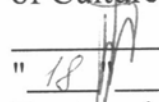


Educational Establishment "Belarusian State
University of Culture and Arts"

APPROVED

Vice-rector for research of Educational
Establishment "Belarusian State University
of Culture and Arts"

 V. Yazykovich
" 18 12 2019
Registration № УД-163/эуч.

ENGLISH LANGUAGE

*The syllabus of the academic discipline
for the specialties of the II stage of higher education
1-21 80 13 "Culturology", 1-21 80 14 "Art Criticism"*

The syllabus is compiled in accordance with educational standards of the II stage of higher education OCBO 1-21 80 14-2019 "Art Criticism" and the curriculum of the specialty of the II stage of the higher education 1-21 80 14 Art Criticism, reg. № D 21-2-18 иґ/уҷ., April 18, 2019., OCBO 1-21 80 13-2019 "Culturology" and the curriculum in the specialty of the II stage of the higher education 1-21 80 13 Culturology, reg. № D 21-2-28 иґ/уҷ., April 18, 2019.

AUTHORS:

M. Gutkouskaya, Senior Lecturer of the Department of Belarusian and Foreign Philology of the Educational Establishment "Belarusian State University of Culture and Arts";

E. Koudriavtseva, Senior Lecturer of the Department of Belarusian and Foreign Philology of the Educational Establishment "Belarusian State University of Culture and Arts";

D. Papova, Lecturer of the Department of Belarusian and Foreign Philology of the Educational Establishment "Belarusian State University of Culture and Arts";

E. Platonava, Senior Lecturer of the Department of Belarusian and Foreign Philology of the Educational Establishment "Belarusian State University of Culture and Arts"

REVIEWERS:

N. Sytchevskaya, Candidate of Philology, Assistant Professor of the Department of history and grammar of the English language of the Educational Establishment "Minsk State Linguistic University"

A. Pazdniakou, Candidate of History, Assistant Professor of the Department of Management of Socio-Cultural Activity of the Educational Establishment "Belarusian State University of Culture and Arts"

RECOMMENDED TO APPROVAL:

The Department of Belarusian and Foreign Philology of the Educational Establishment "Belarusian State University of Culture and Arts"(minutes № 3 of 31.10.2019);

The Presidium of the Scientific and Methodological Council of the Educational Establishment "Belarusian State University of Culture and Arts"(minutes № of _____)

EXPLANATORY NOTE

The syllabus of the academic discipline "English Language" is intended for foreign students acquiring education at the postgraduate course of the University.

The international cooperation in various spheres of life as well as extension of international scientific contacts determine the necessity of making use of English as the main means of everyday, scientific and professional communication.

The English language course for foreign postgraduate students is oriented at reaching the language competence that could promote students' professional skills and allow practicing English in different spheres of their activity. Communicative, professional and scientific orientation is the main determining factor in forming skills and abilities in different types of postgraduate students' language activity.

The purpose of the academic discipline "English Language" is to master English as the means of cross-cultural, interpersonal, professional and scientific communication in different spheres of activity and further self-education.

To achieve this purpose, the following *tasks* are to be realized:

- the development of reading competence (the ability to understand original texts of general, informative, professional and scientific character of different stylistic varieties and genres);
- the development of listening comprehension skills based on audio-visual educational material of general, professional and scientific character;
- the development of oral and written communicative skills;
- the development of skills needed to perform various logical operations upon an English text such as analysis, synthesis, setting up cause and effect connections, commenting, generalization, making a conclusion;
- the stimulation of students' readiness for further language and professional mastery as well as for independent scientific investigations.

Having studied the academic discipline "English Language" a Master student must *know*:

- peculiarities of the English language system as an inseparable unity of phonetic, lexical and grammar components;
- standards of everyday and business communication as well as formal and informal rules of speech etiquette that allow communicators to make use of English as a means of cross-cultural intercourse;
- functional peculiarities of oral and written texts of general, professional and scientific character;

A Master student is *presupposed*:

- to produce secondary texts drawn up on the basis of printed sources, audio-visual materials (resume, literature survey);
- to produce primary texts (compositions of various types) in accordance with linguistic, stylistic, structural and genre standards of the English language;
- to make use of special language means, conversational formulas and phrases;

– to apply the acquired knowledge in the process of cross-cultural written communication (formal and informal letters, E-mail messages and etc.).

According to the academic standards of postgraduate education the content of the academic discipline "English Language" presupposes forming such competences as:

academic the ability of conducting independent research, readiness to generate and use new ideas, the intention for lifelong learning, willingness for professional self-development.

social and personal (communicative skills, respect for national and foreign traditions and innovations)

professional the ability for research activity in the chosen professional sphere)

In the course of study of the academic discipline "English Language" students' independent work, lexical and grammar tests, retelling, listening, presentations and discussions are used to control students' theoretical knowledge and language competence.

According to the syllabus of the second stage of higher education for foreign Master students 142 academic hours are planned for practical training in the English language.

Examination is the recommended form of final control.

CONTENT OF EDUCATIONAL MATERIAL

The content of the educational material of the academic discipline "English Language" for foreign postgraduates is structurally composed as 3 modules of language activity: the module of social communication, the module of professional and scientific communication and the module of control, and reflect the inseparable unity of language teaching process.

The content of the academic discipline "English Language" for foreign postgraduate students is represented in the table.

I. Module of social communication	
Spheres of communication	Content
1. Everyday communication	<p>Personal characteristics (biography, appearances and traits of character, hobbies and interests, professional activity).</p> <p>Verbal and non-verbal patterns of communication in day-to-day situations: at a shop, buffet, café, restaurant; at a post office, bank; at a hotel, hostel; at the university, dean's office; at a cinema, theatre, museum, exhibition; at the railway station, airport.</p>
2. Social communication	<p>Cultural peculiarities of the UK, Belarus and master students' native countries: customs and traditions; authentic holidays, celebrations, events and festivals; national values and beliefs.</p> <p>The youth and society: family, education, entertainment, healthy lifestyle and sport.</p> <p>Ecology and environment: types of pollution, causes and effects of pollution, solutions to different types of pollution; national and government environment protection measures.</p>
II. Module of professional and scientific communication	
Content	
<p>Professions and specialties; professional activity and its peculiarities; skills advancement and professional mastery.</p> <p>Chosen specialty as a branch of science: scientific and cultural achievements in the field of master student's research interests; eminent scholars and artists.</p> <p>International cooperation in the scientific field: students' scientific seminars, debates and conferences (reports, papers and presentations).</p> <p>Rendering special and scientific texts: its essence, structure and meaningful parts; linguistic peculiarities (set expressions, clichés and terms).</p>	
III. Module of control	
Content	
Module III presupposes current, intermediate and final control of the contents of	

the educational material presented in Module I and Module II.

Current control is realized in the form of grammar and vocabulary tests, reading and listening comprehension tests, oral inquiries (group discussions and debates, simulations, dramatizations and role-plays, presentations), writing assignments (dictations, compositions, essays), written and oral rendering of special and scientific texts.

Intermediate control is exercised in the form of a credit (lexical-grammar test, oral speech).

Final control is conducted in the form of an examination (text rendering, oral speech).

РЕПОЗИТОРИЙ БГУКИ

REQUIREMENTS TO THE LANGUAGE COMPETENCE IN DIFFERENT TYPES OF LANGUAGE ACTIVITY

The content of the academic discipline "English Language" is realized in the process of practicing different types of language activity in unity and interrelationship, taking into account the specific character of each of them.

Reading

A Master student is to become proficient in all types of reading (intensive and extensive reading, skimming, scanning), assuming various degrees of understanding and semantic interpretation of the reading material containing everyday, professional and scientific vocabulary.

A Master student is to be able to:

- vary the character of reading in accordance with the purpose, difficulty and importance of the text;
- understand completely and in details the content of original texts, including professionally oriented ones;
- point out the main idea and events of the text;
- distinguish supporting semantic units of a text;
- find logical connections, exclude redundant information.

The following types of texts are used:

- authentic texts of social and cultural orientation;
- authentic scientific texts (articles and monographs).

The forms of control of reading comprehension vary depending on the type of reading: tests, retelling, rendering.

Listening

A Master student is to be able to:

- understand foreign speech at a natural pace (monologues and dialogues in true-to-life situations, texts for specific purposes assuming various degrees of comprehension of the listening material);
- reproduce information by means of repetition, retelling, paraphrasing;
- react to the information contained in the listening material.

Speaking

Speech activity is considered to be the means of intensifying the assimilation of the language material.

Monologue Speech

A Master student is to be able to:

- produce prepared and spontaneous speech on the problems of social and professional communication listed in the syllabus, in accordance with linguistic, stylistic and compositional standards of the English language;
- produce argumentative speech, make conclusions, express opinion;
- analyze bibliographic sources on a particular issue;
- draw up the plan and choose the strategy of a report, presentation on the problem in the field of Master student's research interests.

Dialogue Speech

A Master student is to be able to:

– establish contacts with other persons, support and complete the conversation, making use of appropriate speech formulas and the rules of speech etiquette;

– exchange information, expressing agreement/disagreement, doubt, surprise, request, advice, suggestion, etc.;

– participate in discussions, disputes, debates.

Writing

A Master student is to be able to:

– carry out written tasks to the texts;

– realize communicative intentions in the written form (drafting private and business letters, writing articles), making use of essential elements and formulas of written communication;

– create a paper on the basis of Master student's research.

Language Material

Proficiency in all types of language activity is closely connected with mastering phonetics, vocabulary and grammar.

Phonetics. The pronunciation is drilled, corrected and improved while doing phonetic exercises, reading aloud, speaking.

Vocabulary. The selection of vocabulary to be learnt depends on master students' specialization and includes:

– set expressions, phraseological units, collocations;

– scientific vocabulary and terminology;

– abbreviations and symbols frequently used in written English speech.

Grammar. Teaching grammar focuses on revision, systematization and practice of the knowledge of the following grammar points:

– Article. The particularities of the use of the indefinite and definite articles, zero article.

– Adjectives: degrees of comparison, comparative constructions.

– Pronouns: classification.

– Adverbs: classification, degrees of comparison.

– Verb. Active voice. Sequence of tenses. Passive constructions. Modal verbs and their equivalents.

– Non-finite forms of the verb: infinitive, participle, gerund. Infinitive, participial and gerundial constructions.

– Word-building (noun, adjective, adverb, verb).

– Subjunctive mood.

– Functional words: prepositions, conjunctions.

– Word order of a simple sentence, ways of expressing the subject and the predicate, the rules of their agreement.

– Complex and compound sentences, types of subordinate clauses.

– Direct and indirect speech.

– Parenthetical words and clauses.

EDUCATIONAL – METHODOICAL CHART OF THE ACADEMIC DISCIPLINE

Sections	Contents		Academic hours	Form of control
	Lexical content	Grammar content		
Persons and personalities	1. Introducing yourself. Getting acquainted. 2. Family members. Nuclear and extended family. 3. Family functions. Family relations. 4. Average family in the UK, Belarus and master students' native countries. 5. Wedding customs and traditions in the UK, Belarus and master students' native countries. 6. Traits of character. Describing people's personality. 7. Going by appearance. Appearances are deceitful. 8. A personal profile.	Present Simple: to be; to have / have got. There is / there are Pronouns (personal, possessive, reciprocal) Numerals (cardinal and ordinal) Adjectives. Degrees of comparison. Comparative constructions Word order in statements (positive, negative) and questions	16	Oral inquiry Progress grammar and vocabulary test Performance-based test
Hobbies and interests	9. Free time activities. 10. Leisure activities in the UK, Belarus and master students' native countries. 11. Visiting museums, theaters and cinemas, concerts. 12. At the cinema. Film types. Film reviews. 13. Theatrical art. Most notable theatres in the world. 14. World famous museums and galleries. 15. Sports and games. Extreme sports. 16. Keeping feet. 17. A healthy lifestyle. 18. Eating and drinking habits in the UK, Belarus and master students' native countries. 19. Home meals and fast food. 20. Eating out in the UK, Belarus	Simple Tenses Articles with countable and uncountable nouns Possessive case Pronouns (demonstrative, indefinite, quantitative) Formation of adjectives (negative prefixes, typical suffixes) Adverbs of frequency, degree Conjunctions (coordinating, correlative, subordinating)	24	Composition Progress grammar and vocabulary test Listening comprehension test Dramatization

	and master students' native countries.	Modal verbs (shall / should; can / could) Imperative Mood Participle I		
Rural and urban life: rewards and challenges	21. Country life. Rural landscape. 22. Pros and cons of living in a rural area. 23. City life. Urban landscape. 24. Streets, roads, traffic. 25. Environmental Problems of Modern Cities. 26. Government measures to solve ecological problems. 27. Global issues. Problems of the planet. 28. Friends of the Earth. Going green.	Articles with proper and geographical names Prepositions (time, direction, place, instrument and agent) Adverbs of manner and place Modal verbs (need to / must / have to / ought to / to be to) First conditional	16	Progress grammar and vocabulary test Reading comprehension test Debates
International tourism and cultural diversity	29. Holiday making and travelling by rail, air and sea. 30. Going places and seeing the world. 31. Travelers' tales. 32. Wonders of the world. 33. Living abroad. 34. Crossing barriers. Climate and weather differences. 35. Communication difficulties. 36. Linguistic and non-linguistic complications. A world of gestures. 37. Advantages and disadvantages of culturally diverse societies. 38. Cultures and customs in different countries. 39. Holidays and celebrations in the UK, Belarus and master students' native countries. 40. Special occasions in the UK, Belarus and master students' native countries. 41. Art, music and dance festivals of the world. 42. Unusual festivals of the world	Continuous tenses Past Simple / Present Perfect Linking words Modal verbs (may / might; dare / need; will / would) Second conditional	28	Progress grammar and vocabulary test Listening comprehension achievement test Essay-writing Presentation

Studying abroad : a life – challenging experience	<p>43. Studying abroad.</p> <p>44. Higher education in the UK, Belarus and master students’ native countries.</p> <p>45. Students’ life in the UK, Belarus and master students’ native countries.</p> <p>46. Learning languages. English as an efficient means of international communication.</p> <p>47. My English studies.</p> <p>48. University studies and electronic devices, useful gadgets.</p>	<p>Pronouns (interrogative, defining)</p> <p>Infinitive / Infinitive constructions</p>	<p>12</p>	<p>Group discussion</p> <p>Reading comprehension test</p> <p>Composition</p>
Professional excellence and career advancement	<p>49. Professions and careers. Job description.</p> <p>50. Art as a career. Art in my life.</p> <p>51. Design and designers. Types of design: web design, graphic design, exterior and interior design and etc.</p> <p>52. Dancing as a self-expression of the personality. Popular dance styles.</p> <p>53. Prominent dancers of the world.</p> <p>54. Music art. Modern and classical music. Genres of music.</p> <p>55. Outstanding national musicians and singers of the UK, Belarus and master students’ native countries.</p> <p>56. Looking for a job. Career opportunities. Recommendation letters and Curricula Vitae.</p> <p>57. Applying for a job. Going through an interview.</p> <p>58. Professional advancement and skills development.</p>	<p>Perfect Tenses</p> <p>Participle 2</p> <p>Gerund / gerundial constructions</p>	<p>20</p>	<p>Progress grammar and vocabulary test</p> <p>Listening comprehension test</p> <p>Presentation</p> <p>Role-play</p>

