Міністерство освіти і науки України
Національний педагогічний університет імені М.П. Драгоманова

РОБОЧА ПРОГРАМА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ «ІНОЗЕМНА МОВА» ДЛЯ ПІДГОТОВКИ ДОКТОРІВ ФІЛОСОФІЇ НА ТРЕТЬОМУ (ОСВІТНЬО-НАУКОВОМУ) РІВНІ

Київ – 2016

НАВЧАННЯ СИСТЕМИ МОВИ НАВЧАЛЬНИЙ МАТЕРІАЛ

Фонетика:

букви, звуки і правила читання; приголосні; голосні; правила читання найголовніших буквосполучень; наголос; ритм; інтонаційні особливості англійського речення; вимова смислових груп.

Морфологія:

Артикль: неозначений артикль; означений артикль; відсутність артикля;

Прийменник;

Іменник: число; відмінок; функції іменника в реченні;

Прислівник;

Числівник: кількісні числівники; порядкові числівники;

Займенник;

Дієслово: особові та неособові форми дієслова; утворення дієприкметника теперішнього часу; герундій; герундій і віддієслівний іменник; перехідні та неперехідні дієслова; значення і вживання дієслова *to be*; значення і вживання дієслова *to do*; вживання дієслів *shall (should), will (would)*; модальні дієслова.

Утворення і вживання часів дієслова: неозначені (або прості) часи; тривалі часи; перфектні часи; наказовий спосіб; пасивний стан.

Прикметник: ступені порівняння прикметників; розряди прислівників; місце прислівника в реченні.

Сполучник:

Словотворення

Синтаксис:

Речення: головні члени речення; другорядні члени речення; типи підрядних речень, порядок слів в англійському реченні;

Питальні речення: загальні запитання; спеціальні запитання; запитання до різних членів речення; альтернативні запитання; роз'єднувальні запитання.

НАВЧАЛЬНО-МЕТОДИЧНИЙ МАТЕРІАЛ

Навчальними текстами і літературою для читання можуть бути оригінальна монографічна і періодична, а також художньо-публіцистична література. Також можуть використовуватися збірники оригінальних статей. Добір матеріалу для читання з фаху здійснюється за участю профілюючих кафедр, наукових керівників. Рекомендована література іноземною мовою має бути не лише навчальним матеріалом, а й мати безпосереднє відношення до дисертаційної роботи.

Загальний обсяг літератури за повний курс навчання має становити 600000 друкованих знаків (обсяг однієї сторінки становить 2500 друкованих знаків).

Розвиток навичок усного мовлення має охоплювати таку тематику:

- наукова робота (тема дисертації, проблема, теорія та експериментальна частина, економічна ефективність дослідження);
- наукові конференції і симпозіуми: типи повідомлень, дискусія;
- знання та навички для подачі країнознавчої інформації на побутовому рівні.

Структура індивідуальної навчально-дослідної роботи

Індивідуальна навчально-дослідна робота має містити такі елементи:

1. Титульний аркуш.
2. Зміст.
3. Вступ.
4. Основна частина з 2 – 3 розділів (теоретичний, практичний, методичний).
5. Висновки.
6. Словник основних понять (100 термінів).
7. Список використаних джерел.
8. Додатки (за необхідністю).
9. Резюме іноземною мовою дослідження (2 – 3 сторінки).

Вимоги до оформлення роботи

Індивідуальну навчально-дослідну роботу друкують на аркуші паперу формату А4 (міжрядковий інтервал – 1,5).

Абзацний виступ має бути однаковим по всій роботі і дорівнювати 5 знакам (1,25 – 1,3 см). Поля: ліве – 30 мм; праве – 10 мм; верхнє та нижнє – 20 мм. Шрифт Times New Roman. Номер сторінки зазначається у правому верхньому куті.

ВИМОГИ ДО КАНДИДАТСЬКОГО ІСПИТУ З ІНОЗЕМНОЇ МОВИ

До складання кандидатського іспиту допускаються аспіранти, які написали та захистили реферат з проблеми наукового дослідження. Реферат складається з україномовного огляду наукових робіт, прочитаних іноземною мовою, словника 100 термінів даної галузі науки та повідомлення (анотації) про наукове дослідження, викладеного англійською мовою в обсязі двох печатних сторінок.

Звітними документами про складання кандидатського іспиту з англійської мови є реферат і протокол з результатами іспиту. Загальна оцінка виводиться на підставі результатів іспиту та оцінки за реферат.

СТРУКТУРА КАНДИДАТСЬКОГО ІСПИТУ З ІНОЗЕМНОЇ МОВИ

1. Читання і письмовий переклад зі словником українською мовою оригінального тексту зі спеціальності. Обсяг 2000 др. знаків.
2. Письмове анотування англійською мовою (350-500 друкованих знаків) україномовного тексту наукового характеру обсягом 4000-4500 друкованих знаків. Допускається використання словників.
3. Лексико-граматичний тест.

4. Співбесіда англійською мовою з питань наукового дослідження зі спеціальності.

APPENDIX 1

(ДОДАТОК 1)

Зразки

завдань для перевірки знань з лексики та навичок читання.

Тексти іноземною мовою для читання й перекладу.

Варіант 1

Research work

Our Academy successfully integrates education with research. The final stages of the Academy programme include **acquiring skills in research**. The students carry out research mainly for their graduation paper, which reflects the knowledge and the practical skills in their particular field of science. Research is can led out under the guidance of a **supervisor (scientific advisers)**.

The Academy has a broad programme of activities **ranging from the very basic to the very practical** and can perform various research. The Academy professional **staff members** number some thousand employees engaged in multiple research projects in different branches of science. Their achievements have been recognized and staff members, two thirds of whom have academic degrees, have been honoured by the presentation of titles, certificates and awards. Many of the scientists are known internationally for their contributions. Research teams, working at various scientific projects, collaborate with their colleagues abroad and maintain close links with many research institutes and universities world-wide. A great number of postgraduate students undertake a programme of study and research under the supervision of senior staff members who hold candidate or doctorate degree. The postgraduate course lasts three years during which time the young scientists and researchers **carry out their investigations** and prepare thesis on it. Their work should be conducted on the high scientific and technical level and the results of it should be practically applicable.

The postgraduate course programme provides for attending seminars and colloquiums, taking qualifying exams in the core subjects, in philosophy and English, preparing research publications and written reports on the work carried out. The postgraduate research may be theoretical and applied, often both. The scientific

adviser assists his postgraduate students in many ways. He regularly meets them to discuss the progress in their work and to advise them in solving their current problems. While the thesis is being written the supervisor reviews its major sections and makes critical comments on each draft. The postgraduates are assisted in **preparing articles and papers** on their research. When the postgraduate completes his or her thesis, he/she submits it to the Academic Council of the International Open University and International Personnel Academy and further defends it before the Academic Council. If the thesis meets all necessary requirements it is accepted by the Academic Council which takes the decision to award the postgraduate the higher academic degree.

Вариант 2

Scientific communication

Communication is essential for scientific research. Science is a public knowledge and the aim of a scientist is to create, mphasizi and thus contribute to the progress of ideas. This aim is generally achieved through scientific publications and conferences.

Articles in regular scientific journals carry from one research worker to another various discoveries, deductions, speculations and observations which are of common interest. Generally scientific papers are derivative and depend on previous research. References to other research are reflected in citations. A scientist relies on the citations to show the place of his investigation in the whole scientific structure.

Another opportunity to share and exchange opinions and information is national and international **conferences** and **symposia**. They play an important role in coordinating scientific research. Usually scientific gatherings are sponsored by the central scientific organizations. An organizational committee is set up which decides where and when a conference should be held. Invitations are sent out to organizations interested in the topics discussed, together with the requests to submit applications and abstracts of papers. After receiving all necessary materials the committee publishes a **programme of the events**. At the conference the participants present their papers and listen to the reports read by others on the latest developments **and**

the state of the art in their field. Papers on general topics are read before all the participants, those dealing with specific problems are presented at group meetings and plenary sessions held in subject areas under the chairmanship of distinguished scientists. After the hearings the discussions follow. Scientists can discuss a given problem with other experts in their field, argue with their scientific opponents, find out the details of some experimental procedures The materials of conferences and symposia are usually published to allow others to keep **abreast of** the achievements in science.

