

ALFRED NOBEL UNIVERSITY, DNIPRO

STUDY PROGRAMME
Philology
(English Language and Literature.
Media communication in International Relations)
(Master's Degree)

COURSE CATALOGUE

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MANDATORY COURSES

MODERN ART, CULTURE AND LITERATURE STUDIES				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	1/14 weeks, 28 hours in class	3 / mandatory	Anna Stepanova, Doctor of Sciences, Full Professor	90 hours (14 h. lectures, 14 h. tutorials, 62 h. self-study time)
Course aims: To acquaint students with progress features of cultural-literary process of the 20th century in the countries of the Western Europe and the USA				
Learning outcomes		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:				
1) Evaluate historical achievements and the latest achievements of literature; 2) define the pragmatic and stylistic potential of the original text; identify the types of errors, find the right ways to correct them, make his own decision on the pragmatic adaptation and localization of the translated text, identify strategic editing problems and find creative ways to solve them; 3) produce, process, summarize, analyze and present information in accordance with specific goal; 4) present, to argue and to defend their own concepts and views in discussion with opponents; 5) find the optimal ways of effective interaction in the professional team and with representatives of other professional groups of different levels; 6) confidently speak native and foreign languages to communicate and present research		Lecture, tutorials, discussion, use of an multimedia systems Discussion, case study, Self-study activity, tutorials, Internet search Discussion, case study, Student-group reports Problem lecture, self-study activity, case study Discussion, tutorials, case study		Participation in the discussion (CAS) Essay, test, Practical skills assessment (CAS) Presentation (CAS) Participation in the case study, report (CAS) Essay, test (CAS) Participation in the discussion, test (CAS)

<p>results in writing and oral in situations of professional and scientific interaction; 7) deliver information, ideas, problems and solutions, clearly and unambiguously, to both specialist and non-specialist audiences, promote their ideas in their organization and beyond.</p> <p>Learning outcomes 1-7</p>	<p>Problem lecture, discussion, tutorials, self-study activity</p>	<p>Participation in the discussion, essay (CAS)</p> <p>Final exam (FAS)</p>
<p>Assessment 100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%) 40% Final exam (2 sets of written assignments, each assignment includes 1 essay, oral assignment – case study) 60% Continuous assessment: 10% Participation in the discussion 10% Participation in the case study 10% Test (multiple choice) 20% Essay (written) 10% Presentation (oral, multimedia)</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <ol style="list-style-type: none"> 1) Typology of culture of the 20th centuries. Basic concepts and definitions types of culture. The symbol in culture. Text as an object of interpretation; 2) Styles and movements in Art of the 20th century. Avantgarde, abstractionism, a cubism, surrealism, expressionism as composed modernism; 3) Cubism. Picasso's work. Periodization of Picasso`s work; 4) Surrealism. Work of Dalí. The artist`s work periodization and aesthetic views; 5) Magic realism. Work of Magritte. Features of Magritte`s style. A philosophical orientation of painting; 6) Evolution of cinema as type of art. History of cinema periodization. Types of cinema. Montage as the basic means of expressiveness in a cinema; 7) Cinema of the USA. Forman's work. Reflection of major problems of the American society in a cinema. Methodology of a film version of literary works; 8) Cinema of the USA. Work of the Coppola. Associative montage as a way of imaginative metaphorical field creation in the film; 9) Features of progress of the European cinema. Fellini's work. Fellini's aesthetic views. Formation of style; 10) The European elite cinema. Buñuel`s work. Aesthetic views and features of style. Features of surrealism at cinema. 		
<p>Literature</p> <p>Compulsory reading</p> <ol style="list-style-type: none"> 1. Толстикова И.И. Мировая культура и искусство: учебное пособие / И.И. Толстикова. – М.: Альфа-М, 2018. – 422 с. 2. Борев Ю.Б. Художественная культура XX века: учебник / Ю.Б. Борев. – М.: Юнити, 2015. – 495 с. 3. Баженова Л.М. Мировая художественная культура. XX век. Кино, театр, музыка / Л.М. Баженова, Л.М. Некрасова, Н.Н. Курчан, И.Б. Рубинштейн. – СПб.: Питер, 2008. – 432 с. 4. Львова Е.П. Мировая художественная культура. XX век. Изобразительное искусство и дизайн / Е.П. Львова, Д.В. Сарабьянов, Е.П. Кабкова, Н.Н. Фомина и др. – СПб.: Питер, 2007. – 464 с. <p>Recommended reading</p>		

1. Герман М.Ю. Модернизм. Искусство первой половины XX века / М.Ю. Герман. – СПб.: Азбука-классика, 2005. – 480 с.
2. Герман М.Ю. Импрессионизм. Основоположники и последователи / М.Ю. Герман. – СПб.: Азбука-классика, 2008. – 520 с.
3. Lucie-Smith, E. Visual Arts in the Twentieth Century / E. Lucie-Smith. – London: Harry N. Abrams, 1996. – 400 p.
4. Read, H. A Concise History of Modern Painting. – London: Thames & Hudson, 1999. – 392 p.

INTERNATIONAL JOURNALISTIC AND DIPLOMACY

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	2/14 weeks, 28 hours in class	3 / mandatory	Daryna Holub, PhD, (Candidate of Science), Associate Professor	90 hours (14 h. lectures, 14 h. tutorials, 62 h. self-study time)

Course aims:

Studying the history and current state of international journalism and diplomacy, identifying its place in the media system. Studying foreign policy information activities as a component of international journalism, as well as the directions of foreign policy of Ukraine, geopolitical situation in different regions of the world. Studying the issues of interaction between the mass media, state, economic, social and political structures and organizations. Mastering the basics of diplomatic protocol

Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:		
1) carry out activities in the field of media communications, compile media texts in foreign languages in the field of journalism, television, advertising, the Internet and analyse them, create their own media product;	Lecture, tutorials, discussion, use of an multimedia systems	Practical skills assessment, Presentation (CAS)
2) know the peculiarities of the structure and functions of international media;	Discussion, case study,	Essay, test, Practical skills assessment (CAS)
3) use the necessary terminology in the field of education, age psychology, methods of teaching foreign languages, cultures and literatures, as well as in the field of media communication according to the standards of education of Ukraine and European documents to prepare written / scientific works, presentations, reports and protocols;	Self-study activity, tutorials, Internet search	Presentation, essay (CAS)
4) evaluate and analyse the activities of international media;	Discussion, case study, Student-group reports	Participation in the case study, report (CAS)

<p>5) apply their knowledge and understanding, and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;</p> <p>6) confidently speak native and foreign languages to communicate and present research results in writing and oral in situations of professional and scientific interaction;</p> <p>7) apply knowledge of expressive, emotional and logical means of speech to achieve the planned pragmatic result and successful communication.</p> <p>8) evaluate and critically analyse socially, personally and professionally significant problems and suggest the ways to solve them in complex and unpredictable conditions, which requires the use of new approaches and forecasting</p> <p>Learning outcomes 1-8</p>	<p>Problem lecture, self-study activity, case study</p> <p>Discussion, tutorials, case study</p> <p>Problem lecture, discussion, tutorials, self-study activity</p> <p>Self-study activity, Student-group reports, Internet search</p>	<p>Essay, test (CAS)</p> <p>Participation in the discussion, test (CAS)</p> <p>Participation in the discussion, essay (CAS)</p> <p>Practical skills assessment, Presentation (CAS)</p> <p>Final exam (FAS)</p>
<p>Assessment</p> <p>100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%)</p> <p>40% Final exam (2 sets of written assignments, each assignment includes 1 essay, oral assignment – case study)</p> <p>60% Continuous assessment:</p> <p>10% Participation in the discussion</p> <p>10% Participation in the case study</p> <p>10% Test (multiple choice)</p> <p>20% Essay (written)</p> <p>10% Presentation (oral, multimedia)</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <p>Module 1. International politics and diplomacy</p> <p>1) International journalism and international politics</p> <p>2) The function of diplomacy in the international activities of the state</p> <p>3) Main forms and methods of diplomatic activity</p> <p>4) Diplomatic protocol</p> <p>Module 2. Directions of foreign policy information activities.</p> <p>5) Organization of the state foreign policy activities. Foreign policy information activities</p> <p>6) Diplomatic correspondence as a source of information</p> <p>7) Specifics of a journalist's work with foreign policy information of foreign countries</p> <p>8) Media and the concept of information security</p>		
<p>Literature</p> <p>Compulsory reading</p> <p>1. Алексеев И. С. Искусство дипломатии: не победить, а убедить. – М.: Дашков и К, 2017. – 284 с. URL: https://new.znanium.com/catalog/product/430662</p> <p>2. Самойленко В. В. Дипломатическая служба: учебное пособие. – М.: Норма: ИНФРА-М, 2015. – 320 с. URL: https://new.znanium.com/catalog/product/474618</p>		

3. Болгов Р.В., Васильева Н.А. Информационное общество и международные отношения. – СПб: СПбГУ, 2014. – 384 с. URL: <https://new.znaniium.com/catalog/product/941412>
4. Виниченко В.М. История зарубежной журналистики. У истоков журналистики. – Ростов-на-Дону; Таганрог: Издательство Южного федерального университета, 2018. –136 с.

Recommended reading

1. Терновая Л.О. Экосемантика геополитического пространства. – М.: ИНФРА-М, 2017. – 312 с.
2. Зеленков М. Ю. Международные конфликты XXI века. – М.: ИНФРА-М, 2019. – 362 с.
3. Байчик А. В., Курьшева Ю. В., Никонов С. Б. Международные стандарты профессиональной этики журналистов. – СПб., 2012. – 102 с.
4. Вуд Д., Серре Ж. Дипломатический церемониал и протокол. – М.: Международные отношения, 2011. – 415 с.
5. Миголатьева, И. В. Международная журналистика. – М. : РУДН, 2004 – 144 с.

ENGLISH SPEAKING COMMUNICATIVE STRATEGIES				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian, Russian, English	1,2,3 /29 weeks, 68 hours in class/	9 / Mandatory	Valeria Kalinichenko, Senior Lecturer	270 hours (68 h. practical classes, 202 h. self-study time)
Course aims: The course is geared towards helping students to make active and perfect knowledge and skills of any social and political monologue and dialogue speech in English, to advance oral speech understanding.				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)	
1) demonstrate knowledge of historical, philosophical, geographical, social and economic, political aspects of the country of the language learned.		Practical classes, discussion	Participation in discussions, essays (CAS)	
2) demonstrate knowledge in language theory, including Phonetics, Grammar, semantic, pragmatic and textual aspects;		Practical classes, case study in small groups, self-study activity	Test, peer small group presentation (CAS)	
3) demonstrate C1 command of the first foreign language and B2 command of the second foreign language in written and oral forms in the variety of contexts.		Practical classes, Role play	Participation in the role play (CAS)	
4) demonstrate knowledge of grammar, lexis, phonetics to be able to communicate on the C1 level in the first foreign language.		Practical classes, discussion, case study in small groups	Participation in discussions, peer small group presentation (CAS)	
5) use the English language for effective communication orally or in writing, create open and sincere cross-cultural communication;		Case study in small groups, discussions	Participation in discussions, peer small group presentation, essay (CAS)	
		Practical classes, discussion,	Participation in discussions, peer	

<p>6) work individually or in a team, comprehend and accept multicultural working environment and ensure social contacts;</p> <p>7) demonstrate ability to arrange one's own activity;</p> <p>8) meet deadlines in the fulfillment on the given assignments.</p> <p>1 Semester: Learning outcomes 1-8</p> <p>2 Semester: Learning outcomes 1-8</p> <p>3 Semester: Learning outcomes 1-8</p>	<p>case study in small groups, discussions</p> <p>Internet search, self-study activities</p> <p>Practical classes, self-study activity</p>	<p>small group presentation, essay (CAS)</p> <p>Peer small group presentation (CAS)</p> <p>Essay, presentation (CAS)</p> <p>Mid-term control: tests, mini case (CAS)</p> <p>Mid-term control: test (CAS)</p> <p>Final exam (FAS)</p>
<p>Assessment</p> <p>The results of each semester are evaluated separately. And the results of previous trimester are not included into the final examination grade.</p> <p>1 Semester: Final grade (final assessment) as a result of 100% continuous assessment: 10% Participation in the discussion 10% Participation in the role play 20% Test (multiple choice, stylistic analysis) 20% Essay (written) 20% Presentation (oral, multimedia) 20% Mid-term control (tests, mini case)</p> <p>2 Semester: 100% Final assessment as a result of Final exam (40%) and continuous assessment (60%) 40% Final exam (3 sets of written assignments which include multiple choice test, an essay and stylistic analysis of the text) 60% Continuous assessment: 10% Participation in the discussion 10% Participation in the role play 10% Test (multiple choice, stylistic analysis) 10% Essay (written) 10% Stylistic analysis of the text 10% Presentation (oral, multimedia)</p> <p>3 Semester: 100% Final assessment as a result of Final exam (40%) and continuous assessment (60%) 40% Final exam (3 sets of written assignments which include multiple choice test, an essay and stylistic analysis of the text) 60% Continuous assessment: 10% Participation in the discussion 10% Participation in the role play 10% Test (multiple choice, stylistic analysis) 10% Essay (written)</p>		

10% Stylistic analysis of the text 10% Presentation (oral, multimedia)
Contents
<p>Module 1. Forms of Political Systems. Forms of Political Systems. British Political System. Political System in the USA. Ukrainian Political System. Forms of Government. Projects presentation. Newspaper and magazine articles writing Electoral System. Political Organizations. Political Parties. Elections. Electoral System in the USA. British Electoral System. Ukrainian Voting System. Political Parties. Formal Letters.</p> <p>Module 2. Ideology and Public Opinion. Political Campaigning. Speeches and Speechwriting. Opinion Polls and Audience Tests, Gossips and Rumours. Role of Television in Manipulations. Reviews (reviewing films, festivals, books, restaurants and products).</p> <p>Module 3. International Organizations and their Activity in Ukraine. UNO. UNESCO. European Union. WTO. EBRD. IMF. Projects presentation. Opinion Essay.</p> <p>Module 4. Economy and Ecology. Sustainability: the relationship between ecology and economy. Sustainable urbanisation and development is an interaction between the local communities, developing companies, government officials and the actual location. Consolidated Responsibility. Project Presentation.</p> <p>Module 5. International Documents. Kyoto Protocol, Post-Kyoto negotiations and Paris Agreement at the 2015 United Nations Climate Change Conference. Human Ecology. Genetic Engineering. Genetically Modified Food. Overpopulation of the Planet. Project presentation. Opinion Essay.</p>
Literature
Compulsory reading
1. Ishchenko T., Kalinichenko V. English Speaking Communicative Strategies. – Dnipropetrovsk, 2020. – 130 p.
Recommended reading
1. Evans Virginia. CPE Use of English Student's Book. - Express Publishing, 2017. 2. Charteris-Black Jonathan. Politicians and Rhetoric: the Persuasive Power of Metaphor / Jonathan Charteris-Black. – PALGRAVE MACMILLAN, 2006. – 256 p. 3. Edexcel AS/A Level History: Searching for rights and freedoms in the 20th century. – Pearson Education, 2015

4. Edexcel AS/A Level History: Religion and state in early modern Europe. – Pearson Education, 2015.

Electronic recourses

1. The Guardian, the world's leading newspaper. – Mode of access: <http://www.guardian.co.uk/>
2. The Independent, the UK top newspaper. – Mode of access: <http://www.independent.co.uk/>
3. BBC World's leading public service broadcaster. – Mode of access: <https://www.bbc.com>
4. Financial Times. . – Mode of access: <https://www.ft.com>

THEORY OF LITERATURE AND COMPARATIVE STUDIES

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	1/14 weeks, 42 hours in class	4 / mandatory	Anna Stepanova, Doctor of Sciences, Full Professor	120 hours (28 h. lectures, 14 h. tutorials, 78 h. self-study time)

Course aims:

To study the formation and development of literary theory; to understand the most significant issues of the structure of the literary text and the literary process, as well as to master the principles of the literary text analysis in its artistic cohesiveness

Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:		
1) evaluate historical achievements and the latest achievements of literature;	Lecture, tutorials, discussion, use of an multimedia systems	Participation in the discussion (CAS)
2) characterize and apply theoretical principles (concepts, categories, principles, basic concepts, etc.) of the chosen philological specialization;	Discussion, case study,	Essay, test, Practical skills assessment (CAS)
3) use modern methods and information technologies for successful and effective professional activity in a particular philological field;	Self-study activity, tutorials, Internet search	Presentation (CAS)
4) collect and systematize linguistic, literary, folklore facts, interpret and translate the texts of different styles and genres;	Discussion, case study, Student-group reports	Participation in the case study, report (CAS)
5) create, analyse and edit texts of different styles and genres;	Problem lecture, self-study activity, case study	Essay, test (CAS)
6) carry out scientific analysis of linguistic, speech and literary material, interpret, structure and generalise it taking into account	Discussion, tutorials, case study	Participation in the discussion, test (CAS)

<p>the efficient methodological principles and processed data obtained individually; 7) deliver information, ideas, problems and solutions, clearly and unambiguously, to both specialist and non-specialist audiences, promote their ideas in their organization and beyond.</p> <p>Learning outcomes 1-7</p>	<p>Problem lecture, discussion, tutorials, self-study activity</p>	<p>Participation in the discussion, essay (CAS)</p> <p>Final exam (FAS)</p>
<p>Assessment 100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%) 40% Final exam (2 sets of written assignments, each assignment includes 1 essay, oral assignment – case study) 60% Continuous assessment: 10% Participation in the discussion 10% Participation in the case study 10% Test (multiple choice) 20% Essay (written) 10% Presentation (oral, multimedia)</p>		
<p>Contents</p>		
<p>Thematic structure of the course: Module 1. Aesthetic and Artistic 1) Aesthetic as a Philosophical category. 2) The concept of an artistic image. Types of artistic images 3) Literary genres (epos, lyrics and drama) and genres. Module 2. An artistic cohesiveness. 4) A literary work as a unity of content and form. An image object. Time and space. Character. Plot. Motive. Landscape. Portrait. Detail. 5) A literary work as a unity of content and form. An image subject. The first-, third-person narrative. Narrator. Image of the author. The concept of a lyrical subject 6) Composition of a literary work. Module 3. The literary process. Comparative studies 7) The concept of the literary process: movements and trends 8) The concept of literary style 9) History of comparative study of literature in Ukrainian and foreign science 10) Basics of comparative analysis of literary texts</p>		
<p>Literature</p> <p>Compulsory reading</p> <ol style="list-style-type: none"> 1. Хализев В.Е. Теория литературы. – М.: Высшая школа, 2016. – 398 с. 2. Чернец Л.В. Введение в литературоведение / Л.В. Чернец, В.Е. Хализев, С.Н. Бройтман, М.М. Гиршман, А.Б. Есин и др. – М.: Академия, 2017. – 720 с. 3. Есин А.В. Принципы анализа литературного произведения. М.: Высшая школа. 2015. – 259 с. 4. Минералов Ю.И. Сравнительное литературоведение. – М.: Юрайт, 2020. – 328 с. <p>Recommended reading</p>		

1. Тмарченко Н.Д. Теория литературы: в 2-х томах / Н.Д. Тмарченко, В.И. Тюпа, С.Н. Бройтман. – М.: Академия, 2004. – Т.1. Теория художественного дискурса. Теоретическая поэтика. - 512 с.; Т. 2. Историческая поэтика. – 368 с.
2. Иглтон Т. Теория литературы. Введение / Терри Иглтон. – М.: Издательский дом «Территория будущего», 2013. – 296 с.
3. Тюпа В.И. Анализ художественного текста / В.И. Тюпа. – М.: Академия, 2008. – 336 с.
4. Ali B., Dominic Th. A Companion to Comparative Literature. – Malden: Wiley-Blackwell, 2011. – 540 p.
5. Edmont J. A Common Strangeness: Contemporary Poetry, Cross-Cultural Encounter, Comparative Literature. – N.-Y.: Fordham University Press, 2012. – 288 p.
6. Hight G. The Classical Tradition: Greek and Roman Influences on Western Literature. – N.-Y.: Oxford University Press, 2015. – 808 p.

MULTIMEDIA JOURNALISTIC

Language of teaching	Semester / Duration	ECTS credits/ Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	1 / 14 weeks, 42 hours in class	4 / mandatory	Daryna Holub, Ph.D., (Candidate of Science), Associate Professor	120 hours (28h. lectures, 14h. seminars/ practical classes, 78 h. self-study time)
Course aims: Ensuring the mastery of the basic theoretical foundations of multimedia journalism, the use of digital technologies to produce news stories that can combine different formats of media, such as text, hypertext, photos, video, animation, databases, etc., storytelling techniques and tools adopted by the news industry to take advantage of the opportunities offered by digital technologies.				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)	
1) understand the essence of the concept of “multimedia journalism”, especially regarding the creation of new storytelling techniques developed on digital platforms;		Lectures, seminars, self-study activities	Participation in the discussion (CAS)	
2) examine the role of Digital Revolution and the creation of a global Information Society, with a special focus on the effects these phenomena are having on the media in general, and on journalism in particular;		Lectures, seminars, self-study activities	Participation in the discussion (CAS)	
3) understand the rapidly changing media environment where journalism is practiced nowadays, and the creation of a new media ecosystem;		Lecture, seminars, case study	Participation in the discussion, case study (CAS)	

<p>4) operate tools to work with multimedia narratives more attuned with this new “mediascape”;</p> <p>5) develop multimedia projects, working with different formats, such as text, hypertext, photos, video, animation, databases, etc. use the main concepts of geopolitical interpretation of the evolution of international relations to analyse the development of the modern world;</p> <p>6) use specialized conceptual knowledge of the specifics of working in a multimedia environment to solve complex problems and problems that require updating and integration of knowledge, often in conditions of incomplete / insufficient information and conflicting requirements.</p> <p>Learning outcomes: 1-6</p>	<p>Lectures, practical classes, self-study activities</p> <p>Lectures, seminar, case study</p> <p>Lecture, seminar, self-study activities</p>	<p>Participation in the discussion, practical skills assessment (CAS)</p> <p>Participation in the discussion, case study, presentation (CAS)</p> <p>Participation in the discussion, case study (CAS)</p> <p>Mid-term control (CAS)</p>
<p>Assessment</p> <p>100% Final assessment as a result of Continuous assessment</p> <p>100% Continuous assessment:</p> <p>50% Participation in the discussion / workshop</p> <p>20% Case study</p> <p>30% Presentation (oral, multimedia)</p>		
<p>Contents</p>		
<p>Module 1. Media, multimedia, multimedia journalism</p> <p>Multimedia as a property of modern journalism</p> <p>Digital environment and multimedia</p> <p>Digital media audience and communication channels</p> <p>Module 2. Multimedia journalism: platforms, formats and tools</p> <p>Specifics of multimedia text and multimedia project</p> <p>Information agenda and subjects of mediation</p> <p>Current formats, tools and services</p> <p>Module 3. Work on a media product: from conception to implementation</p> <p>Media text. Text and images</p> <p>Multimedia and information retrieval</p> <p>Reliability and verification of information</p> <p>Media consumer assessment</p>		
<p>Literature</p> <p>Compulsory reading</p> <p>1. Кросмедіа: контент, технології, перспективи / під ред. Шевченко, В., Ін-т журналістики Київського нац. ун-ту імені Тараса Шевченка, Київ, 2017. – 234 с.</p> <p>2. Крецу, І., Гузун, М. та Василик Л. Підручник з крос-медіа, Bonn / Germany – Sibiu/ Romania, Schiller Publishing Youse, 2015. – 140 с.</p> <p>3. Мультимедийная журналистика: учебник для вузов / под общ. ред. А.Г. Качкаевой, С. А. Шомовой, Нац. исслед. ун-т «Высшая школа экономики», Москва, Изд. дом Высшей школы экономики, 2017. – 413 с.</p>		

Recommended reading

1. Амзин А. Новостная интернет-журналистика: Учебное пособие для студентов вузов, Москва, Аспект Пресс, 2012. – 143 с.
2. Интернет-коммуникация как новая речевая формация / науч. ред. Т. Н. Колокольцева, О. В. Лутовинова, Москва, ФЛИНТА: Наука, 2012. – 328с.
3. Крейг, Ричард. Интернет-журналистика: работа журналиста і редактора у нових ЗМІ / Перекл. з англ. А. Іщенко, Київ, Вид. дім "Києво-Могилянська академія", 2007. – 324 с.
4. Самарцев О.Р. Творческая деятельность журналиста (очерки теории и практики) [Электронный ресурс]. Москва, Академический проект, Фонд «Мир», 2015. – 528 с. Режим доступа: <http://www.iprbookshop.ru/36858>.
5. Тертычный А.А. Жанры периодической печати [Электронный ресурс]. Москва, Аспект Пресс, 2014. – 350с. Режим доступа: <http://www.iprbookshop.ru/8857>.
6. Шевченко В. Е. Мультимедійний контент: конспект лекцій з навчальної дисципліни, Київ, ВПЦ «Київський університет», 2016. – 100 с.
7. Briggs M. Journalism Next: a practical guide to digital reporting and publishing. – Washington, DC: CQ Press. – 2010. – 368 p.
8. Quinn St. Convergent Journalism: The Fundamentals of Multimedia Reporting. – New York: Peter Lang Publishing. – 2005. – 256 p.

Internet resource

1. Библиотека Гумер: <http://www.gumer.info/>
2. Мультимедійна журналістика і сторітеллінг: <http://sila.media/multimedia/>
3. Портал досліджень ЗМІ та методик журналістської освіти: <http://www.mediascope.ru/>
4. Уроки журналістики для початківців: електронна бібліотека: <http://www.journal-lessons.com/litra.html/>
5. Школа редакторів: <http://maximilyahov.ru/blog/>

PRACTICAL COURSE OF THE SECOND FOREIGN LANGUAGE (GERMAN)

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
German	1/14 weeks, 28 hours in class	3 / mandatory	Olena Beresten, PhD in History, Associate Professor	90 hours (practicals: 28 h. self-study time: 62 h.)

Course aims:

The course is geared towards helping students study the language according to the norms of vocabulary and grammar usage in writing, speaking, listening and reading at the level B2.

Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:		
1. Confidently speak state a foreign language for the implementation of written and oral communication, particularly in situations of professional and scientific communication; present results of research in native and foreign languages.	Modeling the process of foreign language communication	Speaking. Participation in the process of foreign language (CAS)
2. Apply knowledge of expressive, emotional, logical means of speech and speech techniques to achieve the planned pragmatic result and the organization of successful communication.	Dialoguing	Topical speaking (CAS)
3. Create, analyze and edit texts of different styles and genres.	Reading tasks, lexical and grammatical tests. Discussion	Evaluation of lexical and grammatical tests. Participation in the discussion (CAS)
4. Use specialized conceptual knowledge from the chosen field of philology to solve complex problems and problems that require updating and integration of knowledge, often in	Role play activities	Participation in the role play (CAS)

<p>conditions of incomplete / insufficient information and conflicting requirements.</p> <p>5. recognizes all types of information (reference, predicative, temporal, modal, evaluative, emotional, pragmatic, related to register, deixis, topic / rhyme) in languages A, B, C, transmit it in accordance with the norms of the language of translation in written and oral bilateral consecutive translation; provide lexical, grammatical, syntactic and stylistic equivalence in the process of translation B, C → A and A → B, C for all types of text</p> <p>6. Evaluate and critically analyze socially, personally and professionally significant problems and suggests ways to solve them in complex and unpredictable conditions, which requires the use of new approaches and forecasting.</p> <p>7. Find the best ways of effective interaction in the professional team and with representatives of other professional groups of different levels.</p> <p>Learning outcomes 1-4</p> <p>Learning outcomes 1-7</p>	<p>Modeling the process of foreign language communication</p> <p>Situational conversation. Tasks for speaking on the topic of conversation.</p> <p>Modeling the process of foreign language communication. Pair work, small group discussion</p>	<p>Speaking. Participation in the process of foreign language communication Authentic speech comprehension (CAS)</p> <p>Participation in a situational conversation. Speaking. (CAS)</p> <p>Speaking. Participation in the process of foreign language communication Participation in the discussion, peer assessment (CAS) Mid-term control: tests, mini case (CAS) Final exam (FAS)</p>
<p>Assessment</p> <p>100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%)</p> <p>40% Final exam (includes four tasks: a monologue on a given topic, listening to audio text and performing tasks, lexical and grammatical test, reading tasks.)</p> <p>60% Continuous assessment:</p> <p>10% Evaluation of lexical and grammatical tests (written)</p> <p>10% Topical speaking</p> <p>10% Participation in the discussion</p> <p>10% Participation in the role play</p> <p>10% Speaking. Participation in the process of foreign language communication Authentic speech comprehension (oral, multimedia)</p> <p>10% Participation in a situational conversation (oral, multimedia)</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <p>Module I. Unternehmungsführung. Das Verb und seine Rolle im Satz. Wortbildung: Bildung von Substantiven. Grammatische und lexikalische Analyse des Satzes. Bildungswesen. Infinitivgruppen und Infinitivkonstruktionen. Wortbildung : Das zusammengesetzte Substantiv. Gemeinsames Unternehmen. Formen der internationalen Zusammenarbeit. Wortbildung . Übersetzung von Internationalismen. Grammatik: Die Rolle des Substantivs im Satz.</p> <p>Module II</p>		

Außenhandel. Ziel und Aufgaben. Wortbildung : Bildung von Verben (Systematisierung). Grammatik. Modalverben und Modalkonstruktionen. Formen der Modalität im deutschen Satz. Kaufvertrag. Inhalt. Wortbildung: Bildung von Verben (Systematisierung). Satzanalyse Marktforschung. Marketing. Grammatik. Gerundivum. Wortbildung : Wiedergabe der Realia

Literature

Language of teaching German

Compulsory reading

1. O. Michlik, O. Beresten, O. Turtschak. Wirtschaftssprache. Untenehmung - Дніпро: Університет імені А. Нобеля. - 2019. – 231 с.
2. Дрейер Х. Грамматика немецкого языка. / Х. Дрейер, Р. Шмитт. - Санкт – Петербург. – 2003. – 361 с.

Recommended reading

1. Dallapiazza R-M. Ziel: Deutsch als Fremdsprache./ R-M. Dallapiazza, S. Evans. – Kursbuch, Band 2, L. 9-15, Niveau B2/2. - München: Max-Hueber-Verlag. – 2009. - 143 S.
2. Em-Brückenkurs – 3: Deutsch als Fremdsprache für die Mittelstufe. – München: Max-Hueber-Verlag. - 2005. – 62 S
3. Гавриць В. І. Німецько-український фразеологічний словник у двох томах. / В. І. Гавриць, О.П. Пророченко. - К.: Радянська школа. - 2005, том I. – 416 с., том II – 382 с.
4. Воробьов В. Т. Didaktische Materialien zum Selbststudium: учебное пособие для студентов IV – V курсов./ В. Т. Воробьов, Н. М. Багрова, И. П. Борисевич, О. А. Михлик. - Днепропетровск: ДУЭП. - 2010. – 180 с.

PRACTICAL COURSE OF THE SECOND FOREIGN LANGUAGE (GERMAN)

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
German	2/10 weeks, 10 hours in class	3 / mandatory	Olena Beresten, PhD in History, Associate Professor	90 hours (practicals: 10 h. self-study time: 80 h.)
Course aims: The course is geared towards helping students study the language according to the norms of vocabulary and grammar usage in writing, speaking, listening and reading at the level B2.				
Learning outcomes		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:				
1. Confidently speak state and foreign languages for the implementation of written and oral communication, in particular in situations of professional and scientific communication; present results of research in native and foreign languages.		Modeling the process of foreign language communication		Speaking. Participation in the process of foreign language (CAS)
2. Apply knowledge of expressive, emotional, logical means of speech and speech techniques		Dialoguing		Topical speaking (CAS)

<p>to achieve the planned pragmatic result and the organization of successful communication.</p> <p>3. Create, analyze and edit texts of different styles and genres.</p> <p>4. Use specialized conceptual knowledge from the chosen field of philology to solve complex problems and problems that require updating and integration of knowledge, often in conditions of incomplete / insufficient information and conflicting requirements.</p> <p>5. recognizes all types of information (reference, predicative, temporal, modal, evaluative, emotional, pragmatic, related to register, deixis, topic / rhyme) in languages A, B, C, transmit it in accordance with the norms of the language of translation in written and oral bilateral consecutive translation; provide lexical, grammatical, syntactic and stylistic equivalence in the process of translation B, C → A and A → B, C for all types of text</p> <p>6. Evaluate and critically analyze socially, personally and professionally significant problems and suggests ways to solve them in complex and unpredictable conditions, which requires the use of new approaches and forecasting.</p> <p>7. Find the best ways of effective interaction in the professional team and with representatives of other professional groups of different levels.</p> <p>Learning outcomes 1-7</p>	<p>Reading tasks, lexical and grammatical tests. Discussion</p> <p>Role play activities</p> <p>Modeling the process of foreign language communication</p> <p>Situational conversation. Tasks for speaking on the topic of conversation.</p> <p>Modeling the process of foreign language communication. Pair work, small group discussion</p>	<p>Evaluation of lexical and grammatical tests. Participation in the discussion (CAS) Participation in the role play (CAS)</p> <p>Speaking. Participation in the process of foreign language communication Authentic speech comprehension (CAS)</p> <p>Participation in a situational conversation. Speaking. (CAS)</p> <p>Speaking. Participation in the process of foreign language communication Participation in the discussion, peer assessment (CAS)</p> <p>Mid-term control: tests, mini case (CAS)</p>
<p>Assessment</p> <p>Final grade (final assessment) as a result of 100% continuous assessment:</p> <p>10% Evaluation of lexical and grammatical tests (written)</p> <p>15% Topical speaking</p> <p>15% Participation in the discussion</p> <p>10% Participation in the role play</p> <p>15% Speaking. Participation in the process of foreign language communication Authentic speech comprehension (oral, multimedia)</p> <p>20% Participation in a situational conversation (oral, multimedia)</p> <p>15% Mid-term control</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <p>Module I.</p>		

Wirtschaftswerbung. In der Welt der Werbung. Satzanalyse. Wortbildung. Wiedergabe der Personennamen. Public Relationen. Grammatische und lexikalische Analyse des Satzes
Wortbildung: Wiedergabe von Orts- und Sternnamen

Module II

Messen und Ausstellungen Wortbildung: Bildung von Adjektiven, Entsprechungen beim Übertragen in die Muttersprache(Systematisierung). Grammatik: erweiterte Attribute.

Naturschutz. Waldsterben. Der Kampf gegen die Verpackungsflucht. Wortbildung: Bildung von Adjektiven nach dem Modell der Partiyipialformen. Referieren des Textes.

Naturschutz. Waldsterben. Der Kampf gegen die Verpackungsflucht. Wortbildung: Bildung von Adjektiven nach dem Modell der Partiyipialformen. Referieren des Textes.

Literature

Language of teaching German

Compulsory reading

1. О. Михлик, О. Берестен, О. Туртшак. Wirtschaftssprache. Untenehmung - Дніпро: Університет імені А. Нобеля. - 2019. – 231 с.
2. Дрейер Х. Грамматика немецкого языка. / Х. Дрейер, Р. Шмитт. - Санкт – Петербург. – 2003. – 361 с.

Recommended reading

1. Dallapiazza R-M. Ziel: Deutsch als Fremdsprache./ R-M. Dallapiazza, S. Evans. – Kursbuch, Band 2, L. 9-15, Niveau B2/2. - München: Max-Hueber-Verlag. – 2009. - 143 S.
2. Em-Brückenkurs – 3: Deutsch als Fremdsprache für die Mittelstufe. – München: Max-Hueber-Verlag. - 2005. – 62 S
3. Гавриць В. І. Німецько-український фразеологічний словник у двох томах. / В. І. Гавриць, О.П. Пророченко. - К.: Радянська школа. - 2005, том І. – 416 с., том ІІ – 382 с.
4. Воробьов В. Т. Didaktische Materialien zum Selbststudium: учебное пособие для студентов IV – V курсов./ В. Т. Воробьов, Н. М. Багрова, И. П. Борисевич, О. А. Михлик. - Днепропетровск: ДУЭП. - 2010. – 180 с.

<i>PRACTICAL COURSE OF THE SECOND FOREIGN LANGUAGE (SPANISH)</i>				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Spanish	1/14 weeks, 28 hours in class	3 / mandatory	Marianna Onishchenko, Senior Lecturer	90 hours (practicals: 28 h. self-study time: 62 h.)
Course aims: The course is geared towards helping students study the language according to the norms of vocabulary and grammar usage in writing, speaking, listening and reading at the level B2.				
Learning outcomes		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:				
1. Confidently speak state a foreign language for the implementation of written and oral communication, particularly in situations of professional and scientific communication; present results of research in native and foreign languages.		Modeling the process of foreign language communication		Speaking. Participation in the process of foreign language (CAS)
2. Apply knowledge of expressive, emotional, logical means of speech and speech techniques to achieve the planned pragmatic result and the organization of successful communication.		Dialoguing		Topical speaking (CAS)
3. Create, analyze and edit texts of different styles and genres.		Reading tasks, lexical and grammatical tests. Discussion		Evaluation of lexical and grammatical tests. Participation in the discussion (CAS)
4. Use specialized conceptual knowledge from the chosen field of philology to solve complex problems and problems that require updating and integration of knowledge, often in conditions of incomplete / insufficient information and conflicting requirements.		Role play activities		Participation in the role play (CAS)
5. recognizes all types of information (reference, predicative, temporal, modal, evaluative, emotional, pragmatic, related to register, deixis, topic / rhyme) in languages A, B, C, transmit it in accordance with the norms of the language of translation in written and oral bilateral consecutive translation; provide lexical, grammatical, syntactic and stylistic		Modeling the process of foreign language communication		Speaking. Participation in the process of foreign language communication Authentic speech comprehension (CAS)

<p>equivalence in the process of translation B, C → A and A → B, C for all types of text</p> <p>6. Evaluate and critically analyze socially, personally and professionally significant problems and suggests ways to solve them in complex and unpredictable conditions, which requires the use of new approaches and forecasting.</p> <p>7. Find the best ways of effective interaction in the professional team and with representatives of other professional groups of different levels.</p> <p>Learning outcomes 1-4</p> <p>Learning outcomes 1-7</p>	<p>Situational conversation. Tasks for speaking on the topic of conversation.</p> <p>Modeling the process of foreign language communication. Pair work, small group discussion</p>	<p>Participation in a situational conversation. Speaking. (CAS)</p> <p>Speaking. Participation in the process of foreign language communication Participation in the discussion, peer assessment (CAS)</p> <p>Mid-term control: tests, mini case (CAS) Final exam (FAS)</p>
<p>Assessment</p> <p>100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%)</p> <p>40% Final exam (includes four tasks: a monologue on a given topic, listening to audio text and performing tasks, lexical and grammatical test, reading tasks.)</p> <p>60% Continuous assessment:</p> <p>10% Evaluation of lexical and grammatical tests (written)</p> <p>10% Topical speaking</p> <p>10% Participation in the discussion</p> <p>10% Participation in the role play</p> <p>10% Speaking. Participation in the process of foreign language communication Authentic speech comprehension (oral, multimedia)</p> <p>10% Participation in a situational conversation (oral, multimedia)</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <p>Module 1. La educación. La juventud. Turismo.</p> <p>La educación. El sistema educativo español y el ucraniano. La juventud. Problemas juveniles. Conflictos. Turismo. Clasificación del turismo. Ocio. Viajes</p> <p>Module 2. El cine español y el ucraniano. Fiestas nacionales. La gastronomía española y la ucraniana.</p> <p>El cine español y el ucraniano. Las películas en la vida humana. Fiestas nacionales. Cultura de los países en contraste. La gastronomía española y la ucraniana.</p>		

Literature*Language of teaching Spanish***Compulsory reading**

1. Ткаченко, Л. Л. Лексикологія іспанської мови : навч. посіб. для студентів- філологів вищих закладів освіти. – Херсон : ХДУ, 2013. – 188 с.
2. Верба Г.Г., Лопес Тапія Ф.Х. Curso superior de español. Підручник іспанської мови для старших курсів перекладацьких та філологічних відділень університетів. – Вінниця: Нова книга, 2007. – 368 с.
3. M.J. Barrios, P.Alzugaray, P.Bartolomé Especial DELE B2 Curso completo / M.J. Barrios, P.Alzugaray, P.Bartolomé; – Madrid: Edelsa Grupo Didascalia, 2016. – 272 p.

Recommended reading

1. Криворчук І.О. Мозаїка: іспанська мова в історичному та культурному контексті країни/ І.О. Криворчук. - Вінниця: Нова Книга, 2012 - 240 с.
2. Устинова Р.Ф. Испанский язык [Текст] : учеб. пособие / Р.Ф. Устинова. – Днепр : Середняк Т.К., 2018. – 318 с.
3. Francisca Castro Uso de la gramatica espanola - Avanzado/ Francisca Castro; – Madrid: Edelsa Grupo Didascalia, 2006. – 138 p.

