

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ДЕРЖАВНИЙ ВИЩИЙ НАВЧАЛЬНИЙ ЗАКЛАД
«УЖГОРОДСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ»
ФАКУЛЬТЕТ МІЖНАРОДНИХ ЕКОНОМІЧНИХ ВІДНОСИН
КАФЕДРА ІНОЗЕМНИХ МОВ**

**ЧЕЙПЕШ ІВАННА ВАСИЛІВНА
КАНЮК ОЛЕКСАНДРА ЛЮБОМИРІВНА**

**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ
ДО ВИВЧЕННЯ НАВЧАЛЬНОЇ ДИСЦИПЛІНИ
«ДІЛОВА ІНОЗЕМНА МОВА»
ДЛЯ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ
ЗА ДРУГИМ (МАГІСТЕРСЬКИМ) РІВНЕМ
ЗІ СПЕЦІАЛЬНОСТІ 101 ЕКОЛОГІЯ**

Ужгород - 2024

Методичні рекомендації до вивчення навчальної дисципліни «**Ділова іноземна мова**» для здобувачів вищої освіти за другим (магістерським) рівнем спеціальності 101 Екологія/Укладачі: О.Л. Канюк, І. В. Чейпеш. Ужгород: ДВНЗ «УжНУ», 2024. 46 с.

Зміст методичних рекомендацій відповідає навчальному плану спеціальності 101 Екологія та робочій програмі з дисципліни «Ділова іноземна мова». Згідно тем, включених до курсу навчальної дисципліни сформовано тематику практичних занять з метою закріплення здобувачами теоретичних знань, одержаних на лекційних заняттях чи в результаті самостійного вивчення необхідного матеріалу і одержання практичних навичок. Завдання до практичних робіт розроблені з метою формування професійних компетентностей і вдосконалення у здобувачів вищої освіти знань, умінь та навичок із дисципліни «Ділова іноземна мова».

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Схвалено науково-методичною комісією факультету романо-германської філології (протокол 1 від 25 січня 2024 р.)

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1. ОПИС НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

Найменування показників	Розподіл годин за навчальним планом	
	Денна форма навчання	Заочна форма навчання
Кількість кредитів ЄКТС – 3	Рік підготовки:	
Загальна кількість годин – 90	1	-
Кількість модулів – 1	Семестр:	
Тижневих годин для денної форми навчання: аудиторних – 2 самостійної роботи студента – 4	2	-
	Лекції:	
	0	-
	Практичні:	
	30	-
Вид підсумкового контролю : екзамен Форма підсумкового контролю: усний	Самостійна робота:	
	60	-

2. МЕТА, КОМПЕТЕНТНОСТІ ТА ОЧІКУВАНІ РЕЗУЛЬТАТИ ДИСЦИПЛІНИ

«Ділова іноземна мова» - це навчальна дисципліна, яка належить до циклу професійно-наукових дисциплін і є важливою у професійній підготовці фахівців зі спеціальної освіти.

Метою вивчення навчальної дисципліни «Ділова іноземна мова» є формування у студентів навичок письмового та усного послідовного перекладу фахових текстів різних галузей з німецької мови на українську та з української мови на німецьку; комунікація іноземною мовою на фахові теми.

Основні завдання курсу:

- оволодіння лінгвістичними основами перекладу;
- засвоєння типів перекладу;
- вивчення лексико-граматичних і стилістично – прагматичних особливостей перекладу;
- виявлення специфіки машинного перекладу та вміння виправити неточності комп'ютерного перекладу.
- формування навичок самостійної роботи з додатковою і довідковою літературою, спеціалізованими словниками.

Відповідно до освітньої програми «Екологія та охорона навколишнього середовища», вивчення дисципліни «Ділова іноземна мова» сприяє формуванню у здобувачів вищої освіти таких компетентностей:

а) *загальні компетентності:*

- здатність спілкуватися іноземною мовою;
- здатність до адаптації та дії в новій ситуації.

б) *фахові компетентності:*

- здатність вільно користуватися спеціальною термінологією в обраній галузі філологічних досліджень;
- усвідомлення ролі експресивних, емоційних, логічних засобів мови для досягнення запланованого прагматичного результату;
- здатність аналізувати граматичні та лексичні трансформації, що виникають у перекладі з англійської та німецької мови залежно від цього правильно вибирати перекладацьку стратегію;
- здатність проектувати словникові бази даних різних типів на основі сучасних комп'ютерних технологій, укладання словників, створювати інформаційний текст у вигляді довідкового матеріалу.

Відповідно до освітньої програми «Екологія та охорона навколишнього середовища» вивчення навчальної дисципліни «**Ділова іноземна мова**» повинно забезпечити досягнення здобувачами вищої освіти таких програмних результатів навчання (ПРН):

Програмні результати навчання	Шифр ПРН
Уміти спілкуватися іноземною мовою в науковій, виробничій та соціально-суспільній сферах діяльності.	7
Уміти доносити зрозуміло і недвозначно професійні знання, власні обґрунтування і висновки до фахівців і широкого загалу.	8
Збирати й систематизувати мовні, літературні, фольклорні факти, інтерпретувати й перекладати тексти різних стилів і жанрів (залежно від обраної спеціалізації).	10
Створювати, аналізувати й редагувати тексти різних стилів та жанрів.	14

Очікувані результати навчання, які повинні бути досягнуті здобувачами освіти після опанування навчальної дисципліни «**Ділова іноземна мова**»:

Очікувані результати навчання з дисципліни	Шифр ПРН
Знання з предметної галузі включають:	8

<input type="checkbox"/> програмний матеріал з усього комплексу фонетичних та лексико-граматичних правил; методику самостійної поза аудиторної роботи над	10
удосконаленням мови; <input type="checkbox"/> граматичні вимоги щодо правильного оформлення ділового мовлення в усній та письмовій формах.	14
Когнітивні компетентності включають: <input type="checkbox"/> здатність вільно і фонетично правильно читати тексти, підібрані на базі вивченого лексичного і граматичного матеріалу; <input type="checkbox"/> розуміти та вміти характеризувати зміст прочитаного чи прослуханого тексту; <input type="checkbox"/> здатність вести бесіду іноземною мовою в межах вивченої тематики, дотримуючись граматичних і фонетичних норм; <input type="checkbox"/> переказувати зміст прочитаного тексту чи прослуханого поза аудиторного читання; <input type="checkbox"/> здатність переказувати іноземною мовою зміст прочитаного чи прослуханого професійно спрямованого тексту; <input type="checkbox"/> письмово викладати прослуханий спеціалізований текст; <input type="checkbox"/> перекладати професійні та ділові тексти з рідної мови іноземною і навпаки; <input type="checkbox"/> здатність працювати з оригінальною літературою, реферувати й анотувати наукову літературу; <input type="checkbox"/> здатність виступати ініціаторами діалогу в ситуації професійного	7

спілкування;

одержувати професійну інформацію з іноземних джерел, а також проводити

бесіду-діалог;

здійснювати пошук інформації в мережі інтернет.

До практичних умінь та навичок входять:

вільно і правильно розмовляти однією з іноземних мов у різних ситуаціях,

переважно в ситуаціях професійного спілкування;

читати та анотувати художні тексти;

виступати з доповідями та повідомленнями з тематики своїх професійних

інтересів;

оперувати лексикою ділових паперів.

3. СТРУКТУРА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

Назви змістових модулів і тем	Кількість годин:90						
	Форма навчання: денна						
	Усього	у тому числі					
		Лекції	Практичні (семинарські)	Лабораторні	Індивідуальна робота	Самостійна робота	
2-й семестр							
Модуль 1.							
Тема 1. Managing conflict	4		4				0
Тема 1.1 Managment style	4		0				4
Тема 2. Booking a hotel	4		4				0
Тема 2.1 Making a telephone call	4		0				4
Тема 3. Negotiations	3		3				0
Тема 3.1 Visit of a foreign partner	4		0				4
Тема 4 Self-awareness and proffessional communication	2		2				0
Тема 4.1 A proffessional biography	4		0				4
Тема 5 Time management	3		2				0
Тема 5.1 Newsletter articles	4		0				4
Тема 6 Managing changes	2		2				0
Тема 6.1 Emails	4		0				4
Тема 7 Letters	2		2				0
Тема 7.1 Diplomatic letters	4		0				4
Тема 8 Business proposals	2		2				0
Тема 8.1 Writing a CV	4		0				4
Тема 9 Marketing strategy	2		2				0
Тема 9.1 Discussion with active listening	3		0				3
Тема 10. Communicating in a crisis	2		2				0
Тема 10.1 Reports	3		0				3

Тема 11 Interview	2		1			0
Тема 11.1 Complaint	4		0			4
Тема 12 Decision-making tools	2		1			2
Тема 12.1 Grid analysis	4		0			4
Тема 13 Finances	2		1			2
Тема 13.1 Financial report	4		0			4
Тема 14 Leading the team	2		1			2
Тема 14.1. Holding a meeting	4		0			4
Модульна контрольна робота	2		1			0
Разом за модуль	90		30			60

4. ПЛАНИ ПРАКТИЧНИХ ЗАНЯТЬ

Практичне заняття №1

Unit 1. Management Style.

Unit 1. 1. Managing Conflict.

I. Discussion questions:

1. The most valuable qualities in managers.
2. What is the difference between collaborating and compromising.
3. Responsibility for the conflict. Who is responsible?
4. How could the conflict have been avoided.
5. Assertive rights in the workplace. Assertiveness techniques.
6. What steps should be taken to resolve the situation.

II. The aim of the unit is to equip participants with the necessary knowledge and skills to effectively manage conflicts within a management context. Conflict is an inevitable part of working environment, and as leaders, it is crucial to have the ability to handle conflicts in a constructive and productive manner. Throughout the class, students will learn about various management styles and their impact on conflict management, they will explore different conflict resolution strategies and techniques, enabling them to find appropriate solutions that align with their management style and specific situation at hand. The class aims to provide a comprehensive understanding of conflict dynamics, helping participants to identify the underlying causes and factors that contribute to conflict within a team or organization. By gaining insight into the various types of conflicts, such as interpersonal conflict, communication breakdowns, or different goals and interests, participants will be better equipped to address conflict promptly and effectively. Overall, this class will provide valuable insights and practical tools for managing conflicts, enabling students to navigate challenging situations with confidence, professionalism, and integrity.

Література: ОЛ:1-4; ДЛ: 1-3; 7-10; ІД:1-5.

Практичне заняття №2

Unit 2 Booking a Hotel.

Unit 2.1. Making a Phone Call.

I. Discussion questions:

1. What are some key considerations to keep in mind when booking a hotel over the phone?
2. How important is it to have all the necessary information readily available before making the call? What information should one prepare beforehand?
3. What are some effective strategies for communicating your specific needs and preferences to the hotel representative during the phone call?
4. How can active listening skills benefit both the customer and the hotel representative during the booking process?
5. What are some potential challenges or misunderstandings that can arise during a hotel booking phone call, and how can they be effectively managed?

6. How can one negotiate room rates or inquire about special discounts or promotions during the phone call without being overly assertive?
7. In what ways can a polite and friendly tone enhance the hotel booking experience for both the customer and the hotel representative?
8. How important is it to ask clarifying questions about hotel policies, amenities, and any additional fees or charges during the phone call?
9. How can one effectively handle any issues or concerns that may arise during the booking process, such as availability, room preferences, or specific requests?
10. What are some key etiquettes to remember when concluding the phone call, such as confirming the reservation details and expressing gratitude?

II. The aim: to equip students with the necessary knowledge and skills to confidently and effectively book a hotel reservation over the phone. The unit intends to provide valuable insights into the booking process, enabling participants to navigate the call with ease and professionalism.

Throughout the unit, students will learn about the various steps involved in making a hotel reservation over the phone. They will gain an understanding of the important information that needs to be gathered and prepared beforehand, including dates, duration of stay, room preferences, and any special requests or requirements.

The unit aims to enhance students' communication skills, teaching them effective strategies for conveying their needs and preferences to the hotel representative. Students will learn how to articulate their requirements clearly, ask relevant questions, and actively listen to the responses to ensure that their booking aligns with their expectations.

Furthermore, the class will address potential challenges and misunderstandings that can arise during the booking process. Participants will learn techniques to manage these situations professionally, such as seeking clarification, adapting their approach, and finding mutually agreeable solutions.

Negotiation skills will also be covered in the class, enabling participants to inquire about room rates, special discounts, or promotions available. They will learn how to negotiate assertively and respectfully while maintaining good rapport with the hotel representative.

Additionally, the unit aims to emphasize the importance of maintaining a polite and friendly tone throughout the phone call. Participants will understand how their attitude and demeanor can positively influence the booking experience for both themselves and the hotel representative.

Furthermore, students will learn how to address any issues or concerns that may arise during the booking process, such as room availability, specific room preferences, or additional requests. The unit will provide participants with problem-solving techniques and effective communication strategies to address these matters efficiently.

Lastly, the unit will cover important etiquettes, such as confirming the reservation details, expressing gratitude, and properly concluding the phone call. Participants will understand the significance of these final interactions and how they contribute to a positive overall experience.

Overall, the unit "Booking a Hotel: Making a Phone Call" aims to empower participants with the necessary skills and knowledge to confidently and successfully book hotel reservations over the phone. By providing practical insights and hands-on exercises, participants will learn to navigate the booking process with professionalism, effectiveness, and customer-centricity.

Література: ОЛ:1-4, 11; ДЛ: 1-7; ІД:1-5.

Практичне заняття №3

Unit 3. Negotiations.

Unit 3.1. Visit of a Foreign Partner.

I. Discussion questions:

1. How can advance preparation and research contribute to successful negotiations during a visit with a foreign partner? What specific steps can you take to gather relevant information and gain cultural intelligence?

2. What are some of the key cultural differences that you need to be aware of when negotiating with a foreign partner? How can you adapt your communication and negotiation strategies to accommodate these cultural nuances?

3. How important is active listening in the negotiation process with a foreign partner? Share a specific example where active listening could have helped to bridge a cultural gap or resolve a potential misunderstanding.

4. What negotiation strategies and tactics do you think would be effective when negotiating with a foreign partner? How would you balance assertiveness with cultural sensitivity to achieve mutually beneficial outcomes?

5. Conflict can arise during negotiations with foreign partners due to differing interests or unexpected issues. How would you approach conflict resolution in this context? Are there any cultural considerations to keep in mind when resolving conflicts?

6. Building a long-term business relationship with a foreign partner requires ongoing communication and relationship-building. What strategies would you employ to maintain and strengthen the partnership beyond the initial negotiation?

7. In what ways can technology facilitate communication and negotiations with a foreign partner? How would you leverage digital tools and platforms to streamline the process and overcome potential communication barriers?

8. Ethical considerations play a significant role in negotiations. How would you ensure that your negotiations with a foreign partner adhere to ethical standards? Are there any cultural differences in ethical practices that you need to be mindful of?

9. Reflecting on your own cultural background, how might your negotiation and communication styles differ from those of a foreign partner? What steps can you take to bridge these differences and create a productive negotiation environment?

10. Share a personal experience or case study where a visit with a foreign partner required skillful negotiation and cultural sensitivity. What lessons did you learn from this experience, and how would you apply them to future negotiations?

11. These discussion questions will encourage students to reflect on the concepts and skills covered in the unit "Negotiations: Visit of a Foreign Partner" and enable them to engage in thoughtful discussions about cultural intelligence, effective negotiation strategies, and building sustainable business relationships.

II. The aim: to develop their skills and knowledge in effectively negotiating and managing business relationships with a foreign partner during a visit. The unit aims to provide students with a comprehensive understanding of the negotiation process, cultural differences, and strategic communication techniques to ensure a successful visit and collaboration.

Throughout the unit, students will learn about the importance of advance preparation and research when conducting negotiations with a foreign partner. They will understand the significance of understanding the partner's culture, business practices, and negotiation styles to build rapport and trust.

The unit will focus on developing students' negotiation skills, including identifying common interests, setting clear objectives, and exploring win-win solutions. Students will learn various negotiation strategies and tactics to achieve favorable outcomes while maintaining a positive and collaborative relationship with the foreign partner.

Cultural intelligence will be emphasized throughout the unit, enabling students to navigate cultural differences and effectively communicate with their foreign partners. They will learn to adapt their communication styles, respect cultural norms, and avoid potential misunderstandings or misinterpretations that can impact the negotiation process.