<p style="text-align: center;">Science and culture in modern society</p>	<p>59. The role of science in the development of the society.</p> <p>60. Development, changes and new trends in the scientific and cultural life of the UK, Belarus and master students' native countries.</p> <p>61. Crucial scientific advances of the 20th century.</p> <p>62. The world's eminent scholars and artists.</p> <p>63. Scientific and cultural achievements in the field of master student's research interests.</p> <p>64. International cooperation in the scientific field (participation in conferences, debates and seminars).</p> <p>65. Structure of the presentation. Presentation techniques. Useful tips on giving impressive presentations.</p> <p>66. Developing presentation skills.</p> <p>67. Delivering an effective presentation in the field of master student's research interests.</p>	<p>Perfect Continuous tenses Subjunctive I Conditional 3</p>	<p style="text-align: center;">18</p>	<p>Progress grammar and vocabulary test</p> <p>Reading comprehension test</p> <p>Group presentations</p> <p>Report on the basis of Master student's research</p>
<p style="text-align: center;">Rendering special, publicistic and scientific texts.</p>	<p>68. The essence, structure and meaningful parts of rendering special, publicistic and scientific texts.</p> <p>69. Linguistic peculiarities of rendering special, publicistic and scientific texts: set expressions, clichés and terms.</p> <p>70. Typical morphological and spelling mistakes, syntax and punctuation errors.</p> <p>71. Written and oral rendering of special, publicistic and scientific texts.</p>	<p>Passive Voice Subjunctive II</p>	<p style="text-align: center;">8</p>	<p>Progress-grammar and vocabulary test</p> <p>Rendering skills check</p>

INFORMATION-METHODICAL SECTION

Literature

Main Literature

1. Алешугина, Е. А. Профессионально ориентированный английский язык для магистрантов : учеб. пос. для вузов / Е. А. Алешугина, Г. К. Крюкова, Д. А. Лошкарева. – Нижний Новгород: ННГАСУ, 2016. – 95 с.
2. Chin, B. A. How to Write a Great Research Paper / B. A. Chin. – New Jersey : John Wiley and Sons, Inc., 2004. – 107 p.
3. Falla, T. Solutions: Pre-Intermediate Student's Book / T. Falla, P. A. Davies. – New York ; Oxford : Oxford University Press, 2013. – 133 p.
4. Falla, T. Solutions: Pre-Intermediate Workbook / T. Falla, P. A. Davies. – New York ; Oxford : Oxford University Press, 2013. – 130 p.
5. Grussendorf, M. Express series: English for Presentations / M. Grussendorf. – Oxford, New York : Oxford University Press, 2007. – 80 p.
6. Hewing, M. Advanced Grammar in Use / M. Hewing. – Cambridge : Cambridge Univ. Press, 2002. – 340 p.

Additional Literature

1. Бардинская, Т. Р. Английский язык в сфере культурологии : учеб. пособие / Т. Р. Бардинская, Е. В. Карцева, А. А. Флакман. – Нижний Новгород: ННГАСУ, 2018. – 103 с.
2. Губина Г. Г. Английский язык в магистратуре и аспирантуре = English Language Master's and PhD : учебное пособие / Г. Г. Губина. – Ярославль : ЯГПУ, 2010. – 128 с.
3. Мельникова, Е. М. Английский язык для музыкальных специальностей : учебно-методическое пособие / Е. М. Мельникова. – Екатеринбург : Урал. гос. пед. ун-т., 2011. – 154 с.
4. Новикова, И.А. Английский язык. Практический курс для художников и искусствоведов : учеб. пособие для студентов вузов, обучающихся по пед. специальностям / И .А. Новикова, Т. А. Быля, Е. Э. Кожарская. — М. : ВЛАДОС, 2008. — 240 с.
5. Халиуллина, Д. А. Arts&Crafts : учеб. пособие / Д. А. Халиуллина. – Ижевск : Удмуртский университет, 2012. – 151 с.
6. Broukal, M. What a Life! Stories of Amazing People. High beginning / M. Broukal. – London, England : Pearson Longman, 2001. — 124 p.
7. Broukal, M. What a World 3. Amazing Stories from Around the Globe / M. Broukal. – London, England : Pearson Longman, 2005. – 184 p.
8. Eastwood, J. Oxford Practice Grammar / J. Eastwood. – 2nd ed. – Oxford : Oxford Univ. Press, 1999. – 432 p.

9. Evans, V. Mission FCE 2, Coursebook / E. Virginia, J. Dooley. - UK: Express Publishing, 2000. – 188 p.
10. Evans, V. Mission: FCE 2, Teacher's book / E. Virginia, J. Dooley. - UK: Express Publishing, 2000. – 150 p.
11. Murphy, R. Practical Grammar in Use: for Intermediate Students / R. Murphy. – Oxford : Oxford Univ. Press, 1995. – 379 p.
12. Prettejohn, E. Oxford History of Art: Beauty and Arts / E. Prettejohn. - Oxford, New York : Oxford University Press, 2005. – 224 p.
13. Quinley, E. Vocabulary: Workplace and Careers /E. Quinley. – Irvine, CA: Saddleback Educational Publishing, 2002. – 112 p.
14. Sharman, E. Across Cultures Students' book / E. Sharman. – Edinburgh Gate, Harlow, Essex, England: Pearson Education / Longman, 2004. – 156 p.
15. Sharman, E. Across Cultures Teacher's book / E. Sharman. – Edinburgh Gate, Harlow, Essex, England: Pearson Education / Longman, 2004. – 96 p.
16. Suter, J. Vocabulary: Music, Art, and Literature Words /J. Suter. – Irvine, CA: Saddleback Educational Publishing, 2002. – 112 p.
17. Winkler, A. C. Writing the Research Paper / A. C. Winkler, J. R. Metherell. – 8thed. – Wadsworth, MA : Cengage Learning, 2012. – 355 p.

Links to Internet Resources

1. https://en.wikipedia.org/wiki/Main_Page
2. <https://www.britannica.com/>
3. <https://www.bbc.co.uk/worldserviceradio/>
4. <https://edition.cnn.com/>
5. <https://www.nationalgeographic.co.uk/>
6. <https://www.discoveryuk.com/>
7. <https://learnenglish.britishcouncil.org/>
8. <https://www.englishclub.com/>
9. <http://www.english-to-go.com/>
10. <https://listenaminute.com/>
11. <https://www.businessenglishpod.com/>
12. <https://www.podcastsinenglish.com/>

RECOMMENDED METHODS AND TECHNIQUES

The following contemporary techniques of foreign language teaching, aimed at personal self-realization, are recommended:

– *computer techniques* involve extensive use of the Internet resources and multimedia training programs. Computer techniques allow Master students to intensify and activate their learning and cognitive activities, organize and plan their independent work effectively and improve monitoring and evaluation functions (computer testing)

– *technique of learning* in cooperation creates conditions for Master students' active joint learning activities in different situations. In the process of communication with each other and their tutor aimed at achieving common goals, Master students are responsible not only for their individual contribution but also for completing collective tasks;

– *simulation* is played out reproduction of interpersonal contacts organized around true-to-life problem situations;

– *case technique* is based on comprehension, critical analysis and solving of specific social problems. It allows organizing foreign languages teaching aimed at solving certain life situations, important everyday problems;

– *debate technique* is a polemical dialogue that makes use of a specific scenario aimed at persuading a third party (judges or the audience);

– *project technique* is an independent, long-term group work on the problem chosen by Master students themselves. It includes selection, search and organization of information. The use of project technique contributes to the realization of the interdisciplinary nature of competences formed in the process of English language learning.

Tools for diagnosis of Master students' language competencies:

tests and test tasks; multi-level control tasks; personal reading; mini essays; a credit; an examination are presupposed for intermediate and final diagnosis of Master students' competences.

The intermediate control of phonetic, grammatical, lexical material is carried out at practical classes in the form of control of oral speech, reading control, conversations on the topics studied, dictations, grammar exercises, vocabulary exercises and others.

REQUIREMENTS FOR THE CONTENT OF THE CREDIT AND EXAMINATION IN THE ENGLISH LANGUAGE

At *the credit* in the English language a Master student should demonstrate the ability to use the English language in the following tasks:

1. Lexical-grammar test
2. Speaking on the topic

At the examination in the English language a Master student should be able to use the English language as a means of professional communication in the sphere of culture.

To take the examination Master students are to have completed the full training course program.

The examination includes the following tasks:

1. Reading a text of cultural orientation in the English language and rendering it in the English language with a dictionary. The volume of the text is 1,500-2,000 characters. Preparation time is 45 minutes.

2. A conversation in the English language on the topic connected with the Master student's research work (research theme, topicality and novelty, materials and methods of research, the results obtained and conclusions made).