PRACTICAL COURSE OF THE SECOND FOREIGN LANGUAGE (SPANISH)				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Spanish	2/10 weeks, 10 hours in class	3 / mandatory	Marianna Onishchenko, Senior Lecturer	90 hours (practicals: 10 h. self-study time: 80 h.)
Course aims: The course is geared towards helping students study the language according to the norms of vocabulary and grammar usage in writing, speaking, listening and reading at the level B2.				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)	
<ol style="list-style-type: none"> 1. Confidently speak state and foreign languages for the implementation of written and oral communication, in particular in situations of professional and scientific communication; present results of research in native and foreign languages. 2. Apply knowledge of expressive, emotional, logical means of speech and speech techniques to achieve the planned pragmatic result and the organization of successful communication. 3. Create, analyze and edit texts of different styles and genres. 4. Use specialized conceptual knowledge from the chosen field of philology to solve complex problems and problems that require updating and integration of knowledge, often in conditions of incomplete / insufficient information and conflicting requirements. 5. recognizes all types of information (reference, predicative, temporal, modal, evaluative, emotional, pragmatic, related to register, deixis, topic / rhyme) in languages A, B, C, transmit it in accordance with the norms of the language of translation in written and oral bilateral consecutive translation; provide lexical, grammatical, syntactic and stylistic equivalence in the process of translation B, C → A and A → B, C for all types of text 6. Evaluate and critically analyze socially, personally and professionally significant 		<p>Modeling the process of foreign language communication</p> <p>Dialoguing</p> <p>Reading tasks, lexical and grammatical tests. Discussion</p> <p>Role play activities</p> <p>Modeling the process of foreign language communication</p>	<p>Speaking. Participation in the process of foreign language (CAS)</p> <p>Topical speaking (CAS)</p> <p>Evaluation of lexical and grammatical tests. Participation in the discussion (CAS) Participation in the role play (CAS)</p> <p>Speaking. Participation in the process of foreign language communication Authentic speech comprehension (CAS)</p>	

<p>problems and suggests ways to solve them in complex and unpredictable conditions, which requires the use of new approaches and forecasting.</p> <p>7. Find the best ways of effective interaction in the professional team and with representatives of other professional groups of different levels.</p> <p>Learning outcomes 1-7</p>	<p>Situational conversation.</p> <p>Tasks for speaking on the topic of conversation.</p> <p>Modeling the process of foreign language communication. Pair work, small group discussion</p>	<p>Participation in a situational conversation.</p> <p>Speaking. (CAS)</p> <p>Speaking. Participation in the process of foreign language communication</p> <p>Participation in the discussion, peer assessment (CAS)</p> <p>Mid-term control: tests, mini case (CAS)</p>
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Assessment

Final grade (final assessment) as a result of 100% continuous assessment:

- 10% Evaluation of lexical and grammatical tests (written)
- 15% Topical speaking
- 15% Participation in the discussion
- 10% Participation in the role play
- 15% Speaking. Participation in the process of foreign language communication Authentic speech comprehension (oral, multimedia)
- 20% Participation in a situational conversation (oral, multimedia)
- 15% Mid-term control

Contents

Thematic structure of the course:

Module 1. Analisis lexico-gramatical y traductologico.

- La educación. El sistema educativo español y el ucraniano.
- La juventud. Problemas juveniles. Conflictos.
- El cine español y el ucraniano. Las películas en la vida humana.
- Fiestas nacionales. Cultura de los países en contraste.
- La gastronomía española y la ucraniana.

Literature

Language of teaching Spanish

Compulsory reading

1. M.J. Barrios, P.Alzugaray, P.Bartolomé Especial DELE B2 Curso completo / M.J. Barrios, P.Alzugaray, P.Bartolomé; – Madrid: Edelsa Grupo Didascalía, 2016. – 272 p.
2. Ткаченко, Л. Л. Лексикологія іспанської мови : навч. посіб. для студентів- філологів вищих закладів освіти. – Херсон : ХДУ, 2013. – 188 с.
3. Верба Г.Г., Лопес Тапія Ф.Х. Curso superior de español. Підручник іспанської мови для старших курсів перекладацьких та філологічних відділень університетів. – Вінниця: Нова книга, 2007. – 368 с.

Recommended reading

1. Francisca Castro Uso de la gramatica espanola - Avanzado/ Francisca Castro; – Madrid: Edelsa Grupo Didascalía, 2006. – 138 p.
2. Криворчук І.О. Мозаїка: іспанська мова в історичному та культурному контексті країни/ І.О. Криворчук. - Вінниця: Нова Книга, 2012 - 240 с.

3. Устинова Р.Ф. Испанский язык [Текст] : учеб. пособие / Р.Ф. Устинова. – Днепр : Середняк Т.К., 2018. – 318 с.

PRACTICAL COURSE OF THE SECOND FOREIGN LANGUAGE (FRENCH)

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
French	1/14 weeks, 28 hours in class	3 / mandatory	Larysa Ratomska, Senior Lecturer	90 hours (practicals: 28 h. self-study time: 62 h.)

Course aims:

The course is geared towards helping students study the language according to the norms of vocabulary and grammar usage in writing, speaking, listening and reading at the level B2.

Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:		
1. Confidently speak state a foreign language for the implementation of written and oral communication, particularly in situations of professional and scientific communication; present results of research in native and foreign languages.	Modeling the process of foreign language communication	Speaking. Participation in the process of foreign language (CAS)
2. Apply knowledge of expressive, emotional, logical means of speech and speech techniques to achieve the planned pragmatic result and the organization of successful communication.	Dialoguing	Topical speaking (CAS)
3. Create, analyze and edit texts of different styles and genres.	Reading tasks, lexical and grammatical tests. Discussion	Evaluation of lexical and grammatical tests.
4. Use specialized conceptual knowledge from the chosen field of philology to solve complex problems and problems that require updating and integration of knowledge, often in conditions of incomplete / insufficient information and conflicting requirements.	Role play activities	Participation in the discussion (CAS) Participation in the role play (CAS)
5. Recognize all types of information (reference, predicative, temporal, modal, evaluative, emotional, pragmatic, related to register, deixis, topic / rhyme) in languages A, B, C, transmit it in accordance with the norms of the language of translation in written and oral bilateral consecutive translation; provide lexical, grammatical, syntactic and stylistic	Modeling the process of foreign language communication	Speaking. Participation in the process of foreign language communication

<p>equivalence in the process of translation B, C → A and A → B, C for all types of text</p> <p>6. Evaluate and critically analyze socially, personally and professionally significant problems and suggests ways to solve them in complex and unpredictable conditions, which requires the use of new approaches and forecasting.</p> <p>7. Find the best ways of effective interaction in the professional team and with representatives of other professional groups of different levels.</p> <p>Learning outcomes 1-4</p> <p>Learning outcomes 1-7</p>	<p>Situational conversation. Tasks for speaking on the topic of conversation.</p> <p>Modeling the process of foreign language communication. Pair work, small group discussion</p>	<p>Authentic speech comprehension (CAS)</p> <p>Participation in a situational conversation. Speaking. (CAS)</p> <p>Speaking. Participation in the process of foreign language communication Participation in the discussion, peer assessment (CAS)</p> <p>Mid-term control: tests, mini case (CAS) Final exam (FAS)</p>
<p>Assessment</p> <p>100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%)</p> <p>40% Final exam (includes four tasks: a monologue on a given topic, listening to audio text and performing tasks, lexical and grammatical test, reading tasks.)</p> <p>60% Continuous assessment:</p> <p>10% Evaluation of lexical and grammatical tests (written)</p> <p>10% Topical speaking</p> <p>10% Participation in the discussion</p> <p>10% Participation in the role play</p> <p>10% Speaking. Participation in the process of foreign language communication Authentic speech comprehension (oral, multimedia)</p> <p>10% Participation in a situational conversation (oral, multimedia)</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <p>Module I.</p> <p>Topic 1. The system of education in France and Ukraine.</p> <p>Topic 2. Higher education in France and Ukraine.</p> <p>Module II</p> <p>Topic 3. The problems of youth in France and Ukraine.</p> <p>Topic 4. Cultural heritage in France and Ukraine.</p>		
<p>Literature</p>		
<p><i>Language of teaching French</i></p> <p style="text-align: center;">Compulsory reading</p> <p>1. Костюк О.Лі. Français: niveau intermédiaire DELF: Навч. посібник для вищих навч. закладів / О.Лі. Костюк – Київ: Ірпінь: ВТФ "Перун", 2001. – 224 с.</p> <p>2. Mérieux R. Latitudes A2/B1 du CECR. Méthodes de français / Régine Mérieux, Yves Loiseau. – Paris: Didier, 2010. – 192 p.</p>		

Recommended reading

1. Попова И.Н. Грамматика французского языка. Практический курс: [учебник для институтов и факультетов иностранных языков] / И.Н. Попова, Ж.А. Казакова. – М., 2003. – 475 с.
2. Caqueneau M.-P. Les exercices de grammaire: niveau B1 / Marie-Pierre Caqueneau , Yvonne Delatour, Dominique Jennepin, François Lessage-Langot. – Paris: Hachette, 2003. – 133 p.
3. Richard L. DELF A2 150 activités / Richard Lescure, Emmanuelle Gadet, Pauline Vey. –Paris: Clé International, 2006. –175 p.
4. Gerdan M. DELF A2 150 activités /Martin Gerdan, Dominique Chevalier-Wixler. – Paris: DIDIER, 2006. – 95 p.

PRACTICAL COURSE OF THE SECOND FOREIGN LANGUAGE (FRENCH)

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
French	2/10 weeks, 10 hours in class	3 / mandatory	Larysa Ratomska, Senior Lecturer	90 hours (practicals: 10 h. self-study time: 80 h.)

Course aims:

The course is geared towards helping students study the language according to the norms of vocabulary and grammar usage in writing, speaking, listening and reading at the level B2.

Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:		
<ol style="list-style-type: none"> 1. Confidently speak state and foreign languages for the implementation of written and oral communication, in particular in situations of professional and scientific communication; present results of research in native and foreign languages. 2. Apply knowledge of expressive, emotional, logical means of speech and speech techniques to achieve the planned pragmatic result and the organization of successful communication. 3. Create, analyze and edit texts of different styles and genres. 4. Use specialized conceptual knowledge from the chosen field of philology to solve complex problems and problems that require updating and integration of knowledge, often in 	<p>Modeling the process of foreign language communication</p> <p>Dialoguing</p> <p>Reading tasks, lexical and grammatical tests. Discussion</p> <p>Role play activities</p>	<p>Speaking. Participation in the process of foreign language (CAS)</p> <p>Topical speaking (CAS)</p> <p>Evaluation of lexical and grammatical tests. Participation in the discussion (CAS) Participation in the role play (CAS)</p>

<p>conditions of incomplete / insufficient information and conflicting requirements.</p> <p>5. Recognize all types of information (reference, predicative, temporal, modal, evaluative, emotional, pragmatic, related to register, deixis, topic / rhyme) in languages A, B, C, transmit it in accordance with the norms of the language of translation in written and oral bilateral consecutive translation; provide lexical, grammatical, syntactic and stylistic equivalence in the process of translation B, C → A and A → B, C for all types of text</p> <p>6. Evaluate and critically analyze socially, personally and professionally significant problems and suggests ways to solve them in complex and unpredictable conditions, which requires the use of new approaches and forecasting.</p> <p>7. Find the best ways of effective interaction in the professional team and with representatives of other professional groups of different levels.</p> <p>Learning outcomes 1-7</p>	<p>Modeling the process of foreign language communication</p> <p>Situational conversation. Tasks for speaking on the topic of conversation.</p> <p>Modeling the process of foreign language communication. Pair work, small group discussion</p>	<p>Speaking. Participation in the process of foreign language communication Authentic speech comprehension (CAS)</p> <p>Participation in a situational conversation. Speaking. (CAS)</p> <p>Speaking. Participation in the process of foreign language communication Participation in the discussion, peer assessment (CAS)</p> <p>Mid-term control: tests, mini case (CAS)</p>
<p>Assessment</p> <p>Final grade (final assessment) as a result of 100% continuous assessment:</p> <p>10% Evaluation of lexical and grammatical tests (written)</p> <p>15% Topical speaking</p> <p>15% Participation in the discussion</p> <p>10% Participation in the role play</p> <p>15% Speaking. Participation in the process of foreign language communication Authentic speech comprehension (oral, multimedia)</p> <p>20% Participation in a situational conversation (oral, multimedia)</p> <p>15% Mid-term control</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <p>Module I.</p> <p>1. Literature, architecture, and arts in France and Ukraine.</p> <p>2. Cinematograph in France and Ukraine.</p> <p>Module II</p> <p>3. National holidays, customs and traditions in France and Ukraine.</p> <p>4. Tourism in France and Ukraine.</p>		

Literature	
<i>Language of teaching French</i>	
Compulsory reading	
1. Костюк О.Л. Français: niveau intermédiaire DELF: Навч. посібник для вищих навч. закладів / О.Л. Костюк – Київ: Ірпінь: ВТФ ”Перун”, 2001. – 224 с.	
2. Mérieux R. Latitudes A2/B1 du CECR. Méthodes de français / Régine Mérieux, Yves Loiseau. – Paris: Didier, 2010. – 192 p.	
Recommended reading	
1. Попова И.Н. Грамматика французского языка. Практический курс: [учебник для институтов и факультетов иностранных языков] / И.Н. Попова, Ж.А. Казакова. – М., 2003. – 475 с.	
2. Caqueneau M.-P. Les exercices de grammaire: niveau B1 / Marie-Pierre Caqueneau , Yvonne Delatour, Dominique Jennepin, François Lessage-Langot. – Paris: Hachette, 2003. – 133 p.	
3. Richard L. DELF A2 150 activités / Richard Lescure, Emmanuelle Gadet, Pauline Vey. –Paris: Clé International, 2006. –175 p.	
4. Gerdan M. DELF A2 150 activités /Martin Gerdan, Dominique Chevalier-Wixler. – Paris: DIDIER, 2006. – 95 p.	

WESTERN EUROPEAN AND AMERICAN LITERATURE

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	2/14 weeks, 30 hours in class	3 / mandatory	Hanna Stepanova, Doctor of Sciences, Full Professor	90 hours (20 h. lectures, 10 h. tutorials, 60 h. self-study time)

Course aims:

To study the literary process of the second half of the 20th century in Great Britain and the USA, the main literary achievements, the most outstanding representatives of British and American literature

Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:		
1) evaluate historical achievements and the latest achievements of literature;	Lecture, tutorials, discussion, use of an multimedia systems	Participation in the discussion (CAS)
2) define the pragmatic and stylistic potential of the original text; identify the types of errors, find the right ways to correct them, make his own decision on the pragmatic adaptation and localization of the translated text, identify strategic editing problems and find creative ways to solve them;	Discussion, case study,	Essay, test, Practical skills assessment (CAS)
3) use modern methods and information technologies for successful and effective professional activity in a particular philological field;	Self-study activity, tutorials, Internet search	Presentation (CAS)
	Discussion, case study, Student-group reports	Participation in the case study, report (CAS)

<p>4) collect and systematize linguistic, literary, folklore facts, interpret and translate the texts of different styles and genres; 5) create, analyse and edit texts of different styles and genres;</p> <p>6) confidently speak native and foreign languages to communicate and present research results in writing and oral in situations of professional and scientific interaction; 7) deliver information, ideas, problems and solutions, clearly and unambiguously, to both specialist and non-specialist audiences, promote their ideas in their organization and beyond.</p> <p>Learning outcomes 1-7</p>	<p>Problem lecture, self-study activity, case study Discussion, tutorials, case study</p> <p>Problem lecture, discussion, tutorials, self-study activity</p>	<p>Essay, test (CAS)</p> <p>Participation in the discussion, test (CAS)</p> <p>Participation in the discussion, essay (CAS)</p> <p>Mid-term control: tests, mini case (CAS)</p>
<p>Assessment</p> <p>Final grade (final assessment) as a result of 100% continuous assessment:</p> <p>20% Participation in the discussion 10% Participation in the case study 20% Test (multiple choice) 20% Presentation (oral, multimedia) 30% Mid-term control (tests)</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <p>Module 1. British Literature</p> <p>1) Movements, and trends in British literature in the 20th century 2) English postmodern novel: genre originality and development trends (P. Ackroyd, J. Barnes, A. Carter) 3) Satirical traditions in English literature of the second half of the 20th century (A.E. Waugh, M. Spark, M. Bradbury) 4) English theatre after World War II (J. Osborne, T. Stoppard, H. Pinter, P. Shaffer)</p> <p>Module 2. American Literature</p> <p>5) Literature of the United States after World War II: movements, and trends 6) Literature of non-conformism. Artistic search of the Beats` literature (J. Kerouac, W. Burroughs, I.A. Ginsberg) 7) "Black humor" school in the US literature (J.P. Donleavy, D. Barthelme, Th. Pynchon) 8) The phenomenon of multiculturalism in the US literature (J. Álvarez, M. Hong Kingston, Ph. Roth)</p>		
<p>Literature</p> <p>Compulsory reading</p> <p>1. Рейнгольд Н. История литературы XX века. Английская литература. - М.: РГГУ, 2017. - 780 с. 2. Гиленсон Б.А. История литературы США. - М.: Академия, 2014. – 786 с. 3. Михальская Н.П. История английской литературы. - М.: Академия, 2015. – 482 с. 4. Денисова Т. Історія американської літератури XX століття. – К.: Видавничий дім «Київо-могилянська академія», 2012. – 487 с.</p> <p>Recommended reading</p>		

1. Norman Jeffares A. (ed.) *Twentieth-Century English Literature*. – L.: Macmillan, 2016. – 348 p.
2. Marcus L., Nicholls P. *The Cambridge History of Twentieth-Century English Literature*. – Cambridge University Press, 2004. – 886 p.
3. Macgowan Ch. *The Twentieth-Century American Fiction Handbook*. – N.-Y.: Wiley-Blackwell, 2011. – 408 p.
4. Gray R. *A History of American Literature*. – London: Wiley-Blackwell, 2011. – 952 p.
5. Poplawski P. *English Literature in Context*. – Cambridge: Cambridge University Press, 2007. – 704 p.
6. Bradbury M. *From Puritanism to Postmodernism: A History of American Literature*. – London: Penguin Books, 1992. – 480 p.
7. Alexander M. *A History of English Literature (Palgrave Foundations Series)*. – London: Palgrave Macmillan, 2013. – 464 p.

MODERN TECHNOLOGIES OF FOREIGN LANGUAGES AND LITERATURES TEACHING AT HIGHER SCHOOL

Language of teaching	Semester / Duration	ECTS credits/ Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	1 / 14 weeks, 28 hours in class	3 / mandatory	Tetiana Korobeinikova, Candidate of Science	90 hours (14h. lectures, 14h. practical classes, 62 h. self-study time)

Course aims:

The course is geared towards helping students have an ability to analyse the foreign language and literature teaching/learning process and understand how to structure it in the optimal way to achieve the best results of teaching at higher school

Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:		
1) demonstrate knowledge of modern requirements, approaches and technologies of teaching foreign languages and cultures, and literature at higher education establishments;	Interactive lecture, practical classes, peer-teaching, self-study activities	Participation in the discussion, Peer-Teaching Assessment, Presentation (CAS)
2) demonstrate knowledge of the types and kinds of modern pedagogical technologies; the principles of effective organization and management of the process of students' foreign language communicative competence development and foreign literature knowledge at higher school;	Interactive lecture, practical classes, brainstorming, case-study, small-group presentation, self-study activities	Participation in the discussion, case-study assessment, small-group presentation assessment (CAS)
	Interactive lecture,	

<p>3) identify the problems of teaching/learning foreign languages and literatures; verbalize them adequately, suggesting their definition, chose the ways of their solution and justify them;</p> <p>4) identify forms, methods and means of foreign language classes management; understand the psycholinguistic principles of teaching foreign languages and literature;</p> <p>5) conduct and plan foreign language and literature classes using modern information and communication technologies and innovative pedagogical technologies;</p> <p>6) analyze the content of teaching foreign languages and cultures and literature for higher school;</p> <p>7) analyze information using the appropriate methods, find missing elements, process gained information and establish the connections with the knowledge acquired earlier;</p> <p>8) create logically clear links between acquired skills and their practical usage</p> <p>Learning outcomes 1-8</p>	<p>practical classes, case-study, class discussion, self-study activities</p> <p>Interactive lecture, practical classes, peer-teaching, small-group presentation, self-study activities</p> <p>Interactive lecture, practical classes, solving problems, peer-teaching, writing an essay</p> <p>Interactive lecture, practical classes, solving problems, peer-teaching, writing an essay</p> <p>Interactive lecture, practical classes, solving problems, peer-teaching, writing an essay</p>	<p>Participation in the discussion, Case-study Assessment, Peer-Teaching Assessment (CAS)</p> <p>Participation in the discussion (interactive lecture, seminar, class discussion, etc.),</p> <p>Peer-Teaching Assessment, small-group presentation assessment (CAS)</p> <p>Participation in the discussion, Peer-Teaching Assessment, Essay Assessment (CAS)</p> <p>Participation in the discussion, Peer-Teaching Assessment, Essay Assessment (CAS)</p> <p>Participation in the discussion, Peer-Teaching Assessment, Essay Assessment, Test (CAS)</p> <p>Mid-term assessment (CAS)</p>
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Assessment

Final grade (final assessment) as a result of 100% continuous assessment:

100% Continuous assessment:

- 20% Participation in the discussion
- 15% Case-study Assessment
- 30% Peer-teaching assessment
- 15% Small-group presentation assessment
- 10% Essay
- 10% Test

Contents

1. The system of education in Ukraine and teaching foreign languages and literatures.
2. Modern information and communication technologies and tools for teaching foreign languages at higher schools.
3. Methods and technologies of teaching literature in the historical aspect.
4. Modern technologies of the development of foreign language competencies at higher schools.

5. Modern technologies of the development of foreign speech competencies at higher schools.
6. Technologies of students' lingo-sociocultural and educational-strategic competencies development at higher schools.
7. Modern technologies of class planning and assessment of the level of knowledge acquisition in foreign languages and literatures at higher schools.

Literature

Compulsory reading

1. Методика викладання іноземних мов у вищій школі : підручник для студентів мовних спеціальностей закладів вищої освіти / О.Б.Тарнопольський, М.Р. Кабанова. – Вінниця : Нова книга, 2020. – 384 с.
2. Інтерактивні технології навчання у вищій школі : навчально-методичний посібник / Н.П.Волкова. - Дніпро : Університет імені Альфреда Нобеля, 2018. – 360 с.
3. Методика викладання іноземних мов та їх аспектів у вищій школі : підручник / О.Б.Тарнопольський, М.Р. Кабанова. – Дніпро : Університет імені Альфреда Нобеля, 2019. – 256 с.
4. Методика навчання англійської мови дорослих поза межами вишівських програм: монографія / О.Б. Тарнопольський. - Дніпро : Університет імені Альфреда Нобеля, 2017. – 228 с.

Recommended reading

9. Using Technology in Foreign Language Teaching / Edited by Rahma Al-Mahrooqi and Salah Troudi. - Cambridge Scholars Publishing, 2014.
10. Teaching Online: A Practical Guide / Susan Ko - Edition: 4TH Publisher: Routledge N. Y., 2017. Зимняя И.А. Педагогическая психология: Учебник для вузов – М.: Логос, 2000. – С. 41-124.
11. Практическая методика обучения иностранному языку: учеб. пособие / Колкер Я.М. и др. – М.: Издательский центр "Академия", 2001. – 264 с.
12. Настольная книга преподавателя иностранного языка/ Маслыко Е.А., Бабинская П.К., Будько А.Ф. и др. – Минск: Высшая школа, 2003. – 522 с.
13. Соловова Е.Н. Методика обучения иностранным языкам : Базовый курс лекций: Пособие для студентов пед. вузов и учителей. – М.: Просвещение, 2002. – 239 с.
14. Соловова Е.Н. Методика обучения иностранным языкам: продвинутый курс: пособие для студентов пед.вузов и учителей. – М.: АСТ: Астрель, 2008. – 272 с.
15. Тарнопольський О. Б. Методика навчання іншомовної мовленнєвої діяльності у вищому мовному закладі освіти : навч. посіб. / О. Б. Тарнопольський. – Київ : Інкос, 2006. – 248 с.
16. The official Bologna Process web site after June 2010 (режим доступу: http://ec.europa.eu/education/policy/higher-education/bologna-process_en.htm)
17. Національний Болонський Центр, Україна (Режим доступу: http://bologna-centr.at.ua/index/ukraina_i_bolonskij_process/0-19)
18. Загальноєвропейські рекомендації з навчання мов European Centre for Modern Languages of the Council of Europe (режим доступу: <http://www.ecml.at/>)
19. Council of Europe, Education and Languages, Language Policy (режим доступу: <http://www.coe.int/t/dg4/linguistic/>)
20. http://www.coe.int/t/dg4/linguistic/default_fr.asp
21. <http://pedpresa.com.ua/biblioteka/>

ELECTIVE COURSES

PR IN INTERNATIONAL RELATIONS				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	2 / 14 weeks, 33 hours in class	6 / Elective	Ruslan Kluichnyk, PhD, (Candidate of Science), Associate Professor	180 hours (17 h. lectures, 16 h. tutorials, 147 h. self-study time)
<p>Course aims: The course's aim is to provide students with basic theoretical knowledge of public relations as a specific field of communicational and managerial activity as well as develop student's skills in planning, organizing, running and evaluating PR-campaigns.</p>				
Learning outcomes		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:				
1) understand the nature of PR as a specific field of organizational activity;		Lecture, Internet search, self-study activity, tutorials		Participation in the discussion, case study (CAS)

2) analyze PR's role in the contemporary system of social, political and economic relations;	Lecture, Internet search, self-study activity, tutorials	Participation in the discussion, essay (CAS)
3) single out the main objects and subjects of PR-activities;	Lecture, Internet search, self-study activity, tutorials	Participation in the discussion, test, practical skills assessment, case study (CAS)
4) evaluate problems most commonly faced by those responsible for PR-activities;	Problem lecture, Internet search, self-study activity, tutorials	Case study, test (CAS)
5) rationally choose and compare the effectiveness of methods of PR;	Problem lecture, panel discussion, workshop	Participation in the discussion, practical skills assessment (CAS)
6) reasonably and responsibly apply basic PR-methods and "technologies" in the field of his/her future professional activity;	Tutorials, workshop	Case study, practical skills assessment (CAS)
7) act individually and as a member of a team in the course of a PR-campaign of any nature (political, business, non-profit, non-governmental, domestic, international, etc.).	Tutorials, self-study activities	Participation in the discussion, practical skills assessment (CAS)
Learning outcomes 1-7		Mid-term control: tests, mini case (CAS)

Assessment

Final grade (final assessment) as a result of 100% continuous assessment:

- 20% Participation in the discussion
- 10% Participation in the case study
- 20% Test (multiple choice)
- 20% Presentation (oral, multimedia)
- 30% Mid-term control (tests)

Contents

Thematic structure of the course:

Module 1. The essence and organization of public relations. Methods and "technologies" of public relations

1. The essence and major functions of public relations. History of public relations.
2. Organization of public relations: objects, subjects, major functions.
3. PR-campaigns.
4. Methods and "technologies" of public relations.
5. Image-building and branding in the structure of public relations.

Module 2. Main fields of public relations

6. Public relations in business and marketing.
7. Political public relations.
8. Public relations and public administration.

9. Public relations and lobbying.
10. Crisis public relations.

Literature

Compulsory reading

1. Полторац В.А. PR в бизнесе: Конспект лекций / В.А. Полторац. – Д.: Издательство ДУЭП, 2015 – 112 с. (базовий підручник).
2. Королько В.Г. Зв'язки з громадськістю. Наукові основи, методика, практика: Підручник / В.Г. Королько. – К.: Вид. дім «Києво-Могилянська академія», 2014. – 831 с.
3. Ольшанский Д.В. Политический PR / Д.В. Ольшанский. – СПб.: Питер, 2009. – 544 с.
4. Політичний маркетинг: сутність, функції, проблеми використання: монографія [Текст] / [В.А. Полторац, І.А. Руденко, Д.В. Прошин та ін.] / За ред. В.А. Полторака. – Д.: Вид-во ДУЕП імені Альфреда Нобеля, 2010. – 152 с.
5. Чумиков А.Н. Связи с общественностью: теория и практика [Текст] / А.Н. Чумиков. – М.: Дело, 2003. – 496 с.

Recommended reading

1. Панасюк А.Ю. Формирование имиджа: Стратегия, психотехники, психотехнологии / А.Ю. Панасюк. – М.: Фолио, 2007. – 303 с.
2. Ушакова Н.В. Имиджелогия: Учебное пособие / Н.В. Ушакова. – М.: Ин-квартио, 2010. – 352 с.
3. Oliver S. Public Relations Strategy / S. Oliver. – London: Kogan Page, 2010. – 357 p.
4. Freitag A. Global Public Relations: Spanning Borders, Spanning Cultures. – London: Routledge, 2008. – 306 p.

ADVERTISING MANAGEMENT				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	2 /14 weeks, 33 hours in class	6 / Elective	Tetiana Mishustina, PhD (Candidate of Science), Associate Professor.	180 hours (17 h. lectures, 16 h. seminars/practical, 147 h. self-study time)
Course aims are to provide students with methods and technology of preparation and organization of advertising campaigns, analysis, planning, implementation and monitoring of the effectiveness of advertising				
Learning outcomes			Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:				
1) characterise the classification of advertising;			Lecture, practical classes, discussion	Participation in the discussion (CAS)
2) conduct market advertising research;				Project (CAS)

<p>3) plan advertising promotional activities;</p> <p>4) understand and characterize current mechanism for using psychological foundations in advertising management;</p> <p>5) position the product and determine the purpose of advertising;</p> <p>6) develop a plan of media and media plan;</p> <p>7) monitor the results and evaluate effectiveness of the advertising campaign.</p> <p>Learning outcomes 1-4</p> <p>Learning outcomes 3-7</p>	<p>Lecture, self study activities, supervised project work</p> <p>Lecture, practical classes, supervised project work</p> <p>Lecture, practical classes, case study, self study activities,</p> <p>Lecture, workshop, internet search, self-study activities</p> <p>Problem lecture, practical classes, case study in small groups, supervised project work</p> <p>Problem lecture, workshop, project</p>	<p>Essay, presentation, project (CAS)</p> <p>Essay, case study (CAS)</p> <p>Presentation (CAS)</p> <p>Peer small group presentation, analytical problem to resolve, project (CAS)</p> <p>Participation in the discussion, analytical problem to resolve, project (CAS)</p> <p>Mid-term control (CAS)</p> <p>Final exam (FAS)</p>
<p>Assessment</p> <p>100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%)</p> <p>40% Final exam (4 sets of written assignments, each assignment includes 1 essay and 2 analytical problems to resolve)</p> <p>60% Continuous assessment:</p> <p>20% Project</p> <p>10% Essay (written)</p> <p>10% Presentation (oral, multimedia)</p> <p>20% Mid-term control (2 essays, computer multiple choice tests)</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <p>Module 1. The essence and the psychological basis of advertising management</p> <p>Basic classification of advertising</p> <p>Organization and structure of the advertising process</p> <p>Advertising Market Research</p> <p>Psychological foundations of advertising management</p> <p>Module 2. Planning, organization and control of advertising</p> <p>Advertising agencies and advertising planning</p> <p>Develop a plan to use the media</p> <p>Planning and control of advertising campaigns</p>		
<p>Literature</p> <p>Compulsory reading</p> <p>1. Балабанова Л.В. Рекламний менеджмент: підручн./ Л. В. Балабанова, Л.О.Юзик.- К.: Центр учбової літератури, 2014. -392 с.</p> <p>2. Рекламний менеджмент: теорія і практика: підручник /Т. Г. Діброва, С. О.</p>		

- Солнцев, К. В. Бажеріна. – Київ : КПІ ім. Ігоря Сікорського, Вид-во «Політехніка», 2018. – 300с.
3. Евстафьев В. А. Организация и практика работы рекламного агентства: учебник для бакалавров. 2-е изд. / В. А. Евстафьев, А. В. Молин – М.: Дашков и К, 2019. – 507 с.
 4. Есикова И.В. Подготовка и успешное проведение рекламных кампаний, 2-е изд. – М.: Дашков и К, 2018. 240 с.
 5. Карпова С.В. Рекламное дело: учебник и практикум для прикладного бакалавриата. – 2-е изд., перераб. и доп. – М.: Юрайт, 2017. 431 с.
 6. Мішустіна Т.С. Збірник завдань для проведення практичних занять та самостійної роботи студентів з дисципліни “Рекламний менеджмент” /Т.С. Мішустіна. – Дніпро: ДУАН, 2018.
 7. Мельникова Н.А. Медиапланирование: стратегическое и тактическое планирование рекламных кампаний, 2-е изд. – М.: Дашков и К, 2018. 180 с.
 8. Advertising and Integrated Brand Promotion, 8th Edition by O'Guinn Allen Close Scheinbaum Semenik, 2019

Recommended reading

1. Акулич М. В. Интернет-маркетинг: учебник для бакалавров / М. В. Акулич. – М.: Дашков и К, 2019. – 352 с.
2. Басова І. Рекламні заходи: організація та облік / І. Басова – Х.: Фактор, 2008. – 544 с.
3. Божкова В.В. Реклама та стимулювання збуту: Навчальний посібник рекомендований МОНУ/ В.В.Божкова; ЦНЛ. - К.: 2010. - 200 с.
4. Владимирська Т.О. Реклама: Навчальний посібник / Т.О.Владимирська; ЦНЛ. - К.: 2009. - 336 с.
5. Діброва Т.Г. Маркетингова політика комунікацій: стратегії, вітчизняна практика: Навчальний посібник/ Т.Г. Діброва; ЦНЛ. - К.: 2009. - 320 с.
6. Донченко А. Эффективность рекламы <http://advertology.ru>Иванов А.Н. Бесплатная реклама. Результат без бюджета. – М.: Альпина Паблишер, 2017. 206 с.
7. Измайлова М.А. Психология рекламной деятельности. Практическое пособие, 2-е изд. – М.: Дашков и К, 2017. 240 с.
8. Измайлова М.А. Психология рекламной деятельности. Учебник, 3-е изд. – М.: Дашков и К, 2018. 444 с.
9. Ильхов М., Сарычева Л. Пиши, сокращай. Как создать сильный текст. – М.: Альпина Паблишер, 2017. 440 с.
10. Кутлалиев А. Эффективность рекламы / А. Кутлалиев, А. Попов; ЭКСМО, - М. 2005.- 378 с.
11. Роїна О.М. Рекламна діяльність в Україні: Нормативна база / О.М. Роїна; ЦНЛ. - К.: 2005. - 108 с.
12. Zhu, X.Prevention in Online Digital Advertising / Zhu, X., Tao, H., Wu, Z., Cao, J., Kalish, K., Kayne, J. Springer Nature Switzerland, 2017

Internet

1. Advertising Age - <http://adage.com/>
2. Adweek - <http://www.adweek.com/aw/index.jsp>
3. Brandweek - <http://www.brandweek.com/bw/index.jsp>
4. BTL-magazine - <http://www.btl-mag.ru/site.aspx?IID=287264>
5. Communication Arts Network - <http://www.commarts.com/>
6. Guardian - <http://media.guardian.co.uk/subscribe>
7. MarketingWeek - <http://www.marketingweek.co.uk/>
8. P.O.S.Materials (Point of Sales Materials) - <http://www.posm.ru/>
9. PR в России - <http://www.rupr.ru/>

10. PROMOmix. Идеи. Технологии. Оборудование. Материалы - <http://www.promomix.net/fresh.php>
11. Sales business / Продажи - <http://www.salespro.ru/>
12. Атлас рекламного рынка - <http://www.prosmi.ru/magazin/atlas/>
13. Бренд-менеджмент - <http://www.grebennikov.ru/brand-management.phtml>
14. Журнал про графічний дизайн - <http://kak.ru/magazine/13-14/a262/>
15. Індустрія реклами - <http://www.ir-magazine.ru/>
16. Інтернет-маркетинг - http://www.grebennikov.ru/in_mark.phtml
17. Креатив&creativity - <http://www.creative-mgz.ru/>
18. Лабораторія реклами - <http://lab.advertology.ru/animat.htm>

PEDAGOGY OF HIGHER SCHOOL

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	3/14 weeks, 30 hours in class	3 / Elective	Olena Lavrentieva, Doctor of Science, Full Professor	90 hours (16 h. lectures, 14 h. seminars/practical, 60 h. self-study time)
<p>Course aims: the formation of students' ideas about psychological and pedagogical factors and determinants of the pedagogical process in higher education, management of this process according to the structure and functions of specific units of higher education, socio-psychological and pedagogical phenomena that mediate and determine learning and education students, to provide general theoretical and practical training of applicants for master's level of higher education to teach professional disciplines in higher education.</p>				
<p>Learning outcomes On completion of the course, students will be able to:</p>		<p>Teaching methods, teaching and learning activities</p>		<p>Forms of assessment (continuous assessment CAS, final assessment FAS)</p>
<p>1) to determine theoretical and methodological approaches to the humanization and technologicalization of higher education;</p>		<p>Lecture, seminar, discussion based on lecture materials and studied literature sources</p>		<p>Participation in the discussion, oral answers to questions, assessment of the level</p>

<p>2) to determine the principles, to choose the right forms, methods, technologies of education in higher education;</p> <p>3) identify ways to solve complex problems and problems in the organization of the educational process in higher education, which require updating and integration of knowledge</p> <p>4) independently and creatively develop theoretical and practical material on the problems of psychology and pedagogy of higher education;</p> <p>5) present independently obtained information in accordance with the set goal;</p> <p>6) adhere to ethical principles in solving general problems of psychology and pedagogy of higher education, when working with students, student groups, the organization of the educational process;</p> <p>7) to choose in oral and written pedagogical speech and business communication the most expedient formulas of speech etiquette;</p>	<p>Lecture-dialogue, discussion on topical issues, micro-teaching, assistance</p> <p>Lecture-dialogue, analysis of specific situations (case-study), presentations, discussion on topical issues, micro-teaching, assistance</p> <p>Lecture, seminar, project implementation, web search, micro-teaching, "brainstorming", essay</p> <p>Problem lecture, project implementation, work in small groups, interactive methods, presentation, project, test, networking</p> <p>Problem lecture, independent work, analysis of specific situations (case-study), project implementation, seminar-dialogue, essay, brainstorming, work in microgroups, business games, "round table"</p> <p>Problem lecture, case-study, small group work, business and role-playing games Problem lecture, "brainstorming",</p>	<p>of readiness for teaching (CAS)</p> <p>Independent work, participation in discussions, solving professional situations, presentation of advanced pedagogical experience (CAS)</p> <p>Independent work, oral answers to questions, solving professional situations, presentation of advanced pedagogical experience, quality of micro-teaching (CAS)</p> <p>Test, solving professional situations, quality of micro-teaching, participation in "brainstorming", written answers to questions (CAS)</p> <p>Oral answers to questions, participation in business games, "round table" and interactive exercises, mini-presentations, project, test (CAS)</p> <p>Independent work, oral answers to questions, participation in brainstorming, business games and a round table, project presentation (CAS)</p> <p>Independent work, presentation of individual research results, oral answers to questions, participation in business games and</p>
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<p>8) to create conditions for constructive interaction with the subjects of the educational process, to choose the best methods, means and forms of interaction, to provide a favorable moral and psychological climate;</p> <p>9) to solve ethical dilemmas based on norms and ethical principles and universal values, to prevent conflict situations of professional interaction;</p> <p>10) take responsibility for the results of their professional activities, adhere to the corporate culture of the Free Economic Zone;</p> <p>11) Present the results of their own research in the form of scientific articles and reports.</p> <p>Learning outcomes 1-11</p>	<p>simulation methods, work in small groups, micro-teaching assistance, test</p> <p>Lecture-dialogue, independent work, discussion, analysis of specific situations (case-study), project implementation, "round table" on the topic of independent search work, interactive methods, micro-teaching, assistance, presentations</p> <p>Lecture-dialogue, "brainstorming", "round table" on the topic of independent work, work in pairs to solve problems, business and role-playing games, project implementation, work in small groups, web search, micro-teaching</p> <p>Problem lecture, lecture-discussion, "brainstorming", debates, interactive methods, simulation methods, analysis of specific situations (case-study), work in small groups, micro-teaching, assistance, test</p> <p>Lecture-dialogue, analysis of specific situations (case-study), work in small groups, Lecture, simulation methods, analysis of specific situations (case-study), micro-teaching, assistance, test</p>	<p>"brainstorming", the quality of micro-teaching (CAS)</p> <p>Independent work, oral answers to questions, solving professional situations, presentation of advanced pedagogical experience, participation in a "round table", interactive exercises, quality of micro-teaching (CAS)</p> <p>Independent work, solving professional situations, participation in a "round table", role-playing and business games, the quality of micro-teaching (CAS)</p> <p>Independent work, participation in "brainstorming", activity in discussion, quality of micro-teaching, oral answers to questions, participation in business games and debates (CAS)</p> <p>Presentation of the results of individual research, presentation of projects (CAS)</p> <p>Mid-term control (CAS)</p>
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Assessment**Final grade (final assessment) as a result of 100% continuous assessment:**

- 20% Participation in the discussion
- 10% Participation in the case study
- 20% Test (multiple choice)
- 20% Presentation (oral, multimedia)
- 30% Mid-term control (tests)

Contents**Thematic structure of the course:****MODULE 1. PSYCHOLOGY OF HIGHER EDUCATION: STUDENT PERIOD OF LIFE**

1. Subject, tasks and methods of psychology of high school
2. General psychological characteristics of student age
3. Professional development of the student's personality as a future specialist with higher education
4. Psychology of the student group
5. Psychology of student youth education
6. Difficulties and barriers in professional and pedagogical communication between teachers and students

MODULE 2. PSYCHOLOGY OF HIGHER EDUCATION: PSYCHOLOGY OF EDUCATION AND EDUCATION OF THE STUDENT'S PERSONALITY AS A FUTURE SPECIALIST WITH HIGHER EDUCATION

7. Psychology of vocational education
8. Psychological analysis of students' learning
9. Psychology of education of student youth
10. Psychology of pedagogical communicative interaction of the teacher with students
11. Psychological analysis of contradictions and conflicts in pedagogical interaction, ways to prevent and resolve them
12. Psychology of personality and activity of a high school teacher

MODULE 3. HIGHER EDUCATION PEDAGOGY: ORGANIZATION OF THE PROCESS OF TRAINING IN HIGHER EDUCATION

13. Theoretical and methodological foundations of higher school pedagogy
14. The system of higher education as a special social institution. Regulatory requirements for the educational process in higher education
15. Pedagogical culture of a teacher of higher education

MODULE 4. HIGHER EDUCATION PEDAGOGY: EDUCATION AND EDUCATION IN HIGHER EDUCATION

16. Organization of the educational process in higher education
17. The structure of the educational process in higher education
18. Modern technologies and methods of teaching in higher education
19. Methodical bases of teaching disciplines

Literature**Compulsory reading**

1. Подоляк Л.Г., Юрченко В.І. Психологія вищої школи: Підручник. 3-є вид. К.: Каравела, 2017. 360 с.

Recommended reading

1. Арыдин В.М., Атанов Г.А. Учебная деятельность студентов: справочное пособие для абитуриентов, студентов, молодых преподавателей. Донецк: ЕАИ-пресс, 2000. 80 с.
2. Кудіна В.В., Юрченко В.І. Психологія вищої школи: курс лекцій. К.: КСУ, 2004. 176 с.
3. Левківська Г.П., Сорочинська В.Є., Штифурак В.С. Адаптація першокурсників в

- умовах вищого закладу освіти: навч. посібник. К.: ЦНЛ, 2001. 128 с.
4. Мороз О.Г., Падалка О.С., Юрченко В.І. Педагогіка і психологія вищої школи. К.: НПУ, 2003. 267 с.
 5. Нагаєв В.М. Методика викладання у вищій школі : Навч. посіб. К. : Центр учбової літератури, 2007. 232 с.
 6. Ортинський В.Л. Педагогіка вищої школи : Навчальний посібник для студентів вищих навчальних закладів. К. : Центр учбової літератури, 2009. 472 с.
 7. Педагогика и психология высшей школы: учеб. пособие / Отв. ред. М.В. Буланова-Топоркова. Ростов-н/Д.: Феникс, 2002. 544 с.
 8. Перельгина Е.Б. Психология имиджа. Учебное пособие для студентов. М.: Аспект-Пресс, 2002. 224 с.
 9. Слєпкань З.І. Наукові засади педагогічного процесу у вищій школі. К.: Вища школа, 2005. 240 с.
 10. Смирнов С.Д. Педагогика и психология высшего образования: от деятельности к личности: Учеб. пособие. М.: Издательский центр «Академия» 2001. 304 с.
 11. Teaching Methods for Higher Education. Edition: First. Publisher: Dept. of Management Studies, Infant Jesus College of Engineering, Keelavallanadu, Tuticorin, Tamilnadu.. Editor: Dr. A. Rangaswamy. 2014. ISBN: 978-93-81992-73-9.
 1. 12. Klug J, Bruder S, Kelava A, Spiel C, Schmitz B. Diagnostic competence of teachers: A process model that accounts for diagnosing learning behavior tested by means of a case scenario. Teaching and Teacher Education. 2013; 30: 38-46.

PSYCHOLOGY OF MASS COMMUNICATION				
Teaching language	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	3 / 14 weeks, 30 hours in class	3 / Elective	Inesa Harkusha, Ph.D. (Candidate of Science), Associate Professor	90 hours (16 h. lectures, 14 h. seminars/practical, 60 h. self-study time)
Course aims:				
The aim of the discipline is to acquaint students with theoretical and methodological foundations and system of knowledge about psychological laws of mass communication, to consider and analyze specific information and psychological phenomena that contribute to immersion into modern society, to identify deep (psychological) regulators of mass communication as part of mass psychology; students' acquisition of knowledge about the patterns of influence of the media on people's perceptions, emotions, behaviour, specificity of information and beliefs in the media; formation of system of knowledge about communication technologies, their efficiency.				

<p style="text-align: center;">Learning outcomes</p> <p>On completion of the course, students will be able to:</p>	<p style="text-align: center;">Teaching methods, teaching and learning activities</p>	<p style="text-align: center;">Forms of assessment (continuous assessment CAS, final assessment FAS)</p>
<p>1) to analyze the theoretical principles and principles of psychology of mass communications;</p> <p>2) analyze the features of the impact of mass communication on the recipient;</p> <p>3) possess the basics of psychology of mass communication and behaviour, mass moods and phenomena;</p> <p>4) possess techniques of social communication;</p> <p>5) possess the means and models of political communication, their role in the information society</p> <p>6) to recognize models of mass information influences on the subconscious in order to effectively counteract psy-attacks;</p> <p>7) demonstrate techniques of advertising and PR;</p>	<p>Lecture, seminar, discussion based on lecture materials and studied literature sources</p> <p>Lecture-dialogue, "Round table" on the topic of independent work, cases</p> <p>Lecture, seminar, project implementation</p> <p>Problem lecture, seminar-dialogue, presentations, role-playing games</p> <p>Lecture-discussion, seminar, work in small groups, analysis of specific situations (case-study)</p> <p>Student reports - individual and in groups, presentations, project work, Internet search</p> <p>Lecture, seminar, project implementation</p>	<p>Theoretical questions, participation in a discussion, Situational tasks (CAS)</p> <p>Independent work, case studies (CAS)</p> <p>Independent work, oral answers to questions, evaluation of practical work (CAS)</p> <p>Independent work, participation in a role-play, oral answers to questions (CAS)</p> <p>Independent work, oral answers to questions, (presentation of case studies (CAS)</p> <p>Oral answers to questions, problem solving (problem situations), project evaluation and presentations (CAS)</p> <p>Independent work, oral answers to questions, evaluation of practical work (CAS)</p>

<p>8) practice the most common techniques and methods of mass communication and influence on the group</p> <p>Learning outcomes 1-8</p>	<p>Independent work, Case study in small groups, presentations, Internet search</p>	<p>Oral answers, case study (case study presentation), presentation evaluation (CAS)</p> <p>Mid-term control: tests, mini case (CAS)</p>
<p>Assessment</p> <p>Final grade (final assessment) as a result of 100% continuous assessment:</p> <p>20% Answers (oral)</p> <p>20% Participation in the discussion</p> <p>10% Participation in the role play</p> <p>25% Presentation (oral, multimedia)</p> <p>25% Case study presentation</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <p>MODULE 1. THE ROLE AND SIGNIFICANCE OF MASS COMMUNICATION IN MODERN SOCIETY</p> <p>1. The emergence of mass communication in society</p> <p>2. Mass communication as a socio-psychological phenomenon</p> <p>Topic 3. The main directions and methods of research of mass communication</p> <p>MODULE 2. COMMUNICATIVE TECHNOLOGIES</p> <p>4. Psychological effects of mass communication. Belief in ZMK</p> <p>5. Psychology of propaganda</p> <p>6. Psychology of rumors and prejudices. Features of informing in ZMK</p> <p>7. The impact of demonstration of aggression in the media. The influence of the media on intergroup relations</p> <p>8. The influence of eroticism and sexual information</p> <p>9. Types of mass communication</p> <p>10. Fundamentals of technology of mass communication. Means and methods of mass communication</p> <p>11. Efficiency in mass communication. Effects of mass communication</p>		
<p style="text-align: center;">Literature</p> <p style="text-align: center;">Compulsory reading</p> <p>1. Богомолова Н.Н. Социальная психология массовой коммуникации. М.: Аспект Пресс, 2008.</p> <p>2. Выглежанин Д.А. Введение в политическую имиджологию. М.: Флинта: МПСИ, 2008.</p> <p>3. Почепцов Г.Г. Когнитивные войны в соцмедиа, массовой культуре и массовых коммуникациях. Оформитель М.С. Мендор. Харьков: Фолио, 2019. 314. (Современные технологии)</p> <p style="text-align: center;">Recommended reading</p> <p>1. Бацевич Ф. Основи комунікативної лінгвістики: Підручник. К.: Видавничий центр „Академія”, 2004. 344 с.</p> <p>2. Березин В.М. Массовая коммуникация: сущность, каналы действия. М.: Рип-холдинг, 2003. 174 с</p> <p>3. Браун Дж., Томпсон С. Основы воздействия СМИ: Пер. с англ. М.; СПб; К.: Узд. Дом „Вильямс”, 2004. 426 с.</p> <p>4. Викентьев И.Л. Приемы рекламы и Public Relations. Программы-консультанты: 400</p>		

- приемов, 200 учебных задач, 20 практических приложений. СПб.: Изд. дом «Бизнес-Пресса», 2004. 380 с.
5. Здоровега В.Й. Теорія і методика журналістської творчості: Підручник. 2-ге вид., перероб. і допов. Львів: ПАІС, 2004. 268 с.
 6. Корнєєв В.М. Підходи до вивчення прихованого текстового впливу. Вісн. Київ. ун-ту. Журналістика. 2001. Вип. 9. С. 75-79
 7. Назаретян А.П. Психология стихийного массового поведения: толпа, слухи, политические и рекламные кампании: учебное пособие. 2-е изд., перераб. М.: Академия, 2005. 160 с
 8. Почепцов Г.Г. Коммуникационные технологии. М.: Рефл-бук; К.: Ваклер, 2001. 348 с.
 9. Почепцов Г.Г. Теория коммуникации. М.: Рефл-бук; К.: Ваклер, 2003. 652 с.
 10. Різун В.В. Маси: Тексти лекцій. К.: Видавничо-поліграфічний центр „Київський університет”, 2003. 118 с.
 11. Різун В.В., Непийвода Н.Ф., Корнєєв В.М. Лінгвістика впливу. К.: Видавничо-поліграфічний центр „Київський університет”, 2005. 148 с.
 12. Різун В.В. Природа й структура комунікативного процесу. <http://journalib.univ.kiev.ua/index.php?act=article&article=1005>
 13. Стратегія і тактика комунікацій із громадськістю для організацій третього сектора: Методичний посібник. За ред. В.Г. Королька. К.: 2003. 216 с.
 14. Чекмишев О.В. Основи професійної комунікації. Теорія і практика новинної журналістики: Підручник-практикум. К.: Видавничо-поліграфічний центр „Київський університет”, 2004. 130 с.
 15. Якунин В.И. и др. Новые технологии борьбы с российской государственностью. М., 2013
 - 16 Harris, R. J. & Sanborn, F. W. (2014). A cognitive psychology of mass communication(6th ed.). New York, NY: Routledge.
 17. Richard Jackson Harris. A Cognitive Psychology of Mass Communication. New York Routledge, 2013. P. 560
 18. William Fergus Martin. Four Steps to Forgiveness. A powerful way to freedom, happiness and success. 2014
 19. Ministry of Internal Affairs and Communications Telecommunications Policy Bureau. Telecommunications Usage Trends Survey Report 2012. Household Edition. Ministry of Internal Affairs and Communications, May 2013.
 20. Perry, David K. Theory and research in mass communication: contexts and consequences. Second Edition. New York. 2009. 379 p.
 21. http://www.nraismc.com/wp-content/uploads/2017/03/102_-_Introduction_to_Mass_communication_1.pdf
 22. Perloff, R. M. (2017). The dynamics of persuasion: Communication and attitudes in the 21st century (6th ed.). New York, NJ: Routledge.

FICTION IN MASS MEDIA				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	3/14 weeks, 30 hours in class	4 / elective	Yana Galkina, PhD, (Candidate of Science), Associate Professor	120 hours (16 h. lectures, 14 h. tutorials, 90 h. self-study time)
Course aims: Formation of knowledge and competencies in the field of artistic journalistic genre specifics in Ukrainian and foreign mass media. Students learn the basic concepts of how modern mass media operate in the context of cultural and literary processes in modern society.				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS,	

		final assessment FAS)
<p>1) carry out activities in the field of media communications, compile media texts in foreign languages in the field of journalism, television, advertising, the Internet and analyse them, create their own media product;</p> <p>2) know the peculiarities of the structure and functions of international media;</p> <p>3) create, analyse and edit texts of different styles and genres;</p> <p>4) evaluate and analyse the activities of international media;</p> <p>5) define the pragmatic and stylistic potential of the original text; identify the types of errors, find the right ways to correct them, make his own decision on the pragmatic adaptation and localization of the translated text, identify strategic editing problems and find creative ways to solve them;</p> <p>6) apply knowledge of expressive, emotional and logical means of speech to achieve the planned pragmatic result and successful communication.</p> <p>7) evaluate historical achievements and the latest achievements of literature</p> <p>Learning outcomes 1-7</p>	<p>Lecture, tutorials, discussion, use of an multimedia systems</p> <p>Discussion, case study,</p> <p>Self-study activity, tutorials, Internet search</p> <p>Discussion, case study, Student-group reports</p> <p>Problem lecture, self-study activity, case study</p> <p>Self-study activity, Student-group reports, Internet search</p> <p>Problem lecture, discussion, tutorials,</p>	<p>Practical skills assessment, Presentation (CAS)</p> <p>Essay, test, Practical skills assessment (CAS) Presentation, essay (CAS)</p> <p>Participation in the case study, report (CAS) Essay, test (CAS)</p> <p>Practical skills assessment, Presentation (CAS)</p> <p>Participation in the discussion, essay (CAS)</p> <p>Mid-term control: tests, mini case (CAS)</p>
<p>Assessment</p> <p>Final grade (final assessment) as a result of 100% continuous assessment:</p> <p>20% Participation in the discussion</p> <p>10% Participation in the case study</p> <p>20% Test (multiple choice)</p> <p>20% Presentation (oral, multimedia)</p> <p>30% Mid-term control (tests)</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <p>Module 1. Genres of artistic journalism</p> <p>1) General characteristics of artistic and publicistic genres of journalism</p> <p>2) Genre subgroups of artistic journalism</p> <p>3) The problem of documentalism and the problem of fiction in artistic and journalistic genres</p> <p>Module 2. Journalist activity as creativity. Fact and fiction</p> <p>4) Methods of scientific and artistic cognition of reality in journalism</p> <p>5) Artist's intention as the starting point of journalistic creativity</p>		

- 6) The birth of a journalistic idea. Author's artistic interpretation of the idea
- Module 3. Artistic and publicistic content**
- 7) Content characteristics of artistic and publicistic material. Plot. Components of the plot. Composition. Compositional technique. Dramaturgy
- 8) Language and style of artistic and publicistic material in the media
- 9) Human individuality as a subject of reflection of artistic journalism
- 10) Trends in the development of modern journalistic media text

Literature

Compulsory reading

1. Кривошеев В.М. В творческой лаборатории журналиста. - М.: Логос, 2019. 192 с. Режим доступа: <http://znanium.com/catalog/product/1027442>
2. Чернявская В.Е. Дискурс власти и власть дискурса: проблемы речевого воздействия. - М.: ФЛИНТА: Наука, 2012. - 128 с. Режим доступа: <http://znanium.com/catalog.php?bookinfo=457226>
3. Тертычный А.А. Аналитическая журналистика. - М.: Аспект Пресс, 2013. - 352 с.
4. Колесниченко А.В. Практическая журналистика. - М.: Издательство Московского государственного университета, 2010. - 192 с.

Recommended reading

1. Сметанина С.И. Медиа-текст в системе культуры (динамические процессы в языке и стиле журналистики конца XX века). - СПб.: Михайлов, 2002. - 382с.
2. Иссерс О.С. Речевое воздействие: учеб. пособие для студентов вузов. - М.: ФЛИНТА: Наука, 2013. - 240 с.
3. Норман Б.Ю. Игра на гранях языка. - М.: Флинта: Наука, 2012. - 344 с.

LITERATURE TEXT ANALYSIS

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	3 / 14 weeks, 30 hours in class	4 / Elective	Yana Galkina, Candidate of Sciences, Associate Professor	120 hours (10 h. lectures, 20 h. tutorials, 90 h. self-study work)

Course aims:

To study the methods of literature text analysis for a deep understanding of artistic, cultural, historical, psychological meanings of the text.

<p style="text-align: center;">Learning outcomes</p> <p>On completion of the course, students will be able to:</p>	<p style="text-align: center;">Teaching methods, teaching and learning activities</p>	<p style="text-align: center;">Forms of assessment (continuous assessment CAS, final assessment FAS)</p>
<p>1) Evaluate historical achievements and the latest achievements of literature</p> <p>2) Collect and systematize linguistic, literary, folklore facts, interprets and translates the texts of different styles and genres</p> <p>3) Carry out the scientific analysis of linguistic and literary material, interpret and structure it taking into account the relevant methodological principles, generalise them on the basis of data obtained independently</p> <p>4) Use the necessary terminology in the field of cultures and literatures, according to the standards of education of Ukraine and European documents to prepare written scientific works, presentations and reports</p> <p>5) Independently and creatively work out theoretical and practical material;</p> <p>6) Independently find important sources of information for educational, research and professional needs;</p> <p>Learning outcomes 1-6</p>	<p>Lecture, tutorials, discussion</p> <p>Self-study activity, Tutorials, internet search, lecture, discussion</p> <p>Tutorials, self-study activities, discussion, internet search</p> <p>Discussion, tutorials, presentation</p> <p>Presentation, discussion</p> <p>Self-study activities, internet search</p>	<p>Oral answers the questions, participation in the discussion (CAS)</p> <p>Oral answers the questions, essay, test participation in the discussion (CAS)</p> <p>Participation in the discussion, oral answers the questions (CAS)</p> <p>Participation in the discussion, presentation, essay (CAS)</p> <p>Presentation, essay (CAS)</p> <p>Essay, oral answers the questions (CAS)</p> <p>Mid-term control: tests, oral answers to questions, participation in the discussion, essay (CAS)</p>
<p>Assessment</p> <p>Final grade (final assessment) as a result of 100% continuous assessment:</p> <p>20% Participation in the discussion</p> <p>10% oral answers to questions</p> <p>20% Test (multiple choice, computer)</p> <p>30% Essay (written)</p> <p>20% Presentation (oral, multimedia)</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <p>Module 1. Literary work as a subject of analysis. Components.</p> <ol style="list-style-type: none"> 1. The structure of a literary work 2. Genre specifics of a literary work 3. Interpretation of the meaning of a literary work 4. The context of the literary work 		

Module 2. Literary work and methods of its analysis

1. Structural analysis
2. Philological analysis
3. Cultural and historical analysis
4. Comparative analysis
5. Biographical analysis
6. Mythological analysis

Literature**Compulsory reading**

1. Марко В.П. Аналіз художнього твору. – К.: Академвидав, 2013. – 280 с.
2. Скорина Л.В. Аналіз художнього твору. – Тернопіль: Богдан, 2013. – 424 с.
3. Тюпа В.И. Анализ художественного текста: учебное пособие. – М.: Издательский центр «Академия», 2013. – 336 с.
4. Минералова И.Г. Анализ художественного произведения: стиль и внутренняя форма: учебное пособие. – М.: Флинта: Наука, 2012. – 252 с.

Recommended reading

1. Андреев А.Н. Целостный анализ литературного произведения. Учебное пособие для студентов вузов. — Минск: Научно-методический центр Электронная книга БГУ, 2013. - 144 с.
2. Есин А.Б. Принципы и приемы анализа литературного произведения. – М.: Флинта; Наука, 2000. – 248 с.
3. Тамарченко Н.Д., Тюпа В.И., Бройтман С.Н. Теория литературы: в 2 т. М. – Академия, 2014. – Т. 1. – 512 с.
4. Тамарченко Н.Д., Тюпа В.И., Бройтман С.Н. Теория литературы: в 2 т. М. – Академия, 2014. – Т. 2. – 380 с.
5. Хомякова, О. Р. Теория литературы: учеб. пособие для студентов вузов. – Минск: Респ. ин-т высш. шк., 2013. – 359 с.

PRACTICAL COURSE OF THE THIRD FOREIGN LANGUAGE (GERMAN)

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
German	1/14 weeks, 28 hours in class	5 / elective	Olena Beresten, PhD in History, Associate Professor	150 hours (28 h. practicals, 122 h. self-study time)

Course aims:

The course is geared towards helping students study the language according to the norms of vocabulary and grammar usage in writing, speaking, listening and reading at the level B1.

Learning outcomes On completion of the course, students will be able to:	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
1. Speak freely and without preparation on topics studied in the semester. 2. Participate fully in an interview as the interviewer and the one who answers. 3. Produce clear, well-spoken, well-structured speech with logical structure which helps the listener to notice and remember important points. 4. Understand the dialogue and monologue speech of non-special texts at intermediate level, well-read by native speakers at middle speed, containing up to 15% of unfamiliar words. 5. Interpret text on the subject offered. 6. Identify key details, including the attitudes and opinions in writing. Learning outcomes 1-6	Dialoguing, discussion Role play activities Speaking, lexis and grammar tasks Listening activities Reading and translation Writing activities	Speaking, participation in the discussion (CAS) Speaking and understanding, participation in the role play (CAS) Pronunciation and understanding in speaking (CAS) Speech listening (CAS) Text reading, text translation (CAS) Vocabulary and grammar tests, writing an essay (CAS) Mid-term control: tests (CAS)
Assessment Final grade (final assessment) as a result of 100% continuous assessment: 20% Speaking 10% Lexical test, grammar test 20% Writing a composition 10% Participation in the role play 10% Speech listening 10% Presentation (oral, multimedia) 20% Mid-term control		
Contents		
Thematic structure of the course: Module 1. Unternehmungsführung. Das Verb und seine Rolle im Satz. Wortbildung: Bildung von Substantiven. Grammatische und lexikalische Analyse des Satzes Bildungswesen. Infinitivgruppen und Infinitivkonstruktionen. Wortbildung: Das zusammengesetzte Substantiv Gemeinsames Unternehmen. <i>Formen der internationalen Zusammenarbeit.</i> <i>Wortbildung . Übersetzung von Internationalismen. Grammatik: Die Rolle des Substantivs im Satz.</i> Module 2. Außenhandel. Ziel und Aufgaben. <i>Wortbildung :</i>		

Bildung von Verben (Systematisierung). Grammatik. Modalverben und Modalkonstruktionen. Formen der Modalität im deutschen Satz.
Kaufvertrag. Inhalt Wortbildung : Bildung von Verben (Systematisierung).
 Satzanalyse.
 Marktforschung. Marketing. Grammatik. Gerundivum. Wortbildung:
 Wiedergabe der Realia.

Literature

Language of teaching German

Compulsory reading

1. Воробьев В.Т. Didaktische Materialien zum Selbststudium: навчальний посібник для студентів I-III курсів/ В.Т. Воробьев, Н.М. Багрова, І.П. Борисевич. - Дніпропетровськ: Дніпропетровський університет імені Альфреда Нобеля. - 2012. – 251с.
2. D. Niebisch, F. Specht, M. Bovermann, M. Bövermann. Schritte international neu A1/1.- Hueber Verlag.- Ismanning, 2016. – 208 S.

Recommended reading

1. Волина С.А. Zeit für Deutsch: учебник немецкого языка. / С.А. Волина, Г.Б. Воронина, Л.М. Карпова./ М.: Иностранный язык, - 2003, ч.1, - 721 с.
2. Themen aktuell 1. Kursbuch und Arbeitsbuch: Lehrwerk für Deutsch als Fremdsprache. – München: Max-Hueber-Verlag. - 2011, L 1-5. - 82, 76 S.
3. S. Glas-Peters, A. Pude, M. Reimann Menschen A 1/1.- Hueber Verlag.- Ismanning, 2020. – 104 S.

PRACTICAL COURSE OF THE THIRD FOREIGN LANGUAGE (GERMAN)

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
German	2/10 weeks, 30 hours in class	4 / elective	Olena Beresten, PhD in History, Associate Professor	120 hours (30 h. practicals, 90 h. self-study time)

<p>Course aims: The course is geared towards helping students study the language according to the norms of vocabulary and grammar usage in writing, speaking, listening and reading at the level B1.</p>		
<p>Learning outcomes</p> <p>On completion of the course, students will be able to:</p>	<p>Teaching methods, teaching and learning activities</p>	<p>Forms of assessment (continuous assessment CAS, final assessment FAS)</p>
<p>1. Speak freely and without preparation on topics studied in the semester.</p> <p>2. Participate fully in an interview as the interviewer and the one who answers.</p> <p>3. Produce clear, well-spoken, well-structured speech with logical structure which helps the listener to notice and remember important points.</p> <p>4. Understand the dialogue and monologue speech of non-special texts at intermediate level, well-read by native speakers at middle speed, containing up to 15% of unfamiliar words.</p> <p>5. Interpret text on the subject offered.</p> <p>6. Identify key details, including the attitudes and opinions in writing.</p> <p>Learning outcomes 1-6</p>	<p>Dialoguing, discussion</p> <p>Role play activities</p> <p>Speaking, lexis and grammas tasks</p> <p>Listening activities</p> <p>Reading and translation</p> <p>Writing activities</p>	<p>Speaking, participation in the discussion (CAS)</p> <p>Speaking and understanding, participation in the role play (CAS)</p> <p>Pronunciation and understanding in speaking (CAS)</p> <p>Speech listening (CAS)</p> <p>Text reading, text translation (CAS)</p> <p>Vocabulary and grammar tests, writing an essay (CAS)</p> <p>Mid-term control: tests (CAS)</p>
<p>Assessment</p> <p>Final grade (final assessment) as a result of 100% continuous assessment:</p> <p>20% Speaking</p> <p>10% Speech listening, text reading</p> <p>20% Writing a composition</p> <p>10% Participation in the discussion</p> <p>10% Presentation assessment</p> <p>20% Vocabulary and grammar tests</p> <p>10% Mid-term control</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <p>Module 1.</p> <p>Wirtschaftswerbung. In der Welt der Werbung. Satzanalyse. <i>Wortbildung</i> . <i>Wiedergabe der Personennamen</i>.</p> <p>Public Relationen. <i>Grammatische und lexikalische Analyse des Satzes</i></p> <p><i>Wortbildung</i> : <i>Wiedergabe von Orts- und Sternnamen</i></p>		

Module 1.

Messen und Ausstellungen *Wortbildung : Bildung von Adjektiven, Entsprechungen beim Übertragen in die Muttersprache(Systematisierung). Grammatik: erweiterte Attribute.*
 Naturschutz. Waldsterben. Der Kampf gegen die Verpackungsflucht. *Wortbildung : Bildung von Adjektiven nach dem Modell der Partiyipialformen. Referieren des Textes*
 Reisen *Wortbildung : Bildung von Adjektiven. Das zusammengesetzte Adjektiv und seine Entsprechungen beim Übertragen in die Muttersprach. Grammatische und lexikalische Analyse des Satzes*

Literature

Language of teaching German

Compulsory reading

1. Воробьев В.Т. Didaktische Materialien zum Selbststudium: навчальний посібник для студентів I-III курсів/ В.Т. Воробьев, Н.М. Багрова, І.П. Борисевич. - Дніпропетровськ: Дніпропетровський університет імені Альфреда Нобеля. - 2012. – 251с.
2. D. Niebisch, F. Specht, M. Bovermann, M. Bövermann. Schritte international neu A1/1.- Hueber Verlag.- Ismanning, 2016. – 208 S.

Recommended reading

1. Волина С.А. Zeit für Deutsch: учебник немецкого языка. / С.А. Волина, Г.Б. Воронина, Л.М. Карпова./ М.: Иностранный язык, - 2003, ч.1, - 721 с.
2. Themen aktuell 1. Kursbuch und Arbeitsbuch: Lehrwerk für Deutsch als Fremdsprache. – München: Max-Hueber-Verlag. - 2011, L 1-5. - 82, 76 S.
3. S. Glas-Peters, A. Pude, M. Reimann Menschen A 1/1.- Hueber Verlag.- Ismanning, 2020. – 104 S.

PRACTICAL COURSE OF THE THIRD FOREIGN LANGUAGE (SPANISH)

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload

Spanish	1/14 weeks, 28 hours in class	3 / elective	Mariana Onishchenko, Senior Lecturer Oleksandr Pliushchai, MA, Senior Lecturer	90 hours (28 h. practicals, 62 h. self-study time)
Course aims: The course is geared towards helping students study the language according to the norms of vocabulary and grammar usage in writing, speaking, listening and reading at the level B1.				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
1. Speak freely and without preparation on topics studied in the semester. 2. Participate fully in an interview as the interviewer and the one who answers. 3. Produce clear, well-spoken, well-structured speech with logical structure which helps the listener to notice and remember important points. 4. Understand the dialogue and monologue speech of non-special texts at intermediate level, well-read by native speakers at middle speed, containing up to 15% of unfamiliar words. 5. Interpret text on the subject offered. 6. Identify key details, including the attitudes and opinions in writing. Learning outcomes 1-6		Dialoguing, discussion Role play activities Speaking, lexis and grammas tasks Listening activities Reading and translation Writing activities		Speaking, participation in the discussion (CAS) Speaking and understanding, participation in the role play (CAS) Pronunciation and understanding in speaking (CAS) Speech listening (CAS) Text reading, text translation (CAS) Vocabulary and grammar tests, writing an essay (CAS) Mid-term control: tests (CAS)
Assessment Final grade (final assessment) as a result of 100% continuous assessment: 20% Speaking 10% Lexical test, grammar test 20% Writing a composition 10% Participation in the role play 10% Speech listening 10% Presentation (oral, multimedia) 20% Mid-term control				
Contents				
Thematic structure of the course: Module 1.				

Turismo. Pasatiempo y ocio. La industria del turismo en España.
 Los destinos y alojamientos favoritos. Principales ofertas turísticas: turismo de sol y playa, turismo cultural y festivo, turismo rural o ecológico, turismo deportivo.
 Principales ofertas turísticas en Ucrania.
 Pretérito Indefinido de Indicativo: verbos regulares e irregulares.
 De vacaciones. Pasatiempo favorito de los españoles y los ucranianos. Hobbies. Descanso activo. Los fines de semana y las vacaciones.
 Preterito Plusquamperfecto de Indicativo.
 Uso gramatical y Conjugacion de los verbos regulares e irregulares.

Module 2.

España. Costumbres, tradiciones, fiestas.
 España. España: posición geográfica, clima, regiones. Recursos minerales. España – país desarrollado. Las industrias principales. España turística.
 Futuro Imperfecto de Indicativo. Conjugación de los verbos regulares e irregulares.
 España: costumbres. Costumbres extrañas de España y de todo el mundo. Costumbres navideñas de diferentes pueblos. Corrida de toros. Toros en la cultura de España. Corrida de toros: tradición española o espectáculo cruel. Etapas y participantes de corrida.
 España: tradiciones, fiestas. Fiestas de España. Fiestas y celebraciones de España. Fiestas religiosas y sociales. Fiestas de ámbito nacional y las regionales. Las fiestas de la Navidad. Tomatina. La Semana Santa. Sanfermines de Pamplona. Fallas de Valencia. Feria de Abril.
 Tiempos pasados: sistematización y particularidades de su uso.

Literature

Language of teaching Spanish

Compulsory reading

1. Устинова Р.Ф. Испанська мова: навч. посібник. / Р. Ф.Устинова. — Д.: НГУ, 2013. – 310 с.
2. Dominguez P. Actividades comunicativas (entre bromas y veras) / P.Dominguez, P.Bazo, J. Herrera. –Madrid: EDELSA, 2007 – 95 p.

Recommended reading

1. Гонсалес, Р.А. Испанский язык. Лучший самоучитель / Р.А. Гонсалес, Р.Р. Алимova. – М.: АСТ, 2019. – 320 с.
2. Сборник упражнений по грамматике испанского языка: уч. пособие / В.С. Виноградов. – М.: Книжный дом «Университет», 2001. – 384 с.
3. Родригес-Данилевская Е.И. Учебник испанского языка. Практический курс / Е.И. Родригес-Данилевская, А.И. Патрушев, И.Л. Степунина. – М.: Кн. дом Че Ро, 2000 – 326 с.
4. Encinar A. Uso interactivo del vocabulario / A. Encinar. – Madrid.: EDELSA, 2008 – 195p.

Dictionaries

1. Большой русско-испанский словарь. [под ред. д. ф. н. проф. Г.Я. Туровера]. – М.: Русский язык, 2001. – 854 с.
2. Садиков А.В. Испанско-русский словарь современного употребления / А.В. Садиков, Б.П. Нарумов. – М.: Русский язык, 2001. – 748 с.
3. Многоязычный словарь современной фразеологии [Текст] / сост. В. Виноградова [и др.]; ред. Д. Джанни Пуччо. – М. : Флинта; Рим : Изд-во Итал.-славян. Культур. Ассoc., 2012. – 431 с.

<i>PRACTICAL COURSE OF THE THIRD FOREIGN LANGUAGE (SPANISH)</i>				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload

Spanish	2/10 weeks, 30 hours in class	3 / elective	Mariana Onishchenko, Senior Lecturer Oleksandr Pliushchai, MA, Senior Lecturer	90 hours (30 h. practicals, 60 h. self-study time)
Course aims: The course is geared towards helping students study the language according to the norms of vocabulary and grammar usage in writing, speaking, listening and reading at the level B1.				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
1. Speak freely and without preparation on topics studied in the semester.		Dialoguing, discussion		Speaking, participation in the discussion (CAS) Speaking and understanding, participation in the role play (CAS) Pronunciation and understanding in speaking (CAS) Speech listening (CAS) Text reading, text translation (CAS) Vocabulary and grammar tests, writing an essay (CAS) Mid-term control: tests (CAS)
2. Participate fully in an interview as the interviewer and the one who answers.		Role play activities		
3. Produce clear, well-spoken, well-structured speech with logical structure which helps the listener to notice and remember important points.		Speaking, lexis and grammas tasks		
4. Understand the dialogue and monologue speech of non-special texts at intermediate level, well-read by native speakers at middle speed, containing up to 15% of unfamiliar words.		Listening activities		
5. Interpret text on the subject offered.		Reading and translation		
6. Identify key details, including the attitudes and opinions in writing.		Writing activities		
Learning outcomes 1-6				
Assessment Final grade (final assessment) as a result of 100% continuous assessment: 20% Speaking 10% Speech listening, text reading 20% Writing a composition 10% Participation in the discussion 10% Presentation assessment 20% Vocabulary and grammar tests 10% Mid-term control				
Contents				
Thematic structure of the course:				

Module 1.

Viajes. Turismo y su infraestructura. Modos de viajar.

Turismo y su infraestructura. Tipos de turismo en España, espacios urbanos o rústicos, medios de transporte, servicios hoteleros. Modo Imperativo afirmativo. Imperativo afirmativo de los verbos reflexivos, irregulares. Potencial Simple en las peticiones.

Modos de viajar. Tipos de transporte: aéreo, marítimo, terrestre. Reservar y comprar los billetes.

Los viajes al extranjero: trámites aduaneros, registraci3n del equipaje. En el aeropuerto. En la estaci3n. En el puerto. Modo Imperativo afirmativo. Imperativo afirmativo de los verbos reflexivos, irregulares. Potencial Simple en las peticiones.

Module 2.

Países y ciudades del mundo hispano. Madrid – capital de España. Lugares de interés en Madrid.

Las realidades de la vida hispana.

Países y ciudades del mundo hispano. Los países de Latinoamérica. Países de habla hispánica. Información geográfica, cultural, histórica, política.

Modo Imperativo negativo. Imperativo negativo de los verbos reflexivos, irregulares.

Madrid – capital de España. Lugares de interés en Madrid. Madrid – capital de España.

Clases de adjetivos, posici3n del adjetivo. Adjetivos interrogativos y exclamativos, adverbios tanto, tan, tal, cuanto.

Las realidades de la vida hispana. Actividades artísticas, música y danza, cante jondo, flamenco, corrida de toros, religi3n, cine y teatro. Barcelona – capital de Cataluña. Posici3n geográfica, historia de Barcelona. Gaudí – creador y constructor de la ciudad.

Literature

Language of teaching Spanish

Compulsory reading

1. Устинова Р.Ф. Испанська мова: навч. посібник. / Р. Ф. Устинова. — Д.: НГУ, 2013. — 310 с.
2. Dominguez P. Actividades comunicativas (entre bromas y veras) / P. Dominguez, P. Bazo, J. Herrera. — Madrid: EDELSA, 2007 — 95 p.

Recommended reading

1. Гонсалес, Р.А. Испанский язык. Лучший самоучитель / Р.А. Гонсалес, Р.Р. Алимova. — М.: АСТ, 2019. — 320 с.
2. Сборник упражнений по грамматике испанского языка: уч. пособие / В.С. Виноградов. — М.: Книжный дом «Университет», 2001. — 384 с.
3. Родригес-Данилевская Е.И. Учебник испанского языка. Практический курс / Е.И. Родригес-Данилевская, А.И. Патрушев, И.Л. Степунина. — М.: Кн. дом Че Ро, 2000 — 326 с.
4. Encinar A. Uso interactivo del vocabulario / A. Encinar. — Madrid.: EDELSA, 2008 — 195p.

Dictionaries

1. Большой русско-испанский словарь. [под ред. д. ф. н. проф. Г.Я. Туровера]. — М.: Русский язык, 2001. — 854 с.
2. Садиков А.В. Испанско-русский словарь современного употребления / А.В. Садиков, Б.П. Нарумов. — М.: Русский язык, 2001. — 748 с.
3. Многоязычный словарь современной фразеологии [Текст] / сост. В. Виноградова [и др.]; ред. Д. Джанни Пуччо. — М.: Флинта; Рим: Изд-во Итал.-славян. Культур. Ассoc., 2012. — 431 с.

PRACTICAL COURSE OF THE THIRD FOREIGN LANGUAGE (FRENCH)

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory,	Course Coordinator	Student workload
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		elective)		
French	1/14 weeks, 28 hours in class	5 / elective	Larysa Ratomska, Senior Lecturer	150 hours (28 h. practicals, 122 h. self-study time)
Course aims: The course is geared towards helping students study the language according to the norms of vocabulary and grammar usage in writing, speaking, listening and reading at the level B1.				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
1. Speak freely and without preparation on topics studied in the semester.		Dialoguing, discussion		Speaking, participation in the discussion (CAS)
2. Participate fully in an interview as the interviewer and the one who answers.		Role play activities		Speaking and understanding, participation in the role play (CAS)
3. Produce clear, well-spoken, well-structured speech with logical structure which helps the listener to notice and remember important points.		Speaking, lexis and grammas tasks		Pronunciation and understanding in speaking (CAS)
4. Understand the dialogue and monologue speech of non-special texts at intermediate level, well-read by native speakers at middle speed, containing up to 15% of unfamiliar words.		Listening activities		Speech listening (CAS)
5. Interpret text on the subject offered.		Reading and translation		Text reading, text translation (CAS)
6. Identify key details, including the attitudes and opinions in writing.		Writing activities		Vocabulary and grammar tests, writing an essay (CAS)
Learning outcomes 1-6				Mid-term control: tests (CAS)
Assessment Final grade (final assessment) as a result of 100% continuous assessment: 20% Speaking 10% Lexical test, grammar test 20% Writing a composition 10% Participation in the role play 10% Speech listening 10% Presentation (oral, multimedia) 20% Mid-term control				
Contents				
Thematic structure of the course:				

Module 1.

Les problèmes de la circulation. Subjonctif present
 Dans le métro parisien, Circulation parisienne. Subjonctif passe
 Téléphone, Internet, Concordance de Subjonctif
 Services postaux, Postes et télécommunications. Concordance de Subjonctif

Module 2.

Lèches vitrines. Conditionnel present
 Boutiques. Conditionnel passe
 Savoir vivre dans un resto. Concordance de Conditionnel
 Faut il bruler les fast foods. Concordance de Conditionnel

Literature

Language of teaching French

Compulsory reading

1. Опацкий С.С. Français, le niveau débutant. – К, 2002. – 312 с.
2. Grégoire M., Merlo G. Grammaire progressive du Français. – Paris: Clé international, 2003. – 326 p.

Recommended reading

1. Тарасова А.Н. Грамматика французского языка. Справочник. Упражнения: Учеб. пособие. – М.: Иностранный язык, 2000. – 712 с.
2. Mérieux R. Latitudes A2/B1 du CECR. Méthodes de français / Régine Mérieux, Yves Loiseau. – Paris: Didier, 2010. – 192 p.
3. Caquineau M.-P. Les exercices de grammaire: niveau B1 / Marie-Pierre Caquineau, Yvonne Delatour, Dominique Jennepin, François Lessage-Langot. – Paris: Hachette, 2003. – 133 p.
4. Richard L. DELF A2 150 activités / Richard Lescure, Emmanuelle Gadet, Pauline Vey. – Paris: Clé International, 2006. – 175 p.
5. Gerdan M. DELF A2 150 activités / Martin Gerdan, Dominique Chevalier-Wixler. – Paris: DIDIER, 2006. – 95 p.

PRACTICAL COURSE OF THE THIRD FOREIGN LANGUAGE (FRENCH)

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
French	2/10 weeks, 30 hours in class	4 / elective	Larysa Ratomska, Senior Lecturer	120 hours (30 h. practicals, 90 h. self-study time)
Course aims: The course is geared towards helping students study the language according to the norms of vocabulary and grammar usage in writing, speaking, listening and reading at the level B1.				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS,

		final assessment FAS)
<p>1. Speak freely and without preparation on topics studied in the semester.</p> <p>2. Participate fully in an interview as the interviewer and the one who answers.</p> <p>3. Produce clear, well-spoken, well-structured speech with logical structure which helps the listener to notice and remember important points.</p> <p>4. Understand the dialogue and monologue speech of non-special texts at intermediate level, well-read by native speakers at middle speed, containing up to 15% of unfamiliar words.</p> <p>5. Interpret text on the subject offered.</p> <p>6. Identify key details, including the attitudes and opinions in writing.</p> <p>Learning outcomes 1-6</p>	<p>Dialoguing, discussion</p> <p>Role play activities</p> <p>Speaking, lexis and grammas tasks</p> <p>Listening activities</p> <p>Reading and translation</p> <p>Writing activities</p>	<p>Speaking, participation in the discussion (CAS)</p> <p>Speaking and understanding, participation in the role play (CAS)</p> <p>Pronunciation and understanding in speaking (CAS)</p> <p>Speech listening (CAS)</p> <p>Text reading, text translation (CAS)</p> <p>Vocabulary and grammar tests, writing an essay (CAS)</p> <p>Mid-term control: tests (CAS)</p>
<p>Assessment</p> <p>Final grade (final assessment) as a result of 100% continuous assessment:</p> <p>20% Speaking</p> <p>10% Speech listening, text reading</p> <p>20% Writing a composition</p> <p>10% Participation in the discussion</p> <p>10% Presentation assessment</p> <p>20% Vocabulary and grammar tests</p> <p>10% Mid-term control</p>		
Contents		
<p>Thematic structure of the course:</p> <p>Module 1.</p> <p>Où allez diner : cafés, restaurants. Concordance de Conditionnel.</p> <p>Fast-fooods. Concordance de Conditionnel.</p> <p>Loisirs: spectacles, concerts, musées. Concordance de Conditionnel.</p> <p>Loisirs: cinéma , théâtres. Concordance de Conditionnel.</p> <p>Module 2.</p> <p>Sports et les sportifs . Concordance de Conditionnel.</p> <p>jeux et distractions. Concordance de Conditionnel.</p> <p>Images et son. Concordance de Conditionnel.</p> <p>Radio et télévision. Concordance de Conditionnel.</p>		
Literature		

*Language of teaching French***Compulsory reading**

1. Опацкий С.С. Français, le niveau débutant. – К, 2002. – 312 с.
2. Grégoire M., Merlo G. Grammaire progressive du Français. – Paris: Clé international, 2003. – 326 p.

Recommended reading

1. Тарасова А.Н. Грамматика французского языка. Справочник. Упражнения: Учеб. пособие. – М.: Иностранный язык, 2000. – 712 с.
2. Mérieux R. Latitudes A2/B1 du CECR. Méthodes de français / Régine Mérieux, Yves Loiseau. – Paris: Didier, 2010. – 192 p.
3. Caquineau M.-P. Les exercices de grammaire: niveau B1 / Marie-Pierre Caquineau, Yvonne Delatour, Dominique Jennepin, François Lessage-Langot. – Paris: Hachette, 2003. – 133 p.
4. Richard L. DELF A2 150 activités / Richard Lescure, Emmanuelle Gadet, Pauline Vey. – Paris: Clé International, 2006. – 175 p.
5. Gerdan M. DELF A2 150 activités / Martin Gerdan, Dominique Chevalier-Wixler. – Paris: DIDIER, 2006. – 95 p.

PRACTICAL COURSE OF THE THIRD FOREIGN LANGUAGE (ITALIAN)

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Italian	1/14 weeks, 28 hours in class	3 / elective	Oleksandr Pliushchai, MA, Senior Lecturer	150 hours (28 h. practicals, 122 h. self-study time)

Course aims:

The course is geared towards helping students study the language according to the norms of vocabulary and grammar usage in writing, speaking, listening and reading at the level B1.

Learning outcomes On completion of the course, students will be able to:	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
1. Speak freely and without preparation on topics studied in the semester. 2. Participate fully in an interview as the interviewer and the one who answers. 3. Produce clear, well-spoken, well-structured speech with logical structure which helps the listener to notice and remember important points. 4. Understand the dialogue and monologue speech of non-special texts at intermediate level, well-read by native speakers at middle speed, containing up to 15% of unfamiliar words. 5. Interpret text on the subject offered. 6. Identify key details, including the attitudes and opinions in writing. Learning outcomes 1-6	Dialoguing, discussion Role play activities Speaking, lexis and grammas tasks Listening activities Reading and translation Writing activities	Speaking, participation in the discussion (CAS) Speaking and understanding, participation in the role play (CAS) Pronunciation and understanding in speaking (CAS) Speech listening (CAS) Text reading, text translation (CAS) Vocabulary and grammar tests, writing an essay (CAS) Mid-term control: tests (CAS)
Assessment Final grade (final assessment) as a result of 100% continuous assessment: 20% Speaking 10% Lexical test, grammar test 20% Writing a composition 10% Participation in the role play 10% Speech listening 10% Presentation (oral, multimedia) 20% Mid-term control		
Contents		
Thematic structure of the course: Module 1. La mia giornata di lavoro. Il mio giorno di riposo. Coniugazione dei verbi riflessivi. Individuo: dimensione fisica, carattere e personalita. Passato prossimo I progetti per il futuro. Il futuro semplice e anteriore. Module 2. La mia infanzia.		

I miei giorni d'infanzia.
 Attività e giochi preferiti.
 L'uso dell'imperfetto indicativo.
 Lingue straniere nella nostra vita.
 Trapassato prossimo.
 Cibo. Nel ristorante Piatti nazionali, cibo e bevande. Ordinazioni.

Literature

Language of teaching Italian

Compulsory reading

1. Marin T., Magnelli S. Progetto italiano 1. Corso multimediale di lingua e civiltà italiana. – Roma: Edilingua, 2008. – p. 198.
2. Буэно, Т. Corso di lingua italiana / Т. Буэно.- М.: АСТ, 2019. - 320 с.

Recommended reading

1. Marin T., Magnelli S. Progetto italiano 2. Corso multimediale di lingua e civiltà italiana. – Roma: Edilingua, 2008. – p. 210.2. Буэно, Т. Итальянский язык. Новый самоучитель / Т. Буэно, Е. Грушевская. - М.: АСТ, 2019. - 704 с.
3. Буэно, Т. Итальянский язык. Лучший самоучитель / Т. Буэно, Е. Грушевская. - М.: АСТ, 2019. - 416 с.
4. Буэно, Т. Итальянский язык. 20 уроков с упражнениями / Т. Буэно. - М.: АСТ, 2017. - 26 с.
5. Буэно, Т. Итальянский язык. 20 уроков с упражнениями / Т. Буэно. - М.: АСТ, 2018. - 416 с.
6. Добровольская Ю.А. Практический курс итальянского языка. – М.: Цитадель, 2014. – 496 с.

Dictionaries

1. Зорько Г.Ф., Майзель Б.Н., Скворцова Н.А. Новый итальянско-русский словарь. – М.: Рус. яз., 2012. – 1018 с.
2. Dobrovolskaja Lulia dizionario russo-italiano. In due volumi – Milano: Ulrico hoepli editore, 2014. – p.1051

PRACTICAL COURSE OF THE THIRD FOREIGN LANGUAGE (ITALIAN)

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Italian	2/10 weeks, 30 hours in class	3 / elective	Oleksandr Pliushchai, MA, Senior Lecturer	120 hours (30 h. practicals, 90 h. self-study time)
Course aims: The course is geared towards helping students study the language according to the norms of vocabulary and grammar usage in writing, speaking, listening and reading at the level B1.				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS,

		final assessment FAS)
<p>1. Speak freely and without preparation on topics studied in the semester.</p> <p>2. Participate fully in an interview as the interviewer and the one who answers.</p> <p>3. Produce clear, well-spoken, well-structured speech with logical structure which helps the listener to notice and remember important points.</p> <p>4. Understand the dialogue and monologue speech of non-special texts at intermediate level, well-read by native speakers at middle speed, containing up to 15% of unfamiliar words.</p> <p>5. Interpret text on the subject offered.</p> <p>6. Identify key details, including the attitudes and opinions in writing.</p> <p>Learning outcomes 1-6</p>	<p>Dialoguing, discussion</p> <p>Role play activities</p> <p>Speaking, lexis and grammas tasks</p> <p>Listening activities</p> <p>Reading and translation</p> <p>Writing activities</p>	<p>Speaking, participation in the discussion (CAS)</p> <p>Speaking and understanding, participation in the role play (CAS)</p> <p>Pronunciation and understanding in speaking (CAS)</p> <p>Speech listening (CAS)</p> <p>Text reading, text translation (CAS)</p> <p>Vocabulary and grammar tests, writing an essay (CAS)</p> <p>Mid-term control: tests (CAS)</p>
<p>Assessment</p> <p>Final grade (final assessment) as a result of 100% continuous assessment:</p> <p>20% Speaking</p> <p>10% Speech listening, text reading</p> <p>20% Writing a composition</p> <p>10% Participation in the discussion</p> <p>10% Presentation assessment</p> <p>20% Vocabulary and grammar tests</p> <p>10% Mid-term control</p>		
Contents		
<p>Thematic structure of the course:</p> <p>Module 1.</p> <p>Abbigliamento e stile individuale.</p> <p>Abbigliamento, calzature, accessori.</p> <p>Nei grandi magazzini: shopping.</p> <p>L'uso dell'imperativo due tipi.</p> <p>Italia. Il turismo italiano.</p> <p>Condizionale presente e passato.</p> <p>Module 2.</p> <p>Citta del mondo italico: posizione geografica, storia, curiosita.</p> <p>La forma passiva in tutti i tempi composti.</p> <p>Roma. Capitale d'Italia.</p> <p>Posizione geografica, storia.</p> <p>Perifrasi verbali.</p>		

Milano. Posizione geografica, storia.

Literature

Language of teaching Italian

Compulsory reading

1. Marin T., Magnelli S. Progetto italiano 1. Corso multimediale di lingua e civiltà italiana. – Roma: Edilingua, 2008. – p. 198.
2. Буэно, Т. Corso di lingua italiana / Т. Буэно.- М.: АСТ, 2019. - 320 с.

Recommended reading

1. Marin T., Magnelli S. Progetto italiano 2. Corso multimediale di lingua e civiltà italiana. – Roma: Edilingua, 2008. – p. 210.
2. Буэно, Т. Итальянский язык. Новый самоучитель / Т. Буэно, Е. Грушевская. - М.: АСТ, 2019. - 704 с.
3. Буэно, Т. Итальянский язык. Лучший самоучитель / Т. Буэно, Е. Грушевская. - М.: АСТ, 2019. - 416 с.
4. Буэно, Т. Итальянский язык. 20 уроков с упражнениями / Т. Буэно. - М.: АСТ, 2017. - 26 с.
5. Буэно, Т. Итальянский язык. 20 уроков с упражнениями / Т. Буэно. - М.: АСТ, 2018. - 416 с.
6. Добровольская Ю.А. Практический курс итальянского языка. – М.: Цитадель, 2014. – 496 с.

Dictionaries

1. Зорько Г.Ф., Майзель Б.Н., Скворцова Н.А. Новый итальянско-русский словарь. – М.: Рус. яз., 2012. – 1018 с.
2. Dobrovolskaja Lulia dizionario russo-italiano. In due volumi – Milano: Ulrico hoepli editore, 2014. – p.1051

PRACTICAL COURSE OF THE THIRD FOREIGN LANGUAGE (RUSSIAN)

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Russian	1/14 weeks, 28 hours in class	4 / Elective	Yana Galkina, Candidate of Sciences, Associate Professor	120 hours (28 h. practicals, 92 h. self-study time)

<p>Course aims: to study the study the main aspects of the vocabulary and grammar of the Russian language and problems of translation from Ukrainian into Russian in various aspects of linguistics</p>		
<p>Learning outcomes</p> <p>On completion of the course, students will be able to:</p>	<p>Teaching methods, teaching and learning activities</p>	<p>Forms of assessment (continuous assessment CAS, final assessment FAS)</p>
<p>1) Demonstrate knowledge in language theory, including Phonetics, Grammar, semantic, pragmatic and textual aspects. 2) Collect knowledge, grasp the features of the major, understand the importance of interdisciplinary approach in the major. 3) Analyse information using the appropriate methods, find missing elements, process gained information and shows the connections with the knowledge previously achieved. 4) Define types of translation mistakes and find the ways of their correction 5) Work efficiently in a team, negotiate with other participants to fulfill the given assignments, avoid conflicts 6) Work individually or in a team, comprehend and accept multicultural working environment and ensure social contacts 7) Meet deadlines in the fulfillment on the given assignments</p> <p>Learning outcomes 1-5</p> <p>Learning outcomes 1-7</p>	<p>Lecture, seminars, discussion Lecture, self-study activity (guided) Seminars, discussion Self-study activities, practicals, Solving problems Discussion, presentation Self-study activities, discussion on the basis of lecture materials and student's reading Practicals, self-study activities</p>	<p>Participation in the discussion (CAS) Essay, test (CAS) Participation in the discussion, test (CAS) Presentation assessment, exercises (CAS) Participation in the discussion, presentation assessment test (CAS) Participation in the discussion, oral answers (CAS) Presentation (CAS) test (CAS), mini case Mid-term control: tests, exercises, mini case (CAS) Final assessment (FAS)</p>
<p>Assessment Final grade (final assessment) as a result of 100% continuous assessment: 10% Participation in the discussion 20% Test (written) 10% Essay (written) 10% Presentation (oral, multimedia) 20% exercises 20% mini case 10% Mid-term control</p>		

Contents	
Thematic structure of the course:	
Module 1.	
Vocabulary: translation problems	
1.	Homonymy within languages and between languages
2.	Paronyms within languages and between languages
Module 2.	
1.	Different stylistic levels of language
2.	Basic stylistic devices
Literature	
Compulsory reading	
1.	Басова Г.Д., Голосова Т.М. Сопоставительная стилистика русского и украинского языков: монография / Басова Г.Д., Голосова Т.М., Лазебник Ю.С., Озерова Н.Г., Сеница И.А., Стоян Л.М., Тупицкая А.Н.; отв. ред. Н.Г. Озерова. – Киев: ИД Дм. Бураго, 2014. – 384 с.
2.	Левицкий А.Э. Сравнительная типология английского, немецкого, русского и украинского языков / А.Э. Левицкий, Н.Д. Борисенко, А.А. Борисов и др. – К: Освіта України, 2009. – 356 с.
Recommended reading	
1.	Тихонов А.Н., Ломов А.М. Энциклопедический словарь-справочник лингвистических терминов и понятий. Русский язык. В 2 томах. / Тихонов А.Н., Ломов А.М., Хашимов Р.И., Журавлева Г.С. и др. . – М.: Наука, 2014.
2.	Стецик Т.С. Основи зіставного мовознавства: конспект лекцій / Т.С. Стецик, Ю.С. Стахмич. – Івано-Франківськ : ІФНТУНГ, 2017. – 140 с.

PRACTICAL COURSE OF THE THIRD FOREIGN LANGUAGE (RUSSIAN)

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload

Russian	2/14 weeks, 30 hours in class	5 / Elective	Yana Galkina, Candidate of Sciences, Associate Professor	150 hours (30 h. practicals, 120 h. self-study time)
Course aims: to study the study the main aspects of the vocabulary and grammar of the Russian language and problems of translation from Ukrainian into Russian in various aspects of linguistics				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
1) Demonstrate knowledge in language theory, including Phonetics, Grammar, semantic, pragmatic and textual aspects. 2) Collect knowledge, grasp the features of the major, understand the importance of interdisciplinary approach in the major. 3) Analyse information using the appropriate methods, find missing elements, process gained information and shows the connections with the knowledge previously achieved. 4) Define types of translation mistakes and find the ways of their correction 5) Work efficiently in a team, negotiate with other participants to fulfill the given assignments, avoid conflicts 6) Work individually or in a team, comprehend and accept multicultural working environment and ensure social contacts 7) Meet deadlines in the fulfillment on the given assignments		Lecture, seminars, discussion Lecture, self-study activity (guided) Seminars, discussion Self-study activities, practicals, Solving problems Discussion, presentation Self-study activities, discussion on the basis of lecture materials and student's reading Practicals, self-study activities		Participation in the discussion (CAS) Essay, test (CAS) Participation in the discussion, test (CAS) Presentation assessment, exercises (CAS) Participation in the discussion, presentation assessment test (CAS) Participation in the discussion, oral answers (CAS) Presentation (CAS) test (CAS), mini case Mid-term control: tests, exercises, mini case (CAS) Final assessment (FAS)
Learning outcomes 1-5				Mid-term control: tests, exercises, mini case (CAS)
Learning outcomes 1-7				Final assessment (FAS)
Assessment 100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%) 40% Final exam (includes four tasks: a monologue on a given topic, listening to audio text and performing tasks, lexical and grammatical test, reading tasks.) 60% Continuous				

assessment:

- 10% Participation in the discussion
- 10% Test (written)
- 10% Essay (written)
- 10% Presentation (oral, multimedia)
- 10% exercises
- 10% mini case

Contents**Thematic structure of the course:****Module 1.** Aspects of grammar

1. Nouns and their translation
2. Adjectives and their translation
3. Numerals and their translation
4. Pronouns and their translation
5. Verbs

Module 2. Syntax

1. Phrase syntax
2. Sentence syntax

Literature**Compulsory reading**

1. Басова Г.Д., Голосова Т.М. Сопоставительная стилистика русского и украинского языков: монография / Басова Г.Д., Голосова Т.М., Лазебник Ю.С., Озерова Н.Г., Сеница И.А., Стоян Л.М., Тупицкая А.Н.; отв. ред. Н.Г. Озерова. – Киев: ИД Дм. Бураго, 2014. – 384 с.
2. Левицкий А.Э. Сравнительная типология английского, немецкого, русского и украинского языков / А.Э. Левицкий, Н.Д. Борисенко, А.А. Борисов и др. – К: Освіта України, 2009. – 356 с.

Recommended reading

1. Тихонов А.Н., Ломов А.М. Энциклопедический словарь-справочник лингвистических терминов и понятий. Русский язык. В 2 томах. / Тихонов А.Н., Ломов А.М., Хашимов Р.И., Журавлева Г.С. и др. . – М.: Наука, 2014.
2. Стецик Т.С. Основи зіставного мовознавства: конспект лекцій / Т.С. Стецик, Ю.С. Стахмич. – Івано-Франківськ : ІФНТУНГ, 2017. – 140 с.

PRACTICE OF TRANSLATION FROM RUSSIAN INTO UKRAINIAN

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian, Russian	1 / 14 weeks, 28 hours in class	4 / Elective	Yana Galkina, Candidate of Sciences, Associate Professor	120 hours (28 h. practicals, 92 h. self-study time)
<p>Course aims: to study the study the main aspects of the vocabulary and grammar of the Russian language and problems of translation from Ukrainian into Russian in various aspects of linguistics</p>				
<p style="text-align: center;">Learning outcomes</p> <p>On completion of the course, students will be able to:</p>		<p style="text-align: center;">Teaching methods, teaching and learning activities</p>		<p style="text-align: center;">Forms of assessment (continuous assessment CAS, final assessment FAS)</p>
<p>1) Demonstrate knowledge in language theory, including Phonetics, Grammar, semantic, pragmatic and textual aspects.</p> <p>2) Collect knowledge, grasp the features of the major, understand the importance of interdisciplinary approach in the major.</p> <p>3) Analyse information using the appropriate methods, find missing elements, process gained information and shows the connections with the knowledge previously achieved.</p> <p>4) Define types of translation mistakes and find the ways of their correction</p> <p>5) Work efficiently in a team, negotiate with other participants to fulfill the given assignments, avoid conflicts</p> <p>6) Work individually or in a team, comprehend and accept multicultural working environment and ensure social contacts</p> <p>7) Meet deadlines in the fulfillment on the given assignments</p> <p>Learning outcomes 1-5</p>		<p>Lecture, seminars, discussion</p> <p>Lecture, self-study activity (guided)</p> <p>Seminars, discussion</p> <p>Self-study activities, practicals, Solving problems</p> <p>Discussion, presentation</p> <p>Self-study activities, discussion on the basis of lecture materials and student's reading</p> <p>Practicals, self-study activities</p>		<p>Participation in the discussion (CAS)</p> <p>Essay, test (CAS)</p> <p>Participation in the discussion, test (CAS)</p> <p>Presentation assessment, exercises (CAS)</p> <p>Participation in the discussion, presentation assessment test (CAS)</p> <p>Participation in the discussion, oral answers (CAS)</p> <p>Presentation (CAS) test (CAS), mini case</p>

Learning outcomes 1-7		Mid-term control: tests, exercises, mini case (CAS) Final assessment (FAS)
Assessment Final grade (final assessment) as a result of 100% continuous assessment: 10% Participation in the discussion 20% Test (written) 10% Essay (written) 10% Presentation (oral, multimedia) 20% exercises 20% mini case 10% Mid-term control		
Contents		
Thematic structure of the course: Module 1. Vocabulary analysis. Vocabulary translation problems. Module 2. Grammar translation problems Morphology		
<p style="text-align: center;">Literature</p> <p style="text-align: center;">Compulsory reading</p> 1. Басова Г.Д., Голосова Т.М. Сопоставительная стилистика русского и украинского языков: монография / Басова Г.Д., Голосова Т.М., Лазебник Ю.С., Озерова Н.Г., Сеница И.А., Стоян Л.М., Тупицкая А.Н.; отв. ред. Н.Г. Озерова. – Киев: ИД Дм. Бураго, 2014. – 384 с. 2. Левицкий А.Э. Сравнительная типология английского, немецкого, русского и украинского языков / А.Э. Левицкий, Н.Д. Борисенко, А.А. Борисов и др. – К: Освіта України, 2009. – 356 с. <p style="text-align: center;">Recommended reading</p> 1. Тихонов А.Н., Ломов А.М. Энциклопедический словарь-справочник лингвистических терминов и понятий. Русский язык. В 2 томах. / Тихонов А.Н., Ломов А.М., Хашимов Р.И., Журавлева Г.С. и др. . – М.: Наука, 2014. 2. Стецик Т.С. Основи зіставного мовознавства: конспект лекцій / Т.С. Стецик, Ю.С. Стахмич. – Івано-Франківськ : ІФНТУНГ, 2017. – 140 с.		

PRACTICE OF TRANSLATION FROM RUSSIAN INTO UKRAINIAN				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian, Russian	2/14 weeks, 30 hours in class	5 / Elective	Yana Galkina, Candidate of Sciences, Associate Professor	150 hours (30 h. practicals, 120 h. self-study time)
Course aims: to study the study the main aspects of the vocabulary and grammar of the Russian language and problems of translation from Ukrainian into Russian in various aspects of linguistics				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
1) Demonstrate knowledge in language theory, including Phonetics, Grammar, semantic, pragmatic and textual aspects. 2) Collect knowledge, grasp the features of the major, understand the importance of interdisciplinary approach in the major. 3) Analyse information using the appropriate methods, find missing elements, process gained information and shows the connections with the knowledge previously achieved. 4) Define types of translation mistakes and find the ways of their correction 5) Work efficiently in a team, negotiate with other participants to fulfill the given assignments, avoid conflicts 6) Work individually or in a team, comprehend and accept multicultural working environment and ensure social contacts 7) Meet deadlines in the fulfillment on the given assignments Learning outcomes 1-5 Learning outcomes 1-7		Lecture, seminars, discussion Lecture, self-study activity (guided) Seminars, discussion Self-study activities, practicals, Solving problems Discussion, presentation Self-study activities, discussion on the basis of lecture materials and student's reading Practicals, self-study activities		Participation in the discussion (CAS) Essay, test (CAS) Participation in the discussion, test (CAS) Presentation assessment, exercises (CAS) Participation in the discussion, presentation assessment test (CAS) Participation in the discussion, oral answers (CAS) Presentation (CAS) test (CAS), mini case Mid-term control: tests, exercises, mini case (CAS)

		Final assessment (FAS)
<p>Assessment 100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%) 40% Final exam (includes four tasks: a monologue on a given topic, listening to audio text and performing tasks, lexical and grammatical test, reading tasks.) 60% Continuous assessment: 10% Participation in the discussion 10% Test (written) 10% Essay (written) 10% Presentation (oral, multimedia) 10% exercises 10% mini case</p>		
Contents		
<p>Thematic structure of the course: Module 1. Vocabulary and different stylistic levels of language Paronyms Module 2. Syntax Homonymy within languages and between languages</p>		
Literature		
Compulsory reading		
<p>1. Басова Г.Д., Голосова Т.М. Сопоставительная стилистика русского и украинского языков: монография / Басова Г.Д., Голосова Т.М., Лазебник Ю.С., Озерова Н.Г., Сеница И.А., Стоян Л.М., Тупицкая А.Н.; отв. ред. Н.Г. Озерова. – Киев: ИД Дм. Бураго, 2014. – 384 с.</p> <p>2. Левицкий А.Э. Сравнительная типология английского, немецкого, русского и украинского языков / А.Э. Левицкий, Н.Д. Борисенко, А.А. Борисов и др. – К: Освіта України, 2009. – 356 с.</p>		
Recommended reading		
<p>1. Тихонов А.Н., Ломов А.М. Энциклопедический словарь-справочник лингвистических терминов и понятий. Русский язык. В 2 томах. / Тихонов А.Н., Ломов А.М., Хашимов Р.И., Журавлева Г.С. и др. . – М.: Наука, 2014.</p> <p>2. Стецик Т.С. Основи зіставного мовознавства: конспект лекцій / Т.С. Стецик, Ю.С. Стахмич. – Івано-Франківськ: ІФНТУНГ, 2017. – 140 с.</p>		

MEDIA TEXT AND CROSS-CULTURAL COMMUNICATION				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	1/14 weeks, 30 hours in class	3 / elective	Olena Turchak, PhD, (Candidate of Science), Associate Professor	90 hours (16 h. lectures, 14 h. tutorials, 60 h. self-study time)
Course aims: Contributing to the formation of information competence, media culture, media literacy and media competence of future specialists, ensuring their comprehensive preparation for safe and effective interaction with the modern mass media system. Forming a conscious understanding of the modern media space, integrating theoretical knowledge from psychology, sociology, linguistics, modern multimedia information technologies and forming the ability to apply them during the analysis and creation of media text as a unit of media discourse				
Learning outcomes		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:				
1) carry out activities in the field of media communications, compile media texts in foreign languages in the field of journalism, television, advertising, the Internet and analyse them, create their own media product;		Lecture, tutorials, discussion, use of an multimedia systems		Practical skills assessment, Presentation (CAS)
2) know the peculiarities of the structure and functions of international media;		Discussion, case study,		Essay, test, Practical skills assessment (CAS)
3) collect and systematize linguistic, literary, folklore facts, interpret and translate the texts of different styles and genres;		Self-study activity, tutorials, Internet search		Presentation, essay (CAS)
4) evaluate and analyse the activities of international media;		Discussion, case study, Student-group reports		Participation in the case study, report (CAS)
5) create, analyse and edit texts of different styles and genres;		Problem lecture, self-study activity, case study		Essay, test (CAS)
6) confidently speak native and foreign languages to communicate and present research results in writing and oral in situations of professional and scientific interaction;		Discussion, tutorials, case study		Participation in the discussion, test (CAS)
7) apply knowledge of expressive, emotional and logical means of speech to achieve the planned pragmatic result and successful communication.		Problem lecture, discussion, tutorials, self-study activity		Participation in the discussion, essay (CAS)

<p>8) evaluate and critically analyse socially, personally and professionally significant problems and suggest the ways to solve them in complex and unpredictable conditions, which requires the use of new approaches and forecasting</p> <p>Learning outcomes 1-8</p>	<p>Self-study activity, Student-group reports, Internet search</p>	<p>Practical skills assessment, Presentation (CAS)</p> <p>Mid-term control: tests, mini case (CAS)</p>
<p>Assessment</p> <p>Final grade (final assessment) as a result of 100% continuous assessment:</p> <p>20% Participation in the discussion 10% Participation in the case study 20% Test (multiple choice) 20% Presentation (oral, multimedia) 30% Mid-term control (tests)</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <p>Module 1. Media Text as an object of media linguistics</p> <p>1) Culture and cross-cultural communication 2) The concept of media text. Main categories of media text 3) Media text and ways of text formation 4) Media text of print media: genres and styles 5) Genres and styles of periodicals. Interview. reportage 6) Genres and styles of periodicals. Article. Feuilleton. Sketch</p> <p>Module 2. Media texts of TV, Web, PR and advertising space</p> <p>7) Genre specifics of TV text 8) The specifics of Web text 9) Pragmalinguistic features of advertising text and its translation specifics 10) PR text as a type of media text</p>		
<p>Literature</p> <p>Compulsory reading</p> <p>1. Кузьмина Н.А. Современный медиатекст. – Омск: ООО «Татьяна», 2017. – 414 с. 2. Головлева Е.Л. Основы межкультурной коммуникации. – Ростов н/Д: Феникс, 2015. – 224 с. 3. Грушевицкая Т.Г., Попков В.Д. Основы межкультурной коммуникации: Учебник для вузов. – М.: ЮНИТИ-ДАНА, 2013. – 352 с.</p> <p>Recommended reading</p> <p>1. Сметанина С.И. Медиа-текст в системе культуры (динамические процессы в языке и стиле журналистики конца XX века). – СПб.: Михайлов, 2012. – 382с. 1. Федоров А.В. Развитие медиакомпетентности и критического мышления студентов. – М.: Изд-во МОО ВПП ЮНЕСКО «Информация для всех», 2007. – 616 с. 2. Добросклонская Т.Г. Медиалингвистика: системный подход к изучению языка СМИ: современная английская медиаречь. – М.: Флинта: Наука, 2008. – 263 с. 3. Негрышев А.А. Аспекты речевого воздействия в новостях СМИ: учебное пособие. – Владимир: ВГГУ, 2009. – 144 с. 4. Ильченко С.Н. Интервью в журналистском творчестве: учебное пособие. – СПб.: Академия, 2003. – 296 с.</p>		

5. Лукина М.М. Технология интервью: учебное пособие для вузов. – М.: Аспект Пресс, 2003. – 191 с.

TEXT EXPERT ANALYSIS

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	3 / 14 weeks, 30 hours in class	3 / Elective	Yana Galkina, Candidate of Sciences, Associate Professor	90 hours (14 h. lectures, 16 h. tutorials, 60 h. self-study work)
Course aims: The course provides the systematic knowledge of the expert analysis of the text, main types of linguistic expert research and imparts the skills to use it.				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
1) confidently speak native languages to communicate and present research results in writing and oral in situations of professional and scientific interaction;		Lecture, tutorials, discussion, presentation		Oral answers to questions, participation in the discussion, presentation (CAS)
2) use modern methods and information technologies for successful and effective professional activity in a particular philological field;		Self-study activity, Tutorials, internet search, lecture, discussion		Oral answers to questions, essay, test, participation in the discussion (CAS)
3) collect and systematize linguistic, literary, folklore facts, interpret and translate the texts of different styles and genres;		Tutorials, self-study activities, discussion, internet-search		Participation in the discussion, oral answers the questions (CAS)
4) analyse texts of different styles and genres;		Discussion, tutorials, presentation, self-study activities		Participation in the discussion, test, presentation (CAS)
5) define the pragmatic and stylistic potential of the original text;		Discussion, tutorials, presentation		Presentation assessment, essay, oral answers to questions (CAS)
6) recognize all types of information (reference, predicative, temporal, modal, evaluative, emotional, pragmatic, related to the register, deixis, topic / rhyme) in languages		Presentation, discussion, self-study activities, internet search		Presentation, essay (CAS)

Learning outcomes 1-6		Mid-term control: tests, oral answers to questions, participation in the discussion, essay (CAS)
Assessment Final grade (final assessment) as a result of 100% continuous assessment: 20% Participation in the discussion 10% oral answers to questions 20% Test (multiple choice, computer) 30% Essay (written) 20% Presentation (oral, multimedia)		
Contents		
Thematic structure of the course: Module 1. The concept of expert analysis in the context of linguistic 1. The object of linguistic expertise 2. The problem of linguistic expertise Module 2. 1. Linguistic expertise to identify the meaning 2. Authorship expertise 3. Trademark expertise Module 3. The methods and techniques of expert analysis 1. Linguistic expertise oral text 2. Linguistic examination of written text		
Literature Compulsory reading 1. Ярощук И.А., Жукова Н.А., Долженко Н.И. Лингвистическая экспертиза: учебное пособие. – Белгород: ИД «БелГУ» НИУ «БелГУ», 2020. – 96 с. 2. Сорина Г.В. Экспертный анализ текста: методология и практика: учебное пособие. – М.: ИЭТ, 2017. – 181 с. 3. Вепрева И.Т. Купина Н.А. Экспертный лингвистический анализ спорного текста: учеб.-метод. пособие. – Екатеринбург: Изд-во Урал. ун-та, 2018. – 148 с. Recommended reading 1. Баранов А.Н. Лингвистическая экспертиза текста: теория и практика. – М.: Флинта; Наука, 2007. – 592 с. 2. Болотнова Н.С. Филологический анализ текста. – М.: Флинта; наука, 2007. – 520 с.		

INTERNSHIP				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Coordinator	Student workload
English Ukrainian	2, 3 / 6 weeks, 6 hours in class	9 / Mandatory	Olena Turchak, PhD, (Candidate of Science), Associate Professor	270 hours (10 h. tutorials, 224 hours work at the enterprise, 40 h. self-study time)
Internship aims: To get and improve initial experience of professional activity and the certain professional skills: skills of the teaching and journalistic work, procedures of ordering and computer processing of a text material, editing, information search on the Internet, using on-line dictionaries and handbooks, collect material for master thesis, reducing the time for adaptation of graduates in their professional positions.				
Learning outcomes		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the Internship, students will be able to:				
1) confidently speak native and foreign languages to communicate and present research results in writing and oral in situations of professional and scientific interaction; 2) use modern methods and information technologies for successful and effective professional activity in a particular philological field; 3) apply their knowledge and understanding, and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; 4) use the necessary terminology in the field of education, age psychology, methods of teaching foreign languages, cultures and literatures, as well as in the field of media communication according to the standards of education of Ukraine and European documents to prepare written / scientific works, presentations, reports and minutes; 5) create, analyze and edit texts of different styles and genres;		Tutorials, self-study activity, work at the enterprise, teaching/journalistic activities Work at the enterprise, self-study activity, teaching/journalistic activities; Work at the enterprise, self-study activity, teaching/journalistic activities, internet search Self-study activity, internet search, teaching/journalistic activities Teaching/journalistic activities, writing a		Internship report, presentation assessment, company report or evaluation (CAS) Internship report, presentation assessment (CAS) Internship report, presentation assessment, company report or evaluation (CAS) Internship report, presentation assessment (CAS)

<p>6) carry out the activities in the field of media communications, compile media texts in foreign languages in journalistic, television, advertising, the Internet and analyze them, create their own media product</p> <p>Learning outcomes 1-6</p>	<p>report, preparing presentation Work at the enterprise, journalistic activities, preparing presentation, discussion</p>	<p>Internship report, company report or evaluation (CAS)</p> <p>Company report or evaluation; internship report, presentation assessment (CAS)</p> <p>Final assessment (FAS)</p>
<p>Assessment Final grade (final assessment) as a result of 100% continuous assessment: 20% Company report or evaluation 50% Report 30% Presentation</p>		
<p>Contents</p>		
<ol style="list-style-type: none"> 1. Working off in practice of the authentic English and American scientific and technical literature (research papers, monographies, documents, instructions) translation skills 2. Specific character of holding conferences, meetings, business conversations, negotiations 3. Conducting and interpreting telephone conversations 4. Working off the skills of the correcting a stream of the information depending on the communicative information 5. Preconditions of verbal image creation during English-speaking business dialogue 6. Working off more laconic receptions in practice, compressed supply of the information 7. Internship report presentation 		
<p>Literature</p> <p>Compulsory reading</p> <ol style="list-style-type: none"> 1. Ishchenko T., Kalinichenko V. English Speaking Communicative Strategies. – Dnipropetrovsk, 2020. – 130 p. 2. Хализев В.Е. Теория литературы. – М.: Высшая школа, 2016. – 398 с. 3. Есин А.В. Принципы анализа литературного произведения. М.: Высшая школа. 2015. – 259 с. 4. Методика викладання іноземних мов у вищій школі : підручник для студентів мовних спеціальностей закладів вищої освіти / О.Б.Тарнопольський, М.Р. Кабанова. – Вінниця : Нова книга, 2020. – 384 с. 5. Інтерактивні технології навчання у вищій школі : навчально-методичний посібник / Н.П.Волкова. - Дніпро : Університет імені Альфреда Нобеля, 2018. – 360 с. 6. Кузьмина Н.А. Современный медиатекст. – Омск: ООО «Татьяна», 2017. – 414 с. 7. Головлева Е.Л. Основы межкультурной коммуникации. – Ростов н/Д: Феникс, 2015. – 224 с. 8. Алексеев И. С. Искусство дипломатии: не победить, а убедить. – М.: Дашков и К, 2017. – 284 с. URL: https://new.znaniium.com/catalog/product/430662 9. Болгов Р.В., Васильева Н.А. Информационное общество и международные отношения. – СПб: СПбГУ, 2014. – 384 с. URL: https://new.znaniium.com/catalog/product/941412 <p>Recommended reading</p>		

1. Evans Virginia. CPE Use of English Student's Book. - Express Publishing, 2017.
2. Charteris-Black Jonathan. Politicians and Rhetoric: the Persuasive Power of Metaphor / Jonathan Charteris-Black. – PALGRAVE MACMILLAN, 2006. – 256 p.
3. Чернец Л.В. Введение в литературоведение / Л.В. Чернец, В.Е. Хализев, С.Н. Бройтман, М.М. Гиршман, А.Б. Есин и др. – М.: Академия, 2017. – 720 с.
4. Методика викладання іноземних мов та їх аспектів у вищій школі : підручник / О.Б.Тарнопольський, М.Р. Кабанова. – Дніпро : Університет імені Альфреда Нобеля, 2019. – 256 с.
5. Грушевицкая Т.Г., Попков В.Д. Основы межкультурной коммуникации: Учебник для вузов. – М.: ЮНИТИ-ДАНА, 2013. – 352 с.
6. Самойленко В. В. Дипломатическая служба: учебное пособие. – М.: Норма: ИНФРА-М, 2015. – 320 с. URL: <https://new.znaniium.com/catalog/product/474618>

Structure of the Study Programme Philology (English Language and Literature.

Media communication in International Relations)

(Master's Degree)

Semester	1	2	3
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Teaching Units (Courses), 35 ECTS*

Mandatory

Courses of General training

Courses of Professional Training

TOTAL

6	0	0
17	9	3
23	9	3

Teaching Units (Courses)

Elective** 25 ECTS

Courses of General training

Professional courses and practical training

TOTAL

0	5	0
5	10	10
5	10	10

Internship

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9 ECTS

Internship		Internship
	6	3

Master's
Thesis 15 ECTS
Qualifying Exams
6 ECTS

Master's Thesis	15
Qualifying Exams	6

TOTAL	Mandatory	Elective	Internship	Master's Thesis	Qualifying Exams
	35	25	9	15	6

*One ECTS credit = 30 academic hours.

**There are no restrictions of choice for students within each elective block. The only requirement for the student is to obtain the determined number of credits for each elective block