Students will also explore the importance of active listening, effective questioning, and non-verbal communication during negotiations. They will understand how to gather information, elicit the foreign partner's perspective, and build a mutual understanding. Throughout the unit, students will engage in role-plays and case studies to practice and hone their negotiation and communication skills.

The unit will cover strategies for building and maintaining a long-term business relationship with a foreign partner beyond the initial negotiation. Students will learn about relationship-building techniques, follow-up protocols, and ongoing communication methods to ensure a sustainable and successful partnership.

Furthermore, the unit will address potential challenges and conflicts that may arise during negotiations, such as differing interests, power dynamics, or unexpected issues. Students will explore conflict resolution methods, problem-solving techniques, and ethical considerations to manage and resolve these challenges effectively.

By the end of the unit, students will have a comprehensive understanding of the negotiation process, cultural intelligence, and effective communication techniques necessary for a successful visit of a foreign partner. They will be equipped with the skills and knowledge to build productive and mutually beneficial business relationships while navigating cultural differences and achieving favorable outcomes through negotiations.

Література: ОЛ:1-4; ДЛ: 2-8; 10; ІД:1-5.

ПРАКТИЧНЕ ЗАНЯТТЯ №4

Unit 4. Self Awareness and Professional Communication.

Unit 4.1. A Professional Biography.

I. Discussion questions:

1. Why is self-awareness important in professional communication and the creation of a professional biography? How does understanding oneself contribute to creating an authentic and compelling biography?

2. What key elements should be included in a professional biography? How can you effectively highlight your skills, experiences, and achievements while maintaining conciseness and relevance?

3. What role does storytelling play in a professional biography? How can you use storytelling techniques to engage readers and create a memorable impression?

4. Reflecting on your own strengths, skills, and experiences, how would you describe your personal brand or professional identity? How can you effectively communicate your unique value proposition through your biography?

5. Researching and understanding the target audience is crucial in creating an impactful biography. How can you tailor your biography to different professional settings or audiences while maintaining consistency and authenticity?

6. How can you incorporate your career goals and aspirations into your professional biography? What strategies can you use to demonstrate your future potential and ambitions?

7. In what ways can you leverage your previous experiences and achievements to create a compelling narrative in your biography? How can you effectively showcase your growth and progression throughout your career?

8. Professional communication extends beyond written biographies. How can you integrate your online presence, such as LinkedIn or personal websites, with your professional biography to create a cohesive personal brand?

9. In what ways can cultural sensitivity and diversity be reflected in a professional biography? How can you ensure that your biography resonates with a diverse range of readers?

10. Reflecting on the process of creating your professional biography, what challenges did you face? How did you overcome them, and what strategies did you employ to create an impactful and authentic representation of yourself?

II. The aim: to help students develop a deeper understanding of themselves and their professional identity, and to enhance their communication skills in the context of creating a professional biography.

Through this unit, students will:

1. Explore the concept of self-awareness and its importance in professional communication: Students will learn to reflect on their values, strengths, skills, experiences, and goals to gain a better understanding of their professional identity. They will understand how self-awareness contributes to effective communication and the creation of a compelling professional biography.

2. Learn the elements and structure of a professional biography: Students will become familiar with the key components that should be included in a biography, such as a succinct summary of their

background, relevant skills, experiences, achievements, and future aspirations. They will understand how to organize and present this information in a clear and concise manner.

3. Discover the power of storytelling in professional communication: Students will explore the use of storytelling techniques to engage readers and make their biography more memorable. They will learn how to effectively share their experiences and accomplishments through compelling narratives that resonate with their audience.

4. Develop an authentic personal brand: Students will understand how to effectively communicate their unique value proposition and personal brand through their professional biography. They will learn strategies to showcase their strengths and achievements while maintaining authenticity and consistency.

5. Tailor the biography to different professional settings and audiences: Students will learn to research and understand their target audience, tailoring their biography to different professional contexts, such as job applications, networking events, or online profiles. They will explore ways to adapt their biography to resonate with diverse readers.

6. Integrate online presence with the professional biography: Students will understand the importance of aligning their online presence, such as LinkedIn or personal websites, with their professional biography. They will learn how to create a cohesive personal brand that communicates their skills and achievements consistently across different platforms.

7. Foster cultural sensitivity and inclusivity: Students will explore ways to reflect cultural sensitivity and diversity in their professional biography. They will learn to ensure that their biography resonates with a wide range of readers, taking into account different cultural backgrounds and perspectives.

Overall, the aim of this unit is to empower students to craft an authentic and compelling professional biography that effectively communicates their unique value proposition, engages their target audience, and represents their personal brand in a meaningful way.

Література: ОЛ:1-4; ДЛ: 2-9; ІД:1-5.

Практичне заняття №5

Unit 5. Time Management.

Unit 5.1. Newsletter Articles.

I. Discussion questions:

1. Why is time management important for students? How can effective time management skills positively impact academic performance, personal well-being, and long-term success?

2. Reflecting on your own experience, what are some common time management challenges that students face? How have these challenges impacted your ability to prioritize tasks, meet deadlines, and maintain a healthy work-life balance?

3. What strategies and techniques can you use to improve your time management skills? How can you prioritize tasks, set goals, and allocate time effectively to ensure productivity and minimize stress?

4. Time management is not only about scheduling tasks but also about maintaining focus and avoiding distractions. How can you minimize distractions, such as social media or procrastination, to optimize your time and productivity?

5. Effective time management involves not only managing academic responsibilities but also maintaining personal well-being. How can you incorporate self-care activities, breaks, and relaxation into your schedule to achieve a healthy work-life balance?

6. What role does goal setting play in effective time management? How can setting SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) help you prioritize tasks, stay motivated, and track your progress?

7. Reflecting on your own time management habits, what strategies have worked well for you in the past? How can you leverage your strengths and preferences to develop a personalized time management approach that suits your unique needs and learning style?

8. What resources and tools are available to help students manage their time effectively? How can you leverage technology, such as productivity apps and time tracking tools, to enhance your time management skills?

9. Time management also involves learning to say "no" and setting boundaries. How can you assertively manage your commitments and responsibilities to ensure that you have enough time and energy for your priorities?

10. How can you apply the principles of time management beyond your academic life? How can effective time management skills benefit you in your personal and professional endeavors?

II. The aim: to help students understand the importance of effective time management and develop practical strategies to improve their time management skills. Through writing newsletter articles, students will have the opportunity to explore different aspects of time management and share their insights with their peers.

Key objectives of this unit are:

1. Understanding the significance of time management: Students will explore the benefits of effective time management, such as increased productivity, reduced stress, and improved work-life balance. They will understand how effective time management can positively impact their academic performance and personal well-being.

2. Identifying common time management challenges: Students will recognize common time management challenges that they and their peers may face, such as procrastination, poor prioritization, and difficulty managing multiple tasks. They will analyze the impact of these challenges and explore strategies to overcome them.

3. Exploring time management techniques: Students will learn various time management techniques, such as creating to-do lists, prioritization methods (e.g., Eisenhower Matrix, ABC analysis), scheduling techniques (e.g., Pomodoro Technique), and goal setting. They will understand the benefits and limitations of different techniques and identify which ones best suit their own needs and preferences.

4. Developing effective planning skills: Students will explore the importance of planning and how it relates to time management. They will learn how to set realistic goals, break them down into actionable steps, and create effective plans to accomplish those goals. They will understand the role of planning in optimizing their time and resources.

5. Managing distractions and improving focus: Students will explore strategies to minimize distractions, such as managing digital distractions and creating dedicated study or work environments. They will learn techniques to improve focus and concentration, such as practicing mindfulness and implementing time blocking.

6. Enhancing self-discipline and motivation: Students will recognize the importance of self-discipline and motivation in effective time management. They will learn strategies to increase self-discipline and maintain motivation, such as setting clear intentions, creating accountability systems, and rewarding themselves for accomplishments.

7. Balancing academic and personal commitments: Students will explore the concept of work-life balance and understand how to effectively balance their academic responsibilities with personal commitments and self-care. They will learn to establish boundaries, manage their energy levels, and prioritize their time effectively.

Through writing newsletter articles, students will have the opportunity to synthesize and apply their knowledge on time management. They can share tips, tricks, and personal experiences related to time management techniques they have found effective. By working on these articles, students will improve their writing skills while reinforcing their understanding of effective time management practices.

Overall, the aim of this unit is to equip students with the knowledge and skills necessary for effective time management. By writing newsletter articles, they will not only deepen their understanding but also contribute to the learning of their peers, fostering a collaborative and supportive learning environment.

Література: ОЛ:1-4; ДЛ: 1-4;5-8; 10-11; ІД:1-5.

Практичне заняття №6

Unit 6. Managing Changes.

Unit 6.1 Emails.

I. Discussion questions:

1. How do you typically respond to changes or unexpected events in your life? Are you someone who embraces change or finds it challenging to adapt?

2. In what ways can effective email communication help manage changes in a professional setting? How can clear and timely emails facilitate the transition and minimize any disruptions caused by change?

3. Have you ever experienced a major change in your academic or professional life? How did you communicate this change via email? What strategies did you use to ensure a smooth transition for all parties involved?

4. What are some common challenges or misconceptions people face when communicating changes through email? How can these challenges be addressed to ensure effective communication and a positive response from recipients?

5. How can you effectively convey the reasons and benefits behind a change through email? What strategies can be employed to address any potential resistance or negative reactions from recipients?

6. How can email communication help maintain transparency during a change process? What steps can be taken to keep all relevant stakeholders informed and engaged through regular updates and progress reports?

7. How can email etiquette and professionalism be maintained during change communication? What are some key considerations to keep in mind when drafting emails to ensure clarity and professionalism during a time of change?

8. How can effective email communication contribute to managing changes in a team or organizational context? What are some strategies for ensuring open lines of communication and smooth transitions when multiple individuals or departments are involved?

9. Have you ever received an email regarding a change that you found confusing or poorly communicated? What were the specific issues with the email, and what improvements would you suggest to enhance the clarity and effectiveness of the communication?

10. In what ways can email be used to manage personal changes or transitions in one's life? How can emails be utilized to inform friends, family, or other personal contacts about important changes and facilitate their understanding and support?

II. The aim: to develop understanding and skills in effectively communicating and managing changes through email. By the end of the unit, students should be able to:

1. Recognize the importance of effective communication during times of change: Students will understand that clear and timely communication is crucial for managing changes successfully, both in professional and personal contexts.

2. Understand the role of email in change management: Students will gain an appreciation for how email can be an effective tool in conveying information, addressing concerns, and maintaining transparency during times of change.

3. Develop email writing skills: Students will learn how to write clear, concise, and professional emails that effectively communicate changes to recipients. They will understand the importance of proper email etiquette, tone, and structure in conveying messages during periods of transition.

4. Address challenges and resistance to change through email communication: Students will explore common challenges and misconceptions that arise when communicating changes through email. They will learn strategies to overcome resistance, address concerns, and emphasize the benefits behind the change.

5. Foster effective team and organizational communication during change: Students will understand how to use email to facilitate communication and collaboration within teams or organizations undergoing change. They will learn techniques for keeping stakeholders informed, engaged, and supportive through regular updates and progress reports.

6. Develop empathy and understanding for recipients of change-related emails: Students will gain insight into how recipients may react to change and learn techniques for conveying empathy and understanding through email communication. They will consider the best ways to address potential resistance or negative reactions to ensure a positive response from recipients.

7. Reflect on personal experiences with change and email communication: Students will reflect on their own experiences with managing changes and communicating them through email. They will identify strengths and areas for improvement in their own email communication skills and strategies.

Практичне заняття №7

Unit 7. Letters.

Unit 7.1. Diplomatic Letters.

I. Discussion questions:

1. Why are diplomatic letters important in international relations? How do they contribute to maintaining positive relationships between nations and resolving conflicts?
2. What are some key principles of diplomacy that should be considered when writing a diplomatic letter? How can these principles contribute to effective communication and relationship-building?
3. Can you think of any real-life examples of diplomatic letters that have had a significant impact? What made these letters effective in achieving their intended objectives?
4. How can cultural differences impact diplomatic communication? What cultural considerations should be kept in mind when writing diplomatic letters to ensure they are received and interpreted appropriately?
5. What are some common challenges or pitfalls in diplomatic letter writing? How can these challenges be addressed to maintain professionalism, respect, and effectiveness in diplomatic communication?
6. In what ways can diplomatic letters be used to address and resolve conflicts? How can the language and tone of the letter contribute to finding mutually beneficial solutions?
7. Can you identify any ethical considerations in diplomatic letter writing? How can one ensure integrity, honesty, and fairness while conveying messages diplomatically?
8. How can diplomatic letters be adapted for different contexts, such as business, academia, or personal relationships? What are the key differences in approach and tone in these contexts?
9. Have you ever written a diplomatic letter or been on the receiving end of one? What was your experience? What did you learn from that experience?
10. How can the skills and strategies learned through diplomatic letter writing be applied to everyday communication? In what ways can diplomatic techniques contribute to resolving conflicts and maintaining positive relationships in various aspects of life?

II. The aim: to develop their understanding and skills in writing diplomatic letters. By the end of the unit, students should be able to:

1. Understand the purpose and importance of diplomatic letters: Students will recognize the significance of diplomatic letters in maintaining effective communication between individuals, organizations, or governments. They will understand how diplomatic letters serve as a means of formal communication and conflict resolution.
2. Learn the art of diplomacy in letter writing: Students will explore the principles of diplomacy, including tact, respect, and a focus on finding common ground. They will develop an understanding of how to write diplomatic letters that promote positive relationships, diffuse tensions, and foster cooperation.
3. Develop effective letter writing skills: Students will practice writing diplomatic letters, focusing on clarity, conciseness, and appropriate tone. They will learn how to structure their letters, use persuasive language, and choose words carefully to convey their message effectively and respectfully.
4. Understand the cultural and contextual considerations in diplomatic letters: Students will explore how cultural norms and contextual factors influence diplomatic communication. They will learn to navigate these considerations to ensure their diplomatic letters are received positively and understood in the intended manner.
5. Analyze real-life diplomatic letters: Students will analyze examples of actual diplomatic letters to understand their structure, language, and strategies employed. Through this analysis, they will identify effective techniques and gain insights into various diplomatic situations and approaches.
6. Practice conflict resolution through diplomatic letters: Students will engage in role-playing activities, where they will simulate diplomatic scenarios and draft letters to resolve conflicts. They will learn strategies for addressing sensitive issues, overcoming challenges, and finding mutually beneficial solutions in diplomatic communication.

Практичне заняття №8

Unit 8. Business Proposals.

Unit 8.1. Writing a CV.

I. Discussion questions:

1. Why are business proposals essential for organizations? How can a well-crafted proposal make a difference in securing partnerships, funding, or support for a business initiative?
2. What are the key components that should be included in a business proposal? How can each component contribute to a persuasive and compelling proposal?
3. Can you think of any real-life examples of successful business proposals? What made these proposals stand out and gain acceptance? How did the writers effectively address the needs and concerns of the target audience?
4. When writing a CV, why is it important to highlight quantifiable achievements and specific skills? How can this information strengthen a candidate's application and increase their chances of being considered for a job?
5. What are the main differences between a chronological, functional, and combination CV format? In what situations would each format be most appropriate?
6. Why is it crucial to tailor a CV to a specific job position or industry? How can this customization increase the chances of getting an interview and ultimately securing a job?
7. Can you think of any industries or professions that have specific CV requirements or expectations? How might a CV differ for these industries in terms of content, formatting, or style?
8. How can personal branding be incorporated into a CV? What elements or strategies can candidates use to differentiate themselves and make a memorable impression on potential employers?
9. What are some common interview questions that candidates may encounter? How can candidates effectively prepare and respond to such questions to leave a positive impression during an interview?
10. How can the skills and strategies learned in business proposal writing and CV preparation be applied to other aspects of life? In what ways can persuasive writing and effective communication enhance personal and professional interactions beyond job applications?

II. The aim: to develop their skills in creating effective business proposals and professionally written CVs. By the end of the unit, students should be able to:

1. Understand the purpose and components of a business proposal: Students will recognize the purpose of a business proposal as a persuasive document that outlines a proposed business initiative or project. They will understand the key components, such as executive summary, problem statement, solution, budget, and timeline, and how to structure a compelling proposal.
2. Develop persuasive writing skills for business proposals: Students will learn techniques for crafting persuasive language to influence stakeholders and business decision-makers. They will understand the importance of clear and concise communication, proper formatting, and the use of visual aids to enhance the proposal's impact.
3. Learn about the target audience and tailor the proposal to their needs: Students will explore the importance of understanding the interests, goals, and concerns of the target audience when writing a business proposal. They will learn strategies to adapt their language, tone, and evidence to engage and convince their intended readers.
4. Develop effective CV writing skills: Students will learn about the purpose of a CV and its essential components, including personal information, work experience, education, skills, and references. They will understand the importance of presenting information in an organized and concise manner, using action verbs and quantifiable achievements to highlight their qualifications.
5. Learn about different CV formats and styles: Students will explore various CV formats and styles, including chronological, functional, and combination formats. They will understand the advantages and disadvantages of each format and how to choose the most suitable one based on their specific circumstances and target industry.
6. Research and understand industry-specific requirements for CVs: Students will learn to research and identify industry-specific requirements and expectations for CVs. They will understand the

importance of tailoring their CVs to specific job positions and industries, highlighting relevant skills and experiences.

7. Develop interviewing skills: Students will learn and practice effective interviewing techniques, including preparing for interviews, answering common interview questions, and presenting themselves professionally. They will understand the importance of showcasing their qualifications and skills while demonstrating confidence and strong communication skills.

Література: ОЛ:1-4; ДЛ: 2-7;9-11; ІД:1-5.

Практичне заняття №9

Unit 9. Marketing Strategy.

Unit 9.1. Discussion with Active Listening.

I. Discussion questions:

1. Why is marketing strategy important for businesses? How does a well-developed marketing strategy contribute to a company's growth and success?

2. How can market research and analysis help identify target markets and consumer preferences? What kinds of data and information are valuable for effective marketing decision-making?

3. Can you think of any examples of successful marketing strategies? What made these strategies effective, and how did they align with the needs and preferences of the target market?

4. What are the main elements to consider when formulating a marketing strategy? How do factors such as product differentiation, pricing, promotion, and distribution channels impact the overall strategy?

5. Why is active listening important during discussions? How does active listening enhance communication and understanding among participants?

6. What are some techniques for practicing active listening? How can paraphrasing, asking clarifying questions, and empathizing with others contribute to a more productive discussion environment?

7. How can active listening help in understanding and appreciating different perspectives in marketing discussions? How can actively seeking alternative viewpoints lead to better decision-making?

8. How can collaborative problem-solving enhance the development of marketing strategies? What are the benefits of working in groups and engaging in shared decision-making?

9. Can you think of any challenges or conflicts that can arise during marketing strategy discussions? How can effective communication and active listening help address and resolve these challenges?

10. How can the skills and techniques learned in marketing strategy discussions and active listening be applied beyond the classroom? In what ways can active listening and collaborative problem-solving contribute to personal and professional growth and success?

II. The aim: to develop their knowledge and skills in formulating effective marketing strategies and practicing active listening techniques during discussions. By the end of the unit, students should be able to:

1. Understand the principles and importance of marketing strategy: Students will recognize the role of marketing strategy in achieving business objectives and gaining a competitive edge. They will understand the key elements of a marketing strategy, such as target market identification, positioning, pricing, promotion, and distribution.

2. Analyze market conditions and consumer behavior: Students will learn to analyze market conditions, including trends, competition, and customer preferences. They will understand the importance of conducting market research and gathering data to inform marketing decisions. They will also explore consumer behavior and its impact on marketing strategy development.

3. Develop skills in formulating marketing strategies: Students will learn techniques for formulating effective marketing strategies, considering factors such as product/service differentiation, pricing strategies, promotional activities, and distribution channels. They will understand the importance of aligning marketing strategies with organizational goals and target market needs.

4. Practice active listening techniques during discussions: Students will explore and practice active listening techniques that enhance communication and understanding during discussions. They will learn to

give their full attention, ask clarifying questions, paraphrase, and empathize to foster a productive and respectful discussion environment.

5. Identify and respond to different perspectives: Students will learn to appreciate and respect different perspectives in marketing discussions. They will develop skills in identifying and understanding various viewpoints, fostering open-mindedness, and actively seeking alternative ideas. They will also learn to constructively respond to different opinions using effective communication techniques.

6. Engage in collaborative problem-solving: Students will work in groups to collaborate on marketing strategy challenges and problem-solving exercises. They will practice active listening, shared decision-making, and effective communication to collectively develop and present marketing strategies.

Література: ОЛ:1-4; ДЛ: 1-3;5-8; 10; ІД:1-5.

Практичне заняття №10

Unit 10. Communication in Crisis.

Unit 10.1. Reports.

Discussion questions:

1. Why is effective communication crucial during a crisis? How can timely and transparent communication mitigate the impact of a crisis?

2. Can you think of any examples of real-life crises where communication played a significant role in managing the situation? What were the key communication strategies employed, and how did they contribute to resolving the crisis?

3. What types of crises require different communication approaches? How does the communication strategy differ for natural disasters, accidents, or reputation crises?

4. What are the key elements to consider when developing a crisis communication plan? How can proactive communication and stakeholder engagement alleviate the negative impact of a crisis?

5. What are the essential components of a crisis report? How can data analysis, findings interpretation, and clear recommendations be effectively conveyed in a crisis report?

6. How can effective stakeholder management contribute to successful crisis communication? What techniques can be employed to engage with stakeholders and address their concerns during a crisis?

7. How should communication strategies be adjusted for different stakeholders, such as employees, customers, media, and government agencies, during a crisis? How can messages be tailored to meet the specific needs and expectations of these groups?

8. Why is empathy and sensitivity important in crisis communication? How can messages be delivered in a compassionate manner to acknowledge the emotions and concerns of those affected by the crisis?

9. Can you identify any potential challenges in crisis communication and report writing? How can these challenges be addressed to ensure effective communication and reporting during a crisis?

10. How can the skills and knowledge gained in crisis communication and report writing be applied beyond a crisis situation? In what other areas or professional contexts can effective communication and report writing skills be valuable?

II. The aim of the unit "communication in crisis. Reports" for students is to develop their knowledge and skills in crisis communication and report writing. By the end of the unit, students should be able to:

1. Understand the importance of effective communication during a crisis: Students will recognize the critical role of communication in managing and mitigating the impact of a crisis. They will understand the unique challenges in crisis communication, including the need for timely, accurate, and transparent information dissemination.

2. Analyze different types of crises and their communication requirements: Students will learn to differentiate various types of crises, such as natural disasters, accidents, and reputation crises. They will explore the specific communication needs and approaches for each type and understand the importance of tailoring communication strategies accordingly.

3. Develop skills in crisis communication planning: Students will learn to develop comprehensive crisis communication plans that outline communication channels, key messages, spokesperson roles, and

stakeholder engagement strategies. They will understand the importance of pre-crisis preparation and proactive communication strategies.

4. Acquire report writing skills for crisis communication: Students will develop report writing skills specifically tailored for crisis communication. They will learn how to gather and organize relevant information, analyze data, and present findings in a clear, concise, and compelling manner.

5. Understand stakeholder and media relations in a crisis: Students will explore the role of stakeholders and the media in crisis communication. They will learn techniques for managing stakeholder relationships, addressing their concerns, and using media effectively to disseminate information during a crisis.

6. Practice empathy and sensitivity in crisis communication: Students will understand the importance of empathy and sensitivity in crisis communication. They will learn how to deliver messages that acknowledge the emotions and concerns of those affected by the crisis and develop skills in providing support and reassurance in their communication.

Література: ОЛ:1-4; ДЛ: 2-6; 8-10; 11; ІД: 1-5.

Практичне заняття №11

Unit 11. Interview.

Unit 11.1. Complaint.

I. Discussion questions:

1. What is the purpose of an interview? In what contexts can interviews be used, and how do the objectives of interviews differ in various situations?

2. What are some essential skills needed to conduct a successful interview? How can active listening and questioning techniques contribute to obtaining accurate and relevant information?

3. Can you think of a situation where effective interview techniques can be crucial? How can these techniques be applied in job interviews, research interviews, or journalistic interviews?

4. How can building rapport with the interviewee enhance the quality of the interview? What strategies can be used to create a comfortable and open environment during an interview?

5. What are some common challenges in conducting interviews, and how can these challenges be addressed? How can interruptions, distractions, or interviewee resistance be managed effectively?

6. What are the key elements of effective complaint handling? How can active listening, empathy, and problem-solving skills contribute to resolving complaints satisfactorily?

7. What are some techniques for managing difficult or angry complainants? How can communication strategies be adjusted to de-escalate tense situations and address the underlying concerns?

8. How can different interview formats, such as one-on-one, panel, or group interviews, affect the dynamics and outcomes of the interview? What are the advantages and disadvantages of each format in specific contexts?

9. In what ways can nonverbal communication impact the interview process? How can recognizing and managing one's nonverbal cues and interpreting the nonverbal cues of the interviewee improve communication effectiveness?

10. How can interview data be analyzed and evaluated? What techniques can be employed to identify key themes, extract relevant information, and draw accurate conclusions from interview findings?

II. The aim: to develop their knowledge and skills in conducting interviews and handling complaints effectively. By the end of the unit, students should be able to:

1. Understand the purpose and importance of interviews: Students will recognize the significance of interviews in various contexts, such as job interviews, research interviews, and journalistic interviews. They will understand the objectives of interviews, including gathering information, assessing suitability, or investigating a topic, and the role of effective communication in achieving these objectives.

2. Develop skills in conducting interviews: Students will learn and practice essential interviewing techniques, such as active listening, asking open-ended questions, and using probing techniques. They will understand the importance of building rapport, maintaining professionalism, and creating a comfortable atmosphere for the interviewee.

3. Acquire skills in complaint handling: Students will learn how to handle complaints effectively in various situations, such as customer service interactions or workplace grievances. They will understand the importance of active listening, empathy, and problem-solving in resolving complaints satisfactorily.

4. Understand different interview formats and structures: Students will explore different interview formats, including one-on-one interviews, panel interviews, and group interviews. They will understand the structure of interviews, including the introduction, questioning technique, information sharing, and closing stages.

5. Develop skills in analyzing and evaluating interview data: Students will learn techniques for analyzing and evaluating interview data, including identifying key themes, extracting relevant information, and drawing conclusions. They will understand how to interpret and present interview findings effectively.

6. Practice effective verbal and nonverbal communication in interviews: Students will develop awareness of the impact of nonverbal communication during interviews, such as body language, facial expressions, and tone of voice. They will learn to manage their own nonverbal cues and recognize and interpret the nonverbal cues of the interviewee.

Литература: ОЛ:1-4; ДЛ: 3-7;11-15; ИД: 1-5.

Практичне заняття №12

Unit 12. Decision-making Tools.

Unit 12.1. Grid Analysis.

I. Discussion questions:

1. Why is it important to use decision-making tools when faced with multiple alternatives? How can decision-making tools help in evaluating options and making informed choices?

2. What are the fundamental principles of grid analysis? How does the process of grid analysis enable us to assess alternatives systematically and objectively?

3. How do we determine the criteria to be used in grid analysis? Why is it crucial to define clear and measurable criteria that align with our objectives and preferences?

4. What factors should be considered when assigning weights to criteria? How can varying weightings influence the final decision, and how do we justify and adapt weightings based on specific circumstances?

5. How does grid analysis help in evaluating alternatives? What steps are involved in the evaluation process, and how are the scores calculated to determine the best option?

6. What are some limitations of using grid analysis as a decision-making tool? In what scenarios might grid analysis not be the most appropriate method, and what are the ethical and practical considerations to keep in mind?

7. Can you think of a real-life situation where grid analysis could be helpful in making a decision? How would you define the criteria, assign weights, and evaluate alternatives using grid analysis in that scenario?

8. Are there any other decision-making tools you are familiar with? How do they differ from grid analysis in terms of their approach and application?

9. How can grid analysis be applied beyond personal decision-making? Can businesses or organizations benefit from using grid analysis, and if so, in what ways?

10. What skills and competencies can be developed through the use of grid analysis as a decision-making tool? How can the application of grid analysis contribute to critical thinking, analytical skills, and problem-solving abilities?

II.The aim: to provide them with the knowledge and skills to effectively apply grid analysis as a decision-making tool. By the end of the unit, students should be able to:

1. Understand the concept of decision-making tools: Students will recognize the importance of decision-making tools in making informed and rational choices. They will understand how decision-making tools help to evaluate various alternatives and select the best option based on predefined criteria.

2. Comprehend the principles of grid analysis: Students will learn the principles and steps involved in grid analysis. They will understand how to identify criteria, assign weights to each criterion based on its importance, evaluate alternatives against the criteria, and calculate total scores to determine the best option.

3. Learn to define criteria for decision-making: Students will develop skills in identifying relevant criteria for decision-making. They will understand the significance of defining clear and measurable criteria that align with their objectives and preferences.

4. Practice assigning weights to criteria: Students will learn techniques to assign weights to criteria based on their relative importance. They will understand the impact of different weightings on the final decision and will learn how to justify and adapt weightings based on specific circumstances.

5. Apply grid analysis to evaluate alternatives: Students will practice using grid analysis to evaluate alternatives against the defined criteria. They will learn how to systematically assess each alternative's performance, compare them objectively, and calculate scores to make a final decision.

6. Understand limitations and considerations in grid analysis: Students will critically evaluate the limitations and considerations of using grid analysis as a decision-making tool. They will explore scenarios where grid analysis may not be the most appropriate method and consider ethical and practical implications in decision-making.

Література: ОЛ:1-4; ДЛ: 2-5;7-12; 14; ІД: 1-5.

Практичне заняття №13

Unit 13. Finances.

Unit 13.1. Financial Reports.

I. Discussion questions:

1. Why are financial reports important in managing personal finances? How can financial reports help individuals make better financial decisions and monitor their financial health?

2. What are the main financial statements, and what information do they provide about an individual or an organization's financial position and performance?

3. How can financial ratios derived from financial statements provide insights into an individual's or organization's financial health? Which ratios are particularly important in assessing liquidity, profitability, and solvency?

4. How can financial reports assist in evaluating investment opportunities or business ventures? What specific information from financial reports would you consider when making financial decisions?

5. What are some limitations and potential biases that one should be aware of when interpreting financial reports? How can these limitations impact the decision-making process?

6. Can you think of any real-life examples where the interpretation of financial reports played a crucial role in a business's success or failure? What lessons can be learned from those examples?

7. How can an individual or organization use financial reports to identify areas for financial improvement? What strategies could be implemented based on the insights gained from financial reports?

8. How do financial reports connect with the concept of financial literacy? What skills and knowledge do individuals need to possess in order to effectively use and interpret financial reports?

9. Are there any ethical considerations to keep in mind when preparing or using financial reports? How can stakeholders ensure the accuracy and transparency of financial reporting?

10. How can technology impact financial reporting and the analysis of financial data? What advancements in technology have made financial reporting more efficient or accessible to a wider audience?

II. The aim: to provide them with a foundational understanding of financial reports and their significance in managing personal and business finances. By the end of the unit, students should be able to:

1. Understand the purpose of financial reports: Students will grasp the importance of financial reports in providing an overview of an individual's or organization's financial position, performance, and cash flow. They will recognize the role of financial reports in decision-making, assessing financial health, and communicating with stakeholders.

2. Identify and interpret financial statements: Students will learn to identify and interpret key financial statements, including the balance sheet, income statement, and cash flow statement. They will understand the information presented in each statement and how it contributes to a comprehensive understanding of financial performance.

3. Analyze financial ratios: Students will develop the skills to analyze financial ratios derived from the financial statements. They will learn to calculate and interpret ratios such as liquidity ratios, profitability ratios, and solvency ratios. They will understand how these ratios provide insights into an individual's or organization's financial strength and performance.

4. Evaluate financial statements for decision-making: Students will learn to use financial statements to make informed financial decisions. They will understand how financial statements can help assess the profitability, liquidity, and solvency of an individual or organization. Students will be able to evaluate financial statements to determine the financial risks and opportunities associated with different courses of action.

5. Understand the limitations and considerations of financial reports: Students will critically evaluate the limitations and considerations of financial reports. They will recognize potential biases, limitations in data accuracy, and the impact of accounting principles and practices on financial reporting. Students will develop a discerning approach to using financial reports as a tool for decision-making.

Література: ОЛ:1-4; ДЛ: 1-4; 6-9; 11-13; ІД: 1-5.

Практичне заняття №14

Unit 14. Leading a Team.

Unit 14.1. Holding a Meeting.

I. Discussion questions:

1. What qualities and skills do you think are important for an effective team leader? How can a leader inspire and motivate team members towards achieving common goals?

2. Have you ever been in a team where the leader's approach was ineffective? What were the key challenges faced, and how could they have been addressed to improve team dynamics and performance?

3. What are the essential steps in planning and organizing a productive meeting? How can setting clear objectives, creating an agenda, and inviting relevant participants contribute to meeting success?

4. How can effective communication techniques, such as active listening and open-ended questions, enhance participation and collaboration during meetings? Can you think of any personal experiences where these techniques were utilized effectively?

5. What strategies can be employed to encourage diverse perspectives and constructive discussions during meetings? How can a leader manage conflicts and ensure that everyone feels heard and valued?

6. How can leaders foster a collaborative decision-making process within a team? What challenges might arise, and how can they be overcome to reach a consensus and maintain accountability for actions?

7. What are some indicators of an effective meeting? How can you evaluate the outcomes and the overall success of a meeting? Can you suggest any improvements based on your experiences?

8. How can technology be utilized to enhance communication and collaboration during meetings? What tools or platforms have you encountered or used that have improved meeting effectiveness?

9. What are some cultural considerations to keep in mind when leading a diverse team or holding meetings with participants from different backgrounds? How can inclusivity and respect for diverse perspectives be fostered?

10. How can the skills and knowledge gained from leading a team and holding effective meetings be applied in other areas of life, such as school, extracurricular activities, or future career aspirations?

II. The aim: to develop their knowledge and skills in effective team leadership and conducting productive meetings. By the end of the unit, students should be able to:

1. Understand the role and characteristics of an effective team leader: Students will gain an understanding of the responsibilities and qualities of an effective team leader. They will learn about the importance of communication, collaboration, and motivating team members towards achieving common goals.

2. Identify and develop effective leadership strategies: Students will explore different leadership styles and strategies and understand when and how to apply them in a team setting. They will learn to leverage their strengths as leaders and adapt their approach based on the needs and dynamics of the team.

3. Plan and organize productive meetings: Students will learn the key steps involved in planning and organizing a meeting. They will understand the importance of setting clear objectives, creating an agenda, inviting relevant participants, and allocating time effectively during meetings.

4. Facilitate effective communication and participation in meetings: Students will develop skills in facilitating effective communication and fostering participation during meetings. They will learn techniques for active listening, asking open-ended questions, managing conflicts, and encouraging diverse perspectives.

5. Encourage collaboration and decision-making within a team: Students will explore strategies for promoting collaboration and decision-making within a team. They will learn techniques for generating ideas, evaluating options, reaching consensus, and ensuring accountability for actions and outcomes.

6. Evaluate meeting effectiveness and continuous improvement: Students will learn to evaluate the effectiveness of meetings and identify areas for improvement. They will understand the importance of collecting feedback, analyzing meeting outcomes, and implementing changes to enhance future meeting productivity.

Літєратура: ОЛ:1-4; ДЛ: 2-5;7-9; 11-15; ІД:1-5.

1. САМОСТІЙНА РОБОТА ЗДОБУВАЧІВ

Самостійна робота здобувача над засвоєнням навчальної дисципліни є необхідним елементом ефективного формування компетентностей та передбачає підготовку до практичних занять (ознайомлення з рекомендованою літературою, виконання домашніх навчальних завдань, підготовка рефератів, виступів на практичних заняттях) та модульної контрольної роботи. За кожною з тем передбачено вивчення теоретичних питань, що вимагає від здобувачів роботи не тільки над навчально-методичною літературою, а й над матеріалами періодичних видань.

Метою самостійної роботи магістрів з дисципліни «Практикум перекладу з німецької мови» є стимулювання мотивації навчання, розширення і поглиблення знань про сутність та особливості професійної діяльності перекладача, розвиток творчих здібностей, пізнавальних інтересів, бажання займатися самоосвітою, саморозвитком та самовихованням.

Самостійна робота над навчальною дисципліною «Практикум перекладу з німецької мови» включає:

- опрацювання теоретичних основ матеріалу
- вивчення окремих тем або питань, що передбачені для самостійного опрацювання
- поглиблене вивчення літератури на задану тему та пошук додаткової інформації
- підготовка до роботи на практичних заняттях
- опрацювання та підготовка огляду статей, опублікованих у фахових та інших періодичних виданнях
- виконання практичних завдань
- підготовка і захист реферату

№ з/п	Назва теми	Кількість годин	
		денна	заочна
	Модуль 1.		
1.	Тема 1. Managing conflict	4	0
2.	Тема 2. Booking a hotel	4	0
3.	Тема 3. Negotiations	4	0
4.	Тема 4 Self-awareness and professional communication	4	0
5.	Тема 5 Time management	3	0
6.	Тема 6 Managing changes	3	0
7.	Тема 7 Letters	3	0
8.	Тема 8.1 Writing a CV	3	0
9.	Тема 9 Marketing strategy	3	0
10.	Тема 10. Communicating in a crisis	3	0
11.	Тема 11 Interview	4	0
12.	Тема 12 Decision-making tools	4	0
13.	Тема 12.1 Grid analysis	4	0
14.	Тема 14 Leading the team	4	0
	Модульна контрольна робота	0	0
	Разом за модуль	54	0

ТИПОВІ ЗАВДАННЯ ДЛЯ САМОСТІЙНОЇ РОБОТИ

Variante 1

1. Match the beginnings with the appropriate endings to make phrases and collocations related to getting on in the workplace.

- | | |
|----------------------------------|-----------------|
| 1. a potential | a) run |
| 2. steer well | b) initiative |
| 3. take | c) minefield |
| 4. get the credit | d) waffle |
| 5. a stimulating and challenging | e) for it |
| 6. meaningless | f) from scratch |
| 7. tightly | g) clear of |
| 8. learn everything | h) environment |

2. Fill in the spaces with the correct form of the verb in brackets, paying attention to tense, aspect and voice. Make sure you put any adverbs in the right place. One of the verbs is in the infinitive form.

Would everyone who loves
meetings please stand up?

Corporate meetings and brainstorming sessions are extremely popular among executives and managers, who 1. _____ (clearly conduct) them for a long time. What is less clear (2) _____ (be) how useful they actually are. If people actually (3) _____ (prepare carefully) for meetings, and if the purpose of each meeting (4) _____ (think through properly), there might be some benefit in having them. The reality, however, is very different: employees (5) _____ (often ask) to attend time-consuming events that they (6) _____ (not think about) much beforehand, and which they (7) _____ (come away) from with little clear idea about what their purpose (8) _____ (be actually). (9) _____ (keep) them short, perhaps all meetings (10) _____ (should hold) with everyone standing up!

3. Match the behavioural competences 1-6 with their definitions a)-f).

- 1 self-development
- 2 client orientation
- 3 effective communication
- 4 analysis
- 5 flexibility
- 6 innovation and entrepreneurship

a) the ability to use the appropriate channel, means and style of communication with tact in a variety of situations

b) the ability to create something new (products or services) and to implement these in the marketplace

- c) the willingness and ability to give priority to customers, delivering high-quality services which meet their needs
- d) the ability to adapt with ease to a variety of situations; it is also about not being disconcerted by the unexpected
- e) the ability to find opportunities to develop your skills and attributes through self-study, training, practical application, and/or support from others
- f) being able to bring disciplined analytical thinking to data and situations, to see cause and effect and to use this to make effective decisions

4. Complete the sentences using the correct forms of the given words.

1. analyst

We need someone to _____ our data. They'll need financial experience and to be good at thinking _____. Our current _____ aren't detailed enough for planning purposes. Have we got that sort of _____ person on our staff

2. communicator

We need somebody who is naturally _____ person. They'll need to produce better internal _____ within our organization so that our message is conveyed more effectively.

Variant 2

I. Read and translate the text "Managing Conflicts".

Knowing how to handle conflict is an important professional skill. Conflict at work can affect the motivation and well-being of staff and create unnecessary distractions and stress. People with conflict management skills resolve disagreements quickly and effectively, enabling effective teamwork and maximum productivity. Successful conflict management also helps to create an atmosphere in which individuals can learn from others, develop their talents and think creatively. Conflict management can be challenging, but people who do it well are highly valued by their colleagues and companies.

Fight or flight. When conflict arises, we can often see nature's fight-or-flight response – either attacking the enemy or running away. The 'fight' reaction is when people start to prepare themselves for an argument. But by getting aggressive, they might not only damage their relationships but also miss the chance of growing through constructive feedback. The 'flight' response involves ignoring the issue altogether. People suppress their feelings, hide disagreements and pretend that everything is fine when it is not. However, the conflict remains unresolved and the problem gets worse. So how can we go beyond our immediate reactions to make conflict a source of trust-building and development? Here are eight tips to help us manage conflict successfully.

1. Consider the best time and place for the conversation.

While it is important to talk about the issue, doing it in the wrong place and in front of the wrong people can result in embarrassment and an inability to truly listen. If possible, make an appointment to sit down and talk through the issue with the people involved.

2. Assume positive intentions.

If you walk into a conversation assuming that you're not liked or that you're going to be attacked, you'll most likely spend that time defending yourself and feeling angry and hurt. Remember that you're going through this process because people want to resolve the issue and get along. So start by assuming that their intentions are positive and that the things they are going to say are for the good of the team. This will allow for an open conversation that aims to improve the situation rather than make it worse.

3. Make sure it's a two-way conversation. A conversation is not a monologue. It is not a chance for one party to list all the things they are angry and unhappy about without letting the other person react. A real conversation allows all parties to share their perspectives and collaborate to find a satisfactory way forward. If you find yourself in a monologue, stop and ask some questions.

4. Listen and be open to change. Many of us think we listen but instead are simply waiting for our chance to respond. Put your thoughts aside for the moment and truly listen when the other person is speaking. Growth and development are only possible if you allow their words to change you.

5. Be specific about the issue and the impact. It's easy to generalize and make broad accusations, for example using statements such as *You always ...* or *You never ...* However, this often results in a defensive response. Instead, be specific about what the issue is, give examples and be clear about the impact of the problem. Be as objective as you can and avoid personal attacks.

6. Don't bring up the past. Some of us feel the need to bring up less relevant past events to gain an advantage over our conversation partner. This can make people feel defensive and distract everyone from the main point of the conversation. Try to focus on the main issue and how to make things better.

7. Take responsibility for your part in the problem. We are not perfect and we make mistakes. Consider how you might have contributed to the problem and take responsibility for it. This not only demonstrates your desire to work as a team but also shows that you are not just looking for an opportunity to blame the other party.

8. Focus on the future. Conversations about conflict are often focused on what shouldn't have been and what could have been done. Instead, focus on the future. What steps can you take to resolve the problem? How can you avoid this happening again?

With careful management, conflicts can help us make the most of our differences and find a way of working together successfully.

Exercise 1. Choose the correct answer.

1. Conflict at work can ____
 - a. make people feel negative and stressed.
 - b. help staff develop.
 - c. be difficult to manage.
 - d. All of the above.

2. People who choose to maintain the peace and 'fly' from conflict tend to ____
 - a. get defensive.
 - b. not resolve the conflict.
 - c. openly deny any accusations.
 - d. manage the conflict well.

3. By making an appointment to discuss the issue, we can ____
 - a. avoid involving people who do not need to be a part of it.
 - b. choose a time when all parties feel angriest with each other.
 - c. choose a place where there are soft cushions so that no one will get hurt if a fight breaks out.
 - d. prepare our attack in advance and bring all the evidence we need.

4. When managing conflict, the writer suggests that we should ____
 - a. bring up the issue whenever we start to feel angry about it.

- b. focus on talking about and elaborating our own perspective on the problem.
- c. believe that people have good intentions and want the best for everyone.
- d. arm ourselves with lots of examples of things the other person has done wrong in the past.

5. According to the advice in the article, we should say things like _____

- a. 'You never offer any help.'
- b. 'What you did made Paul feel undervalued.'
- c. 'I've heard you're a very negative person and now I see it's true.'
- d. 'I don't want to hear your side of the story. I already know it.'

6. By taking responsibility for our part in the problem, we can ...

- a. show that we are perfect.
 - b. blame ourselves before they blame us.
 - c. pretend to share the blame and avoid the real issue.
 - d. show that we value teamwork and collaboration.
-

Exercise 2. True or false.

- 1. Employers don't realize that conflict management skills are useful.
 - 2. When faced with conflict, it is natural to want to run away or to get ready for battle.
 - 3. When we choose between 'fight' or 'flight', they can both result in a lost opportunity to make things better.
 - 4. It is best to start dealing with conflict immediately, without worrying too much about the time and place.
 - 5. Many people who say they are listening are in fact thinking of what they are going to say in reply.
 - 6. Focusing on examples of the other person's wrongdoing helps to resolve conflict.
-

Variant 3

Exercise 1. Read the following text "Management Style" and look up any words you don't know.

A management style is an overall method of leadership used by a manager. Management styles are characteristic ways of making decisions and relating to subordinates. Different management styles can be employed dependent on the culture of the business, available resources (like time and money), the nature of the task, desired results, the nature of the workforce (skills and knowledge) and the personality and skills of the leaders. Managers have to perform many roles in an organization and how they handle various situations will depend on their style of management. Being an effective manager means knowing when to use the right management style.

Exercise 2. Which of these statements do you agree with? Write down your reasons why. (Answer in English)

A manager should:

- 1. Know when your birthday is.
- 2. know where you are and what you're doing at all times during working hours.
- 3. Not criticize or praise.
- 4. Not interfere in disagreements between members of staff.
- 5. Not ask people to do things they're not prepared to do themselves.
- 6. Be available at all times to give staff advice and support.
- 7. Keep their distance from staff and not get involved in socializing outside work.
- 8. Use polite language at all times.
- 9. Work longer hours than their staff.
- 10. Comment on the personal appearance of their staff.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

6.ЗАСОБИ І МЕТОДИ КОНТРОЛЮ

Засобами оцінювання та методами демонстрування результатів навчання з навчальної дисципліни «Ділова іноземна мова» є: екзамен, практичні завдання, поза-аудиторне читання та його захист, реферат або презентація, тести.

Форми контролю та критерії оцінювання результатів навчання

Форми поточного контролю:	Усне опитування, оцінка виконаних практичних завдань
Форма модульного контролю:	Тест
Форма підсумкового семестрового контролю:	екзамен

Форми поточного контролю включають усне опитування студентів на практичних заняттях, презентації та рольові ігри за темами змістових модулів, переклад уривку зі статті з німецької на українську мову і навпаки, поза-аудиторне читання та його захист тощо. Крім цього, поточний контроль охоплює такі вибіркові форми самостійної роботи, як: підготовка і захист реферату, виконання практичних завдань, підготовка наукової роботи тощо.

Форма модульного контролю: проводиться з метою визначення стану успішності здобувачів вищої освіти за період теоретичного навчання. Підсумковий модульний контроль знань студентів здійснюється через проведення аудиторних письмових контрольних робіт та/або комп'ютерного тестування.

Форма підсумкового семестрового контролю: Підсумковий семестровий контроль – це підсумкове оцінювання результатів навчання здобувача вищої освіти за семестр, що здійснюється у формі екзамену. На підсумковий семестровий контроль виносяться питання, ситуаційні завдання тощо, що передбачають перевірку розуміння здобувачами вищої освіти програмного матеріалу дисципліни в цілому та рівня сформованості відповідних компетентностей після опанування курсу. Підсумковий семестровий контроль оцінюється від 0 до 100 балів і переводиться у національну шкалу та шкалу ЄКТС.

Поточний контроль разом з індивідуальним контролем оцінюється:

Критерії оцінки	Параметри оцінювання
90-100 – А – 5	<p>1) на всі запитання завдання було дано вичерпні та точні відповіді. Вичерпною вважається відповідь, яка охоплює всі аспекти, які розглядаються впродовж вивчення всіх складових курсу даної дисципліни (практичні, індивідуальна і самостійна робота); У студента розгорнута, максимально повна відповідь, вільно володіє запропонованою темою; відсутні граматичні та лексичні помилки; комунікативне завдