities for contracting parties to choose between relatively formal and relatively substantive interpretive regimes. What is needed is a basic taxonomy of economic considerations that can serve as an organizing framework for parties choosing between form and substance when designing contracts; and the later part of the essay attempts to establish such a taxonomy.

Abstract 5[22].

In an earlier Text, it was established that the rules which govern the relations between universities and their students may find their legal source in prescription, royal charter, parliamentary legislation or contract. This Text compares judicial review of student rules according to these different sources, whether this review forms part of public law (the review of byelaws, delegated legislation or the expression of other statutory rule-making powers) or of contract law (as a matter of the fairness of the rules as terms of the student contract or by the inherent qualification of any contractual rule-making power in a university by reference to reasonableness). Both similarities and differences in these different types of review are identified and their implication in the student context assessed (notably, as to the exclusivity of the visitorial jurisdiction in the case of chartered universities). Finally, it is argued that the compatibility of student rules with students' human rights may be relevant to review in contract law as well as in public law as a result of the very inclusive nature of the grounds of this review.

[22] https://academic.oup.com/ojls/article-abstract/21/2/193/1465223

Abstract 6[23].

Sources of law are made up of terms that, amongst other things, mediate between facts and different results, and it is the role of lawyers to explain or justify why a particular interpretation or permutation of a given term should be taken in a given case. Such terms do not exist in isolation, but are hugely contextual and play an integral role in intermediating between different potential outcomes. Therefore, the skill of carefully applying and using legal terms is one of the primaries focuses of legal education and calls for a consideration of the intricate role that legal terms play in legal argumentation. However, sometimes this endeavor in the law classroom is affected by the focus placed on the meaning of individual terms, as opposed to the broader role they have in legal reasoning and the analysis of legal outcomes. In considering this, this paper draws a contrast between the way in which students sometimes use different legal and moral terms in the various roles in their lives outside of the classrooms and within, and contends that one of the reasons for this is the greater liberty that they feel in using different terms outside of the classroom. This paper contends that, pedagogically, a similar level of independence can be achieved through the collaborative translation of legal concepts into abstract art, by enabling students to take greater co-ownership of legal language. Specifically, it argues that Wassily Kandinsky's art theory, with its emphasis on the spirit and emotions, can provide an effective framework for this.

12. Using standard structural forms, write an abstract of the Text or book on any familiar issue in English. Complete the sentences using the information about your own research activities and translate them.

— The purpose of this paper is to investigate the relationship between ... and ... and their capability ... in case of ...

[23] https://papers.ssrn.com/sol3/papers.cfm?abstract_id=464840

- A continual need exists for reviewing and updating the state-of-the- art in such areas as ...
- In sections which follow, the fundamental problem of ... as currently understood, as well as the types of theoretical treatments for predicting ... performance of ... will be described.
- The fundamental mechanisms of..., as currently understood in their close relationship to ..., are discussed so as to obtain ... results ...
- The … diagram facilitates the determination of the … relationship for … conditions ...
- Thus, for the case of …, ignoring … values, the equation … may be rewritten with the help of … equation as …
- Since the performance of a ... is determined by the ....., defined as ..., the values of ... greater than ... necessarily imply that a significant improvement in ... can be achieved.
- The requirement of … formulated for … determines the … and sets the value of …
- The following specific conclusions are drawn .... and ... are among the most meaningful results of the study ...

13. Find the following English word combinations in Aspect 2; write out the sentences and translate them.

To evaluate all the proposals, to be necessarily composed, to be familiar with the context, to be tempted to jump directly to the heart of the matter, more or less specialized members, to be read by newcomers to the field, to apply the detailed information, to master the technical terms, to convey the motivation for work.

14. Plan and entitle each of its points; write the abstract to Text 2 according to your plan.

TEXT 2. IDENTIFYING PURPOSE AND AUDIENCE[24]

To communicate effectively you must adapt to your audience, therefore, you must know your audience: if your purpose or audience is unclear, clarify it as best you can, possibly by asking others. For example, for public thesis defense — the audience is strongly heterogeneous, which includes jury, colleagues, friends, and perhaps family.

The purpose depends largely on how your institution sees the event. As a scientist, you may find it challenging to present your work — or to explain scientific concepts in general — to a less specialized audience. More challenging is addressing a mixed audience of both specialists and nonspecialists.

Specialists can apply detailed information in their own work and they might need to be convinced of the validity of conclusions. Nonspecialists (as they have not mastered the technical terms) need basic information and also require more interpretation with simpler vocabulary (or definitions).

Whether you are addressing (less) specialized audience members, it is a good idea to convey the motivation for the work you report, that is, you must bridge the gap between what they know or are interested in and what you will present. With nonspecialists, this gap is wider than with specialists.

Nonspecialists lack comparison points; but one type of comparison that is useful to all audiences (particularly to less specialize ones) is the analogy. The power of an analogy depends on how familiar the audience is with the comparison point (here, the library), and also on how consistently you can carry the analogy through your document or presentation. Nonspecialists also lack visual references: visual material can include drawings and photographs, which can abstract unnecessary details to focus on the essential idea, are best for conceptual explanations.