Another type of scientific meeting are a laboratory or work-group seminar, colloquium or workshop. The members of the staff and guestspeakers make reviews of the developments in their field and report the progress of their research. The speakers expect thorough discussion and **criticism**, advice and help of their colleagues. Such personal exchange of views is very essential for any scientist.

Вариант 3

How to prepare a scientific work for publication

When a scientist wishes to publish a paper in an international journal he might be confronted with publishers' instructions like the following:

General Information. Acceptable papers should be complete and clearly written and they should contain significant contributions to important problems. The manuscript must not have been copyrighted, published, or submitted for publication elsewhere. Authors should retain a duplicate copy. Suggestions for topics will be welcomed by the editorial board.

Instructions or authors. Only original papers written in English, Russian, German or French will be accepted. Manuscripts for publication may be submitted to the editor-in-chief or to any member of the editorial board. They should be sent in duplicate (including the original typewritten copy). The first page of each paper should carry the title, the author's name and the name of the institution where the author has conducted his research work. Each paper must have an abstract of not more than ten lines to be translated into the other three languages. Paragraphs that can or must be set in smaller type should be indicated with a 'P' (petit) in the margin of the left-hand side. If bold type or italics are required, that should also be indicated. Tables and

illustrations should be prepared on separate sheets. They must not exceed 9 by 13 inches. For the preparation of blocks good drawings and original photographs should be submitted; negatives cannot be used. The cost for all colour plates must be borne by the author. A complete typewritten list of all symbols used is to be attached to the manuscript. This list will not appear in print but is essential to avoid costly author's corrections in proof.

The list of references should include only those publications, which are mentioned in the text. They must be arranged alphabetically and numbered consecutively. At the end of each manuscript the exact postal address of the author or authors must be given.

Galley proofs will be sent to the author, with a reprint order form. Authors will be charged for alterations in excess of 10 per cent of the cost of composition. Between twenty and thirty reprints without covers will be provided free of charge. Additional reprints may be purchased: an order form will accompany the galley proofs.

Вариант 4

Artificial intelligence

Hypothetically, it's a Monday morning: the rather drowsy manager of this corporate department — his name is John — literally stumbles into his office. "Good morning, John." It's synthesized, but not unpleasant, greeting that comes from the computer on his desk. "Ready to get to work?" John groans, but the computer is used to this. It knows him pretty well — it knows, for instance, that he'll feel better as soon as he gets enmeshed in the affairs of the day. It immediately reminds him about the report they were putting together on Friday. "I finished it over the weekend," the computer tells John as the first rush of hot coffee hits the back of his throat. "I didn't think you'd mind." Then, as an afterthought... "But you'd better take a look at it; you know how mechanical my style can be". The manager nods sleepily. "I'll check it later," he mutters. "How about the schedule?" The computer knows that on most days, John only wants to see the daily schedule, but on Monday morning he likes to see the entire week ahead. It is instantly displayed on the screen. John notices that a big meeting is set for Wednesday with the company's legal staff and decides to begin preparation for that. "What are they going to want to know?" he asks the computer.

Without hesitation, the machine begins listing the relevant legal questions, pausing now and then to make sure he's following along. John, after all, is only human.

Almost from the moment digital computers made their appearance in the business world, computer scientists have been lured by the dream of a different kind of computer, one that would emulate the way human beings think rather than merely crunch numbers. A personal computer that thinks, or does a reasonable imitation thereof, looms as a revolution in productivity. It would radically change the way people do their work in several respects. The most obvious is the computer's "user interface", the way people interact with it. Not only does John-the-manager not have to touch a keyboard, he has no concerns about the syntax of the instructions he gives the machine. It can interpret a vague reference, a grunt and can even anticipate his wishes.

Of even greater significance, however, are the types of tasks a thinking computer could take on. While today's productivity programs usually speed up the job you used to do on paper, tomorrow's promise to let you do things you can't do now. For instance, instead of passively storing data for you to retrieve, an intelligent personal computer could extract the information it thought relevant to a situation — much as a human advisor or consultant would marshall his expertise, even when you don't know enough to ask the right questions. The thinking computer would also have the ability to learn about you and your work, giving it the ability, like any good assistant, to do things for you the way you would do them yourself.

Computers that are faster, easier to use and more responsive to the particular needs of their users have long been the promise of the field of artificial intelligence, which is a research area that is now decades old. In that time it has inspired a number of new programming languages, complex and powerful computer architectures, radical innovation in program development tools, and any number of exciting pilot projects. For all of its promise, though, artificial intelligence —universally known by the acronym AI — has yielded precious link — in the way of practical applications.

Вариант 5

Humanities

Humanities are academic disciplines that study human culture. In Middle Ages, the term contrasted with divinity and referred to what is now called classics, the main area of secular study in universities at the time. Today, the humanities are more frequently contrasted with natural, physical and sometimes social sciences as well as professional training.

The humanities use methods that are primarily critical, or speculative, and have a significant historical element— as distinguished from the mainly empirical approaches of the natural sciences. The humanities include ancient and modern languages, literature, philosophy,Art and musicology.

Scholars in the humanities are "humanity scholars" or *humanists*. The term "humanist" also describes the philosophical position ofhumanism, which some "antihumanist" scholars in the humanities refuse. The Renaissance scholars and artists were also calledhumanists. Some secondary schools offer humanities classes (almost across all modern legal systems), usually consisting of English literature, global studies and art.

Human disciplines like history and cultural anthropology study subject matters that the experimental method does not apply to—and instead mainly use the comparative method[4] and comparative research.

The Humanities Indicators, unveiled in 2009 by the American Academy of Arts and Sciences, are the first comprehensive compilation of data about the humanities in the United States, providing scholars, policymakers and the public with detailed information on humanities education from primary to higher education, the humanities workforce, humanities funding and research, and public humanities activities. Modeled after the National Science Board's Science and Engineering Indicators, the Humanities Indicators are a source of reliable benchmarks to guide analysis of the state of the humanities in the United States.

If "The STEM Crisis Is a Myth,"[26] statements about a "crisis" in the humanities are also misleading and ignore data of the sort collected by the Humanities Indicators.

The 1980 United States Rockefeller Commission on the Humanities described the humanities in its report, *The Humanities in American Life*: Through the humanities we reflect on the fundamental question: What does it mean to be human? The humanities offer clues but never a complete answer. They reveal how people have tried to make moral, spiritual, and intellectual sense of a world where irrationality, despair, loneliness, and death are as conspicuous as birth, friendship, hope, and reason.

The Commission on the Humanities and Social Sciences 2013 report *The Heart of the Matter* supports the notion of a broad "liberal arts education," which includes study in disciplines from the natural sciences to the arts as well as the humanities.

Many colleges provide such an education; some require it. The University of Chicago and Columbia University were among the first schools to require an extensive core curriculum in philosophy, literature, and the arts for all students.[31] Other colleges with nationally recognized, mandatory programs in the liberal arts are St. John's College, Saint Anselm College and Providence College. Prominent proponents of liberal arts in the United States have included Mortimer J. Adler and E. D. Hirsch, Jr..

Researchers in the humanities have developed numerous large- and small-scale digital corpora, such as digitized collections of historical texts, along with the digital tools and methods to analyze them. Their aim is both to uncover new knowledge about corpora and to visualize research data in new and revealing ways. Much of this activity occurs in a field called the Digital Humanities.

Politicians in the United States currently espouse a need for increased funding of the STEM fields (science, technology, engineering, mathematics).[33] Federal funding represents a much smaller fraction of funding for humanities than other fields such as STEM or medicine.[34] The result was a decline of quality in both college and pre-college education in the humanities field. Former four-term Louisiana Governor Edwin Edwards recently acknowledged the importance of the humanities. In a video address[35] to the academic conference, *Revolutions in Eighteenth-Century Sociability*, Edwards said "Without the humanities to teach us how history has succeeded or failed in directing the fruits of technology and science to the betterment

of our tribe of *homo sapiens*, without the humanities to teach us how to frame the discussion and to properly debate the uses-and the costs-of technology, without the humanities to teach us how to safely debate how to create a more just society with our fellow man and woman, technology and science would eventually default to the ownership of-and misuse by-the most influential, the most powerful, the most feared among us."

APPENDIX 2

(ДОДАТОК 2)

Зразки лексико-граматичних завдань

Варіант 1

1. I'd be grateful if you'd …… me the secret of making perfect pastry.
A say B speak
C talk D tell

2. If only I ……. a motorcycle instead of car. I wouldn't have to spend so much on petrol.
A had bought B buy
C have bought D bought

3. Even though he objected to violence, he was made …… in the army.
A serving B serve
C to serve D had served

4. I won't telephone you ...I know for sure.
A by the time B when
C until D by

5. Even if I.. all night, I still wouldn't be properly prepared for tomorrow.
A will study B have studied
C would study D studied

6. He didn't want to wash the family car but his
father made him .... it.
A doing B have done
C did D do

7. He arrives .. punctually you can set your watch by him.
A such B so
C very D too

8. These letters haven't been typed. Have the
typists ..... them right away!
A do B to do
C doing D to doing

13. It's time you up your mind about what
you're going to do with your life.
A have made B made
C make D had made

14. Suppose I didn't have enough money, ...
me some?
A would you lend B do you lend
C have you lent D did you lend

15. She was heard .....that she was planning
to move to Swansea.
A to saying B say
C to say D said

16. I'd prefer to see him personally.....write
him a letter.
A from B to
C rather than D rather

17. I'd rather he..... me to my face rather
than behind my back.
A criticised B criticising
C has criticised D to criticise

18. Sandra works …… a computer programmer for IBM.
A like B as
C as if D for

19. He was stabbed …… a knife.
A by B from
C with D of

20. ..... she nor her husband will have an animal in the house.
A Neither B Or
C Either D Nor

9. She wouldn't forgive him all his apologies.

A even though **B despite**
C in spite **D although**

10. Make sure you know the answer in case he you.

A will ask **B asks**
C would ask **D has asked**

11. Will you get my husband . .....me as soon as he arrives at work?

A ring **B ringing**
C have rung **D to ring**

12. .....tasteful furniture you have bought!

A What a **B What**
C So **D How**

21. I'd better. slowly in this icy weather.

A drive **B have driven**
C drove **D to drive**

22. I prefer watching TV.....listening to music.

A than **B rather than**
C to buy **D from**

23. He collects not only stampsold coins.

A while **B though**
C whereas **D but also**

24. Few people like him because he has bad manners.

A so **B that**
C such **D such a**

Варіант 2

Match the words with their explanations.

1. to assimilate — a) to gradually destroy by making it weaker over a period of time
2. diversification — b) to fully understand ideas or information so you can use it yourself
3. influence — c) that has never happened, been done or been known before
4. unprecedented — d) a statement that says what you think will happen
5. concern — e) impossible to understand
6. inevitably — f) happening slowly over a long period
7. a prediction — g) certain to happen
8. gradual — h) worry
9. to erode — i) variety
10. unintelligible — j) an effect a person or thing can have on another person or thing

Варіант 3

Choose the correct word for each sentence.

1. How will the increase in interest rates **affect/effect** your sales?
2. Before coming here, I studied **economics/economy** at university.
3. The cost of **life/living** has gone up again.
4. Normally, she is a very **conscientious/conscious** worker.

5. Unfortunately we have **mislaid/misled** the original invoice.
6. The **overtake/takeover** bid from Jenkins came as complete surprise.
7. He first spoke **briefly/shortly** about the agenda for the day.
8. The secretary made **notes/notices** of what was said at the meeting.

Варіант 4

In each sentence, either one or both of the forms in italics is correct. Tick the sentences where both forms are correct. Underline the correct form in the others.

1. Mumps *is\are* not too problematic if contracted in childhood, but can be dangerous in later life.
2. The *chair\chairwoman* has just phoned to say she's been delayed in traffic.
3. For really good electric *pianos\pianoes*, have a look in Marston's.
4. Corn circles are one of the strangest *phenomenons\phenomena* of recent times.
5. For this dish, you need to weight the ingredients carefully on the *kitchen scale\ kitchen scales*.
6. The Asthma Helpline will be able to give you *advice\an advice*.
7. This checkout is for customers with *fewer\less* than five items only.
8. He was hit on the head by *stone\a stone*.
9. The supermarket is doing a lot of different *fruit\fruits* from the Far East at the moment.
10. The most exciting event for most British viewers in the Sydney Olympics *was\were* the rowing finals.
11. The Society's President, against the wishes of the other founder members, *has\have* agreed to the sale.
12. Bread and butter *is\are* eaten with meals by most people in the North of England.
13. Recent events prove the saying that twenty-four hours *is\are* a long time in politics.
14. The Council's team of social workers *is\are* to be commended for their actions.
15. The United Nations *is\are* sending a special envoy to the conflict zone.

Варіант 5

Choose the right tenses (Present Progressive, Present Simple, Present Perfect, Present Perfect Progressive) .

1. The parents don't approve their son's behaviour. He _____(be) rude today.
2. Look! The kettle _____(boil). Please, switch it off.
3. What _____(you,do) lately? This is the first time I _____(see) you since we met at Phil's party last month.
4. Food prices _____(rise) steadily these days.
5. Adam _____(look) for a job since Easter. – I'm surprised. He's the best mechanic I _____(meet) in my life.
6. The Browns _____(replace) the tiles in the bathroom tomorrow.
7. Roger _____(leave) for Germany tonight. His train _____(depart) at 7.30 exactly.
8. Sarah is bad-tempered because she _____(overdo) things recently.
9. Trevor _____(always,complain) about something.
10. Who _____(write) with my pen? It _____(go) out of order.
11. More and more people _____(eat) healthy food. Eating habits_____(change) lately.
12. Mrs. Lewis _____(look) after children all morning. She is sick and tired.
13. My neighbour _____(take) his driving test six times.
14. The Smiths _____(cut) the lawn all the afternoon.
15. The evening performance at that theatre _____(start) at eight o'clock.
16. Why are you tired? – I _____(help) my mother about the house.

APPENDIX 3

(ДОДАТОК 3)

Зразок

повідомлення про наукову роботу аспіранта (докторанта)

Read the example of the report about scientific work of the postgraduate student.

I have passed an exam in philosophy and I am taking English now.

I started working on my thesis about a year ago. But in fact I continue studying the subject of my mater's research work. I study the acceleration of the charged particles by counter waves. I have four articles on the topic of the thesis published in research journals. They are joint papers, my coauthors are the members of our research ream. I submitted my article to scientific journal. If you like, you can read it in one of the latest issues. Besides I presented some papers at scientific conferences held in our University.

I'm supposed to submit my thesis in two years. I have completed the introductory and the first part of the work, which considers the history of the problem. The initial chapter will outline the experimental techniques used and the subsequent sections will deal with the methods of investigation and present a detailed account of the experimental data. The last section will be devoted to the conclusions drawn and will also include a list of references.

APPENDIX 4

(ДОДАТОК 4)

Зразок

анотації англійською мовою до автореферату дисертації

Theoretical and methodological fundamental of management training of future ecologists in the context of sustainable development. – Manuscript.

Thesis for academic degree of the Doctor of Philosophy in Pedagogical sciences, speciality 13.00.04 – Theory and Methodology of Professional Education.

The dissertation research is dedicated to the investigation of theoretical and methodological foundations of training of future ecologists for management activity in the context of sustainable development. Theoretical and methodological aspects of interaction between society and environment and search of human survival strategies were determined. Philosophical, methodological and cultural importance of training of future ecologists on the principles of sustainable development in solving modern ecological and economical problems was proved.

In the structure of management competence of future ecologists four components (cognitive, strategic, managerial, personnel administration) were distinguished and their criteria were justified, that allowed to determine three levels of formation of their managerial competence – low, medium and high.

The concept and model of formation of management competence of future ecologists in accordance with the principles of sustainable development were developed; methodical system that reflects the concept of managerial competence of future ecologists and includes such components as study, research, scientific and project activities was planned; active and interactive training methods based on subject and subject relations; the complex of traditional and innovative teaching technologies for the formation of managerial competence of future ecologists.

Teaching materials for the professional training of future ecologists for management activities, which consist of standard training programme, textbooks, practical courses, methodical recommendations, teaching materials for the evaluation of educational student assessment were developed and proved.

Key words: professional ecological training, managerial competences, sustainable development, content, forms, methods, concept, pattern, methodic system, principles, approaches, teaching materials for training of ecologists.