[24] http://www.nature.com/scitable/ebooks/english-communication-for-scientists-14053993/126083884#book ContentViewAreaDivID

The essential strategy to addressing a mixed audience is structure, from the whole document or presentation to the individual sentence. You must distinguish between what everyone needs or wants to learn and what only some of them need or want to learn, and then structure your writing or speaking accordingly.

15. Look through Text 2 again and write out the sentences where the author describes:

- Knowing your purpose and audience.
- Audiences: (primary/secondary) readers and listeners.
- Writing/speaking for nonspecialists or a mixed audience.

16. Speak about your publication (thesis, research area) using the following questions.

- What is the theme of your thesis?
- Have you already published any research Texts?
- Where and when did you publish them?
- What are the themes of your published research papers?
- What problems do you deal with in those research papers?
- What are you going to prove in the course of your research?
- Who are your published research papers addressed to?
- Do you give much thoughts to your published research papers?
- What is specific concern in your research paper?
- How many parts does your research paper consist of?
- What is the purpose of your research paper?
- What do you mention in conclusion?

17. Make an abstract of the Text you are currently working on.

- The title of the Text.
- The aim (purpose) and subject of the Text.
- The arrangement of the subject matter (the content).
- The conclusion and recommendations.

18. Pair English word combinations with their Russian equivalents.

A**.** an equal degree of expertise; effective document; might not be mindful; more basic information; public thesis defense; remember the context; scientific background; simpler vocabulary; the visibility of your work; to adapt to the audience; to determine the strategy; to make sense both to primary and secondary results; to master the technical terms; to obtain the document in future; well-defined group of people.

B. эффективный документ; освоить технические термины; приспособиться к аудитории; научный опыт; определенная группа; помните контекст; иметь смысл как для первичных, так и для вторичных результатов; получить документ в будущем; не стоит помнить; одинаковая квалификация; более подробная информация; упрощенная лексика; определить стратегию; публичная защита диссертации; наглядность вашей работы.

MODULE 6.
WRITING RESEARCH PAPERS

1. State your opinion on the following quotation.

Samuel Johnson, who wrote the first true English dictionary, said, "What is written without effort is in general read without pleasure." What do you think he meant by this? What does this mean to you as a professional communicator?

2. Express your opinion on the following statements. Prepare a short report regarding the following statements.

"There is no substitute for science communication to the public and policy makers." Lailah Gifty Akita

3. Pair English word combinations with their Russian equivalents; compose 8 sentences connected with the possible difficulties in writing research papers or statements (objectives).

A. Chronological order; direct continuation of the context; experimental procedure; explicit preview; focus appropriately; heading of the section; in a complicated and overly formal way; less difficult and more interesting; object of the document; opposition between actual and desired situations; ordinary writing; overall structure; progressively narrow down; recent achievements; reflect ideas; schematic diagram; selective reading; strong connection; systematic preference; the motivation for the work; understand effortlessly and unambiguously; upcoming divisions; without accompanying interpretation.

B. Мотивация для работы; противостояние между фактическими и желаемыми ситуациями; прямое продолжение контекста; последние достижения; постепенно сузились; без сопроводительной интерпретации; сильная связь; предмет документа; общая структура; предстоящие подразделения; заголовок раздела; явный

предварительный просмотр; выборочное чтение; экспериментальная процедура; принципиальная схема; хронологический порядок; понять легко и недвусмысленно; сложным и чрезмерно формальным образом; отразить идеи; сфокусировать внимание; простое написание; менее сложный и интересный; систематическое предпочтение.

4. Study the material in Text 1; summarize the essential information.

Use the following word combinations: the most demanding forms, high standard of quality, the journal editor, the journal readers, more or less knowledgeable, a chronological account, constitute valuable and lasting references, the impact factor, a reflection of the scientific achievements, accurate and concise information, self-centered, high-quality scientific papers, the work and the outcome, to support the statement, to reflect the progression of research projects, to provide a compelling motivation, to be cited by others, must be highly readable, by interpreting the findings, to focus on the readers, to clarify the motivation for the work, to be relevant to scientists.

TEXT 1. STRUCTURING THE RESEARCH PAPER: EFFECTIVE WRITING TIPS[25]

As a scientist, you are expected to share your research work in diverse forms, however, the most demanding is the paper published in a scientific journal, which have high standards of quality and their importance (the impact factor) are viewed as a reflection of your scientific achievements.

Constructing your sentences logically, clearly, accurately, and concise is a good start, need to ensure the sentences are readable, make

[25] http://www.nature.com/scitable/ebooks/english-communication-for-scientists-14053993/118519636# bookContentViewAreaDivID

sure your sentences don't tax readers' short-term memory by obliging to remember long pieces of text before knowing what to do with them. When writing a complex sentence, place the main idea in the main clause rather than a subordinate clause. To construct sentences that reflect your ideas, focus these sentences appropriately and express one idea per sentence.

State the motivation for the work presented in the paper; it is usually clearer and more logical when it separates what the authors have done from what the paper itself attempts or covers i. e. the task clarifies your contribution as a scientist, whereas the object of the document prepares readers for the structure of the paper, allowing focused or selective reading. Write four components (in 4 paragraphs): context, need, task, and object of the document.

- Provide the context to orient and establish the importance of your work.
- State the need for your work, as an opposition between what the scientific community currently has and what it wants.
- Indicate what you have done in an effort to address the need.
- Preview the remainder of the paper to mentally prepare readers for its structure, in the object of the document.

Although papers can be organized into sections in many ways, those reporting experimental work typically should begin with a topic sentence to prepare readers for their contents, allow selective reading, and — ideally — get a message across. Most experimental sections are boring to read; to make this section interesting, explain the choices you made in your experimental procedure: What is special, unexpected, or different in your approach? Mention these things early in your paragraph, ideally in the first sentence.

The traditional sections are best combined because results make little sense to most readers without interpretation. There is no need to write about science in unusual, complicated, or overly formal ways in an effort to "sound scientific" or to impress your audience. Convey in the first sentence what you want readers to remember from the paragraph as

a whole. Then develop your message in the remainder of the paragraph; including only that information you think you need to convince your audience.

In other words, keep together what goes together: See whether you can replace long phrases with shorter ones or eliminate words without loss of clarity or accuracy. State the most important outcome of the work; interpret the findings at a higher level of abstraction. Show what your findings mean to readers and make it interesting and memorable. Consider including perspectives — an idea of what could or should still be done in relation to the issue addressed in the paper. If you include perspectives, clarify whether you are referring to firm plans for yourself and colleagues.

5. Look through Text 1 again and locate the information where the author describes the following:

- Section, which clarifies the motivation for the work presented and prepares readers for the structure of the paper.
- Section, which provides sufficient detail to reproduce the experiments presented in the paper.
- Section, which presents and discusses the research results accompanying with interpretation.
- Section, which presents the outcome of the work by interpreting the findings at a higher level of abstraction.
- Section, which provides tips for effective writing.

6. Study this specific material; complete the examples of standard structural forms for Introduction.

The goal of **Introduction** is to acquaint the reader with the scientific problem reflected in the Text and outline its relevance. Introduction contains a small number of references to previously published work, progress conclusion and analysis of obtained results. Vocabulary and terminology are of a general scientific nature.

An example of standard structural forms typical for **Introduction** is given below:

The purpose of this paper is to investigate the relationship between … and … and their capability… in case of …	Целью данной статьи является исследование зависимости между … и … и их способности … в случае …
The scope of the present effort, which began in …, includes the analysis, design, fabrication, and testing of …	Тематика данной работы, начатой в … включает анализ, проектирование, изготовление и испытания …
The present research project is a … -sponsored endeavour which responds to the requirement for	Настоящая программа исследований выполняется при поддержке … и предназначена для удовлетворения потребности
One aim of this paper is to provide an overview of … and to study ways in which… can be exploited in order to improve	Одна из целей данной статьи заключается в обзоре … и изучении возможностей использования … для того, чтобы улучшить …
A continual need exists for reviewing and updating the state-of-the-art in such areas as …	Существует постоянная потребность в пересмотре и обновлении наших представлений о современном состоянии вопроса в таких областях, как …
We consider with K. and M. that theoretical work on should be completed with … data …	Мы согласны с К. и М. в том, что теоретические работы по … должны быть дополнены … данными …
Beginning in …, results and publications by N., and his colleagues modernized and popularized the idea of using … for the manufacture of … and …	Начиная с …, исследования и публикаций Н. И его коллег модернизировали и популяризировали идею использования … для изготовления … и …
In sections which follow, the fundamental problem of … as currently understood, as well as the types of theoretical treatment for predicting … performance of … will be described.	В последующих разделах будут изложены современные представления о фундаментальной проблеме … так же, как и теоретические методы предсказания … характеристик …

7. Read and translate Using examples typical for standard structural forms, make several sentences of your own that correspond to Introduction 1.

INTRODUCTION 1[26]

When I was invited to join the faculty in 1980, I came as soon as I could. I feared that all the interesting work in law and economics might be done before I got to Chicago. Among other things, this showed how little I understood law and economics. It concerns itself with how changes in the law change the way people behave. As long as legal scholars have to worry about the consequences that a new law brings, we shall call upon the tools of law and economics. This is not to say, however, that law and economics remains the same.

Three decades ago, law and economics was a rough-and tumble discipline. People were still feeling their way. All presented their arguments with intense passion. Everyone fought for your soul.

Occasionally, you would go to a workshop and see the conventional wisdom in an entire area of the law overturned. But as often, you would see someone swinging for the fences and crash spectacularly. Sometimes an economist would start with an assumption that had the basic legal principle exactly backwards, or someone trained in law would get the economics completely wrong. Only five minutes into the 90-minute seminar, the error would be plain to everyone. Then an awkward silence. At this point, one of my colleagues would take a copy of the draft under discussion, throw it into the air, and say loudly, "Next paper, please!"

Work today is done with greater rigor, and seminars tend to be more civilized affairs. When revolutions succeed, they cease to be revolutions. The days when you could shoot from the hip and sometimes do great work

[26] https://www.law.uchicago.edu/news/future-law-and-economics-essays-ten-law-school-scholars

(and more often fail) are gone. Law and economics today require more discipline and better training.

But opportunities to do great work abound. The future of law and economics turns crucially on whether the next generation can take advantage of the resources available only now. At its foundation, law and economics is an empirical discipline and always has been. As abstract as the paper might seem, Ronald Coase's "Nature of the Firm" paper began as an empirical study. Coase saw himself as laying out the conclusions he reached after spending a year visiting the major production plants throughout the United States.

For a long time, however, the empirical tools in law and economics lagged far behind. It was commonly said that there were only two different types of empirical questions — those you could answer and those worth answering. The future of law and economics is bright in large part because this piece of conventional wisdom is no longer true. Information is accessible in a way that it has never been before. The PACER system allows us to access every document filed in every federal case from our desktops. Google's digitization project has put nearly everything ever printed at our fingertips. The Social Science Research Network provides everyone with access to everyone else's work long before it is published.

Moreover, tools exist today to analyses data that simply have not existed before. Multivariate regressions that required weeks or months of computer programming can be done on every laptop in a few minutes. Statistical techniques are available now that can tease out a few kernels of wheat from an enormous amount of chaff.

Such tools can be abused. Data, if tortured long enough, can be made to say anything. But the biggest danger may lie not so much in getting the wrong answers, but in asking the wrong questions.

Law and economics face the same challenge that the prospect of a comfortable middle age poses for the most successful. After an exuberant and rebellious youth, it is very easy to fall into a complacent middle age. It is too easy to think it enough to say something new and correct. You also

have to worry that you are boring, mechanical, and tendentious. To avoid this danger, the current generation of law and economics scholars needs to be careful not to rest on technical proficiency. It requires retaining the radical and unconventional spirit that has long been part of law and economics at Chicago. The bright future of law and economics lies in the bold questions that still have not been asked.

8. Read and translate. Using examples typical for standard structural forms, make several sentences of your own that correspond to Introduction 2.

INTRODUCTION 2[27]

The most distinctive and also troubling trend is the division of law and economics into two sub disciplines — an "economics law and economics" and a "law and economics." ELE (as I will call it) will be mathematical and descriptive in orientation. LLE will be verbal and normative in orientation. ELE will be practiced by economists and law professors with economics PhDs; LLE will be practiced by law professors without PhDs. ELE will mainly take place in economics departments. The law professors who engage in ELE will find themselves drawn to economics departments, where workshops and other academic institutions will be more congenial. LLE will take place only in law schools.

Law and economics started out as a collaboration between law professors, who supplied the legal knowledge, and economists, who supplied the economic concepts and the mathematical apparatus. Since then, economic ideas have spread through the law schools (some law professors have PhDs or other training), and economists interested in the law now have easier access to legal materials and a law and economics

[27] https://www.law.uchicago.edu/news/future-law-and-economics-essays-ten-law-school-scholars

literature to draw on. Because the two groups depend less on each other for each other's distinctive expertise, they have less reason to collaborate. Isolated in their sub communities, their methods, jargons, and orientations will drift apart. Those doing ELE in economics departments will find themselves drawn to the questions and methods that economists in other fields use, while those doing LLE in law schools will find themselves drawn to the questions and methods that other law professors use. And so ELE will become increasingly mathematical and empirical, while LLE will become increasingly normative and doctrinal.

This divergence is already evident. To take one of many examples, economists who study contracts are doing something different from law professors who study contract law. Economists take contract law as a given and analyses how rational agents would design optimal contracts. Lawyers focus on how to design optimal contract law, not contracts. The two groups are aware of each other, but they exert less and less influence over each other.

The divergence is also apparent in certain institutional developments. Law and economics seminars are well established in the top law schools, but in recent years some law professors at those schools have peeled off, forming seminars devoted to more mathematical (ELE) law and economics scholarship. The American Law and Economics Association has become increasingly divided between ELE and LLE factions. There is no real hostility between the factions, to be sure, but LLE types have begun dropping out of the annual meeting as ELE types, who enjoy an advantage in numbers, increasingly take over.

This sort of specialization is inevitable in academic scholarship. It is troubling because both fields will suffer. But it may also portend a reintegration of law and economics (that is, LLE) with other fields in legal scholarship, notably public law, where until recently law and economics has made limited inroads. Today, economic thinking dominates contract, commercial, bankruptcy, antitrust, corporate, and securities law and related fields. It is also influential if not dominant in tort, criminal, and property law and civil procedure. It has made less progress in the major

fields of public law, including constitutional, immigration, administrative, and international law. These areas of law are less closely connected with commercial behavior than most of the others, and so the off-the-shelf economic models do not as clearly apply to them. Economists have produced a large political economy literature, but the models in this literature are more controversial and less usable than models of commercial behavior. The main problem is that the models are pitched at the wrong scale — analyzing, for example, the differences between democracy and dictatorship, or parliamentary democracy and presidential democracy, but not the costs and benefits of the legislative veto or the pre-emption doctrine.

But this is changing. In the last few years, a new generation of law and economics (mostly LLE) scholarship has focused on these fields. Scholars see international law as the product of interaction among self-interested states. They analyses administrative law on the basis of agency models that emphasize the divergence of interest between the principal (such as the president) and the agent (such as the bureaucracy). Constitutional law can also be understood using agency models where the "people" are the principal and the government is the agent. Immigration law can be understood using screening models from the economic literature on labor markets.

In the short to medium term, there will be increasing methodological divergence even as the use of economic ideas spreads to the farthest reaches of the law. How these forces will play themselves out in the long term is beyond the ken of my crystal ball.

INTRODUCTION 3[28]

In the last fifty years Law and Economics (L&E) has become one of the most influential movements in legal academia. Many law scholars and

[28] http://law.haifa.ac.il/images/documents/Analysis%20of%20Law%20and%20Economics.pdf

economists direct much of their time and energy towards this field. But what drives them (or should I say, us) to L&E? If we want to pat ourselves on the back, we would probably point out the virtues of the methodology and our interest in promoting knowledge for the benefit of all. But if we want to be more consistent with our methodological approach, we must also look for other, more direct and self-serving explanations. If consumers, suppliers and contracting parties are assumed to maximize their wealth and self-interest, why aren't we?

The aim of this paper is to examine to what extent academic incentives drive scholars to L&E. Before explaining the method, let me assuage some of the possible objections, emotional or rational, to such a project. For the purposes of this paper, I am both a scientist and a laboratory mouse. It would probably be hard for a laboratory mouse to convince his colleagues that he knows what drives them to run on the running wheels. It is especially hard here. Any attempt to use economics to show that L&E scholars are not driven solely by the search for truth might be resisted by both supporters of the methodology, who might dislike the conclusion, and by opponents who are unconvinced (and perhaps unwilling to be convinced) by the method. Hence, I should explain my aim up front. By examining the effects of incentives on L&E scholarship, I do not mean to say anything about the content of L&E research or the validity of its approach to the study of law. After all, the bread of the baker may be excellent, even if he is partly (or even solely) interested in maximizing profits. My point is not normative, but descriptive. I will try to explain why some scholars choose to engage in the L&E discourse and others do not, but by doing so, I say nothing about the importance or validity of their work.

My hypothesis is that participation in L&E weighted by population is greater where the academic incentives to be a L&Escholar are higher& Therefore, I examine the academic incentives to write L&E papers, especially with regard to academic appointment and promotion procedures. I show that for economists, wherever they are, the academic

incentives drive them to similar tracks. Research in L&E is equally valuable to the academic career of economists on both sides of the Atlantic. In contrast, law scholars are evaluated differently in different places. In some places, like Israel, being a L&E scholar is very beneficial. In others, like most European countries, it is hardly a plus. Hence, one would guess that, if incentives matter to legal scholars, authorship of L&E papers is likely to be high in Israel, low in Europe, and somewhere in the middle in the United States and Canada. On the other hand, one would predict that participation of economists in such projects is approximately the same everywhere.

The remainder of the paper is organized as follows. Part I compares the academic incentives to publish L&E papers for economists and legal scholars in Europe, North America, and Israel. Part II analyses data gathered from the lists of authors from L&E journals and examines whether it supports the incentives hypothesis. A few comments about the future of the research in L&E are presented in the concluding part of the paper.

9. Write out all the standard structural forms used in Introduction 1, Introduction 2 and Introduction 3. Using your own subtext dictionary (unfamiliar terms) and set of structural forms, translate the text into Russian.

10. Study the verbs that express research actions. Create a list of them but only add specific verbs such *as measure, compare, or simulate, not generic verbs such as do, perform, or carry out.* ***Make up your own sentences or complete the sentences below.***

Verbs that express research actions:

Apply	We applied Malhotra's principle to . . .
Assess	We assessed the effects of larger doses of . . .
Calculate	We calculated the photoluminescence spectrum of

Compare	We compared the effects of . . . to those of . . .
Compute	We computed the rapidity predicted by . . .
Derive	We derived a new set of rules for . . .
Design	We designed a series of experiments to . . .
Determine	We determined the complete nucleotide sequence of
Develop	We developed a new algorithm to . . .
Evaluate	We evaluated the efficacy and biocompatibility of
Explore	We explored the relationship between . . .
Implement	We implemented a genetic algorithm for . . .
Investigate	We investigated the behavior of . . .
Measure	We measured the concentration of cadmium in . . .
Model	We modelled the diffraction behavior of . . .

11. Study the particular material; complete the given examples of structural forms for problem formulation; progress conclusion; analysis of obtained results.

The Body of any scientific and technical Text contains three subsections, but not always three parts are presented in the Text by separate chapters or paragraphs.

Nevertheless, the main part of each subsection corresponds to standard structural forms. The most common is the content division into ***three logically related units*:**

- *problem formulation;*
- *progress conclusion;*
- *analysis of obtained results.*

For example, ***problem formulation*** is characterized by structural forms of the following type:

1. The present research program plans to demonstrate the … of the … system when subjected to … during …	*В планы настоящей программы воздействия ... в течение*

2. The … design was basically developed in the … program in order to provide for …	*Проект был в основном разработан в рамках программы … для того, чтобы обеспечить*
3. In the field of … the major phenomena of interests are …	*В области … наибольший интерес представляют явления…*
4. The very significant areas of most concern are …	*Наибольшую озабоченность вызывают важнейшие направления …*
5. It is necessary to have a tool that would provide an accurate description of the … processes at the level of	*Необходимо иметь аппарат, который бы обеспечивал точное описание процессов … на уровне …*
6. In order to obtain the … formulation for …, the results of experimental investigation of … were examined …	*Для того чтобы получить … выражение для …, были обследованы результаты экспериментальных исследований …*
7. The fundamental mechanisms of …, as currently understood in their close relationship to …, are discussed so as to obtain … results …	*Чтобы получить результаты …, рассматриваются фундаментальные механизмы …, которые по современным представлениям находятся в тесной связи с …*

Standard structural forms are used to describe the various stages of the research — ***progress conclusion*** and ***analysis of obtained results.***

1. Using the … equation, the sought change in parameter is …, where …	*Используя уравнение …, искомое изменение параметра будет равно …, где (следует пояснение величин) .*
2. The requirement of … formulated for … determines the … and sets the value of	*Сформулированное для … требование … определяет … и задает величины …*
3. Thus, for the case of …, ignoring … values, the equation … may be rewritten with the help of … equation as …	*Таким образом, для случая …, пренебрегая величинами …, уравнение … с помощью уравнения … можно переписать как*

4. However, other components of the … also play an important part in the achievement of … since they dictate the … conditions and influence the interaction between … and …	*Однако другие компоненты ... также играют важную роль в удовлетворении требований ..., поскольку они определяют условия ... и влияют на взаимодействия между ... и ...*
5. Figure … illustrates the relationship of the … ratio for various … levels expressed by …, where … is defined be the	*Рисунок иллюстрирует зависимость отношения ... от различных уровней..., определенных как ..., где ... выражено через ...*
6. Figure … presents a comparison between …and … results for the given values of	*На рисунке ... приведено сравнение ... и результатов, полученных для заданных величин ...*
7. The experimental relationship of … vs … for …, providing that … really holds is presented in Figure 1	*На рисунке ... приведена экспериментальная зависимость ... от ..., доказывающая, что формула ... действительно справедлива ...*
8. The … diagram facilitates the determination of the … relationship for … conditions	*С помощью графика ... можно определить зависимость ... для ...условий ...*
9. Since the performance of a … is determined be the … ration, defined as …, the values of … greater than … necessarily imply that a significant improvement in … can be achieved	*Поскольку характеристика ... определяется отношением ..., определяемым как ..., то величины ..., превышающие ..., заставляют сделать вывод о том, что ... может быть существенно улучшено*
10. The success of the … design is therefore due to a combination of such factors as … as well as …	*Следовательно, успех разработки ... определяется совместно же, как и ...*
11. The solution of the … problem is rather to be sought in the region of more predictable … design and better interaction between … and …	*Решение проблемы ... скорее всего следует искать в области разработки более точных методов расчета ... и обеспечения лучшего взаимодействия между ... и ...*

12. Write out the sections' subheadings of Text 1. Determine which of the sections contain the statement of the problem, the description, the ways of its solution and the analysis of the obtained results.

13. Write out all the standard structural forms used in each of the sections in Text 1.

14. Pair Russian word combinations with their English equivalents. Among the presented below word combinations select 10 and make up a short report regarding the main points while preparing the research paper draft.

A) Включая ненужные детали; Воспроизводить эксперимент; Выбирать и упорядочивать контент; Выражать желаемую часть; Достигать цели; Заявлять о необходимости работы; Краткое представление о реальной ситуации; Новичок; Обоснованность результата; Объединять в одном предложении; Оригинальная исследовательская работа; Ориентировать читателей; Подтвердить предположение; Подчеркивать; Предоставлять достаточную информацию; Преуспеть в решении согласно заявленной необходимости; Сообщать экспериментальную работу; Сообщая и обсуждая результаты; Убедить аудиторию; Устанавливать важность; Формально распространяться; Эволюция современной науки.

B) Brief idea of the actual situation; Combine in a single sentence; Confirm the assumption; Convince audience; Emphasize; Establish importance; Evolution of modern science; Express the desired part; Formally disseminated; Including unnecessary details; Newcomer; Orient the readers; Original research work; Provide sufficient detail; Reach the objective; Reporting and discussing the results; Reporting the experimental work; Reproduce the experiment; Select and organize the content; State the need for the work; Succeeded in addressing to the need stated; Validity of the outcome.

15. Translate English word combinations and use them in preparing the report regarding structuring and analyzing the research paper.

Begin your report in the following way: *the subject of the report is...; the author of the text says that ...; he points out that ...; next the author emphasizes the idea that ...; the author goes on saying that ...; the text ends with ...; the author concludes that ... .*

Use the following word combinations in your answer: *the novelty and relevance of research results, to demonstrate the erudition in a special area, to distract the reader from the basic idea, to be methodically and methodologically well-organized, to combine scientific rigor and efficiency, to represent much value for the understanding, greater demands on the moral and ethical image, basic logical and methodological requirements, responsible for the truth of arguments, assumptions and results of research, a particular affirmative proposition, social function of modern science, abuse of specialized terminology, to solve quite significant scientific and practical tasks, to resist the temptation to repeat material, clear and accurate experimental observation, to construct carefully and concise, to restore the intended meaning, the more mechanical aspects, beware of overusing abbreviations, the full expression.*

16. Identify the main purpose by quoting word(s) or phrases from text to support your answer.

TEXT 2. REVISING THE RESEARCH PAPER

Most of us understand revision as an ongoing, even constant process: every time you hit the delete button, every time you cut and paste, every time you take out a comma or exchange one word for another, you're revising. Real revision requires that you open yourself up to the possibility that parts of your paper might need to be re-thought, and re-written. The

revision is worth the extra effort simply by saying that revising a paper will help you to achieve a better grade.

Studies have shown again and again that the best way to learn to write is to rewrite: in the revision process, you improve the reading skills and the analytical skills; you learn to challenge own ideas, thus deepening and strengthening your argument; you learn to find the weaknesses in writing; you may even discover patterns of error or habits of organization that are undermining your papers. Though revising takes time and energy, it also helps you to become a more efficient writer down the road.

The first thing that you'll want to do is to consider whether or not the paper as a whole meets your expectations. The process of analysis involves breaking down an idea or an argument into its parts and evaluating those parts on their merits: when you analyze your own paper, then, you are breaking that paper down into its parts and asking yourself whether or not these parts support the paper as you envision it. Every time we've prodded you to reconsider your thesis, every time we've provided you with a checklist for writing good paragraphs, we have been encouraging you to break your writing down into parts and to review those parts with a critical eye. Here is a checklist reiterating our earlier advice. Use it to analyses your whole paper, or use it to help you to figure out what went wrong with a particular part of your work.

17. Study the verbs that express communication actions. Create a list of them but only add specific verbs such as justify, converse, or represent, not generic verbs as talk, ask, or dialogue. Complete the given sentences.

Verbs that express communication actions:

Clarify	This paper clarifies the role of fouls in . . .
Describe	This paper describes the appliance by which . . .
Detail	This paper details the algorithm used for . . .

Discuss	This paper discusses the influence of acidity on
Explain	This paper explains how the new converting... .
Offer	This paper offers four suggestions for . . .
Present	This paper presents the consequences of . . .
Proposes	This paper proposes a set of parameters for . . .
Provide	This paper provides the complete agenda and . .
Report	This paper reports on our improvement so far . .
Summarize	This paper summarizes the results for …

18. Write a summary to the Text* "Научная статья. Какая она?" *in English, omitting the unnecessary details.

Begin your summary in the following way: is/are studied; considered; analyzed; examined; described; discussed; arrived at; developed; inferred; introduced; formulated; outlined; made; summarized.

НАУЧНАЯ СТАТЬЯ. КАКАЯ ОНА?[29]

Научная работа — это правильно организованное обоснование результата исследования. Важно, чтобы статья содержала новизну и была актуальной.

Новизна — это то, что отличает результат данной работы от результатов других авторов.

Актуальность — это способность ее результатов быть применимыми для решения достаточно значимых научно-практических задач.

Статья направлена на решение центральной проблемы, поэтому задача ученого состоит в том, чтобы центральная проблема синтезировала промежуточные и после своего решения создала предпосылки для начала нового познавательного процесса.

[29] Мейдер В. А. Научная статья. Какая она? (методика и методология) // Вестник ВолГУ. Серия 6: Университетское образование. 2007. №10 С. 108–112.

Цитирование литературного источника может быть прямым или косвенным, когда одна или несколько мыслей из используемого источника излагаются автором статьи «своими словами», весьма близкими к оригиналу.

В статье необходимо избегать наукообразности и злоупотребление специальной терминологией затрудняет понимание мыслей автора, делает изложение слишком сложным. Стиль изложения должен сочетать в себе научную строгость и деловитость, доступность и выразительность.

19. Complete sentences using the information; translate them. State to which sections (Introduction, the Body, or Conclusion (Concluding Remarks) they belong to. Place the sentences into logical order.

1) The solution of the … problem is rather to be sought in the region of more predictable … design and better interaction between … and …

2) The scope of the present effect, which began in …, includes the analysis, design, fabrication, and testing of ….

3) The presented research program plans to demonstrate the … of the …system when subjected to … during …

4) The present research project is a …. — sponsored endeavour which responds to the industry requirements for …

5) Thus, we are fully justified in observing that …

6) It is necessary to have a tool that would provide an accurate description of the … processes at the level of …

7) In order to obtain the … formulation for …, the results of experimental investigation of … were examined …

8) It has been shown that …

9) However, other components of the … also play an important part in the achievement of … since they dictate the … conditions and influence the interaction between … and …

10) One aim of this paper is to provide an overview of … and to study ways in which … can be exploited in order to improve …

20. Express your opinion on the following statement. Prepare a short report regarding the following statement.

The two words “information” and “communication” are often used interchangeably, but they signify quite different things. Information is giving out; communication is getting through. Sydney J. Harris

APPENDIX I.
PROFESSIONAL COMMUNICATION

1. RESEARCH REPORT WRITING

ЦЕЛЬ НАПИСАНИЯ СТАТЬИ:

- The object (purpose) of this paper is to present (to discuss, to describe, to show, to develop, to give) ...
- The paper puts forward the idea (attempts to deter-mine) ...

ВОПРОСЫ, ОБСУЖДАЕМЫЕ В СТАТЬЕ:

- The paper discusses some problems relating to (deals with some aspects of, considers the problem of, presents the basic theory, provides information on, reviews the basic principles of) ...
- The paper is concerned with (is devoted to) ...

НАЧАЛО СТАТЬИ:

- The paper begins with a short discussion on (deals firstly with the problem of) ...
- The first paragraph deals with ...
- First (At first, At the beginning) the author points out that (notes that, describes) ...

ПЕРЕХОД К ИЗЛОЖЕНИЮ СЛЕДУЮЩЕЙ ЧАСТИ СТАТЬИ:

- Then follows a discussion on ...
- Then the author goes on to the problem of...
- The next (following) paragraph deals with (presents, discusses, describes) ...
- After discussing ... the author turns to ...

- Next (Further, Then) the author tries to (indicates that, explains that) ...
- It must be emphasized that (should be noted that, is evident that, is clear that, is interesting to note that) ...

КОНЕЦ ИЗЛОЖЕНИЯ СТАТЬИ:

- The final paragraph states (describes, ends with) ...
- The conclusion is that the problem is ...
- The author concludes that (summarizes the) ...
- To sum up (to summarize, to conclude) the author emphasizes (points out, admits) that...
- Finally (In the end) the author admits-(emphasizes) that...

ОЦЕНКА СТАТЬИ:

- In my opinion (To my mind, I think) ...
- The paper is interesting (not interesting), of importance (of little importance), valuable (invaluable), up-to-date (out-of-date), useful (useless)...

APPENDIX II.
SAMPLE ACTION VERBS LISTED BY FUNCTIONAL SKILL AREA[30]

COMMUNICATION	CREATIVE	DETAIL-ORIENTED	FINANCIAL
Aided	Acted	Classified	Administered
Advised	Adapted	Constructed	Allocated
Arbitrated	Composed	Analyzed	Analyzed
Clarified	Conceptualized	Approved	Appraised
Co-authored	Created	Arranged	Audited
Collaborated	Designed	Classified	Budgeted
Consulted	Developed	Collated	Calculated
Coordinated	Directed	Compared	Computed
Counselled	Drew	Compiled	Developed
Defined	Fashioned	Documented	Evaluated
Enlisted	Generated	Enforced	Figured
Formulated	Illustrated	Followed through	Maintained
Influenced	Imagined	Met deadlines	Managed
Informed	Improvised	Prepared	Performed
Inspired	Integrated	Processed	Planned
Interpreted	Innovated	Recorded	Projected
Interviewed	Painted	Retrieved	
Mediated	Performed	Set priorities	
Merged	Planned	Systemized	
Negotiated	Problem-solved	Tabulated	
Promoted	Shaped		
Publicized	Synthesized		
Recommended	Visualized		
Represented	Wrote		
Resolved	Checked		
Suggested			

[30] https://beam.stanford.edu/sites/default/files/stanfordphd_cg15-16_linked.pdf.

MANUAL SKILLS	PROVIDING SERVICE	ORGANIZING	LEADERSHIP
Arranged	Advised	Achieved	Administered
Assembled	Attended	Assigned	Chaired
Bound	Cared	Consulted	Convinced
Built	Coached	Contracted	Directed
Checked	Coordinated	Controlled	Examined
Classified		Coordinated	Executed
Constructed	Counselled	Decided	Expanded
Controlled	Delivered	Delegated	Facilitated
Cut	Demonstrated	Developed	Improved
Designed	Explained	Established	Initiated
Drove	Furnished	Evaluated	Managed
Handled	Generated	Negotiated	Oversaw
Installed	Inspected	Organized	Produced
Invented	Issued	Planned	Recommended
Maintained	Mentored	Prepared	Reviewed
Monitored	Provided	Prioritized	Supervised
Operated	Purchased	Produced	
Prepared	Referred	Recommended	
Repaired	Submitted	Reported	

RESEARCH INVESTIGATION	TEACHING SKILLS	TECHNICAL
Calculated	Adapted	Assembled
Catalogued	Advised	Built
Collected	Clarified	Calculated
Computed	Coached	Computed
Conducted	Developed	Designed
Correlated	Encouraged	Engineered
Critiqued	Evaluated	Fabricated
Diagnosed	Informed	Maintained
Discovered	Inspired	Operated
Evaluated	Motivated	Programmed
Examined	Participated	Remodelled
Experimented	Provided	Repaired
Extrapolated	Represented	Solved

Gathered Identified Inspected Investigated Monitored Proved Reviewed Surveyed Tested	Supported Taught Trained Verified	Tested

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ADDRESS TO YOUNG RESEARCHERS

The dissertation is the final stage of the Master's degree and provides you with the opportunity to show that you have gained the necessary skills and knowledge in order to organize and conduct a research project.

It should demonstrate that you are skilled in identifying an area, or areas, suitable for research:

- setting research objectives;
- locating, organizing and critically analyzing the relevant secondary data and authoritative literature;
- devising an appropriate research methodology;
- analyzing the primary data selected and drawing on the literature in the field;
- drawing conclusions;
- making relevant recommendations and indications of areas for further research.

A dissertation is a 'formal' document and there are 'rules' that govern the way in which it is presented. It must have chapters that provide an introduction, a literature review, a justification of the data selected for analysis and research methodology, analysis of the data and, finally, conclusions and recommendations. Where the subject is based around a business or applied situation recommendations for action may also be required. Your Program Director or course dissertation coordinator will approve advice on the range of suitable topics, which relate to the subject area of your Master's degree.

The Masters' level dissertation is distinguished from other forms of writing by its attempt to analyze situations in terms of the 'bigger picture'. It seeks answers, explanations, makes comparisons, and arrives at

generalizations, which can be used to extend theory. As well as explaining **what can be done**, it addresses the underlying **why**. The most successful dissertations are those, which are specific and narrowly focused.

N.B. These notes have been produced for general guidance only and you are required to read the recommended texts and journal papers on research techniques appropriate to the research methods of your subject discipline. You are not to use these notes as justification or reference for any methodological approaches or techniques in your dissertation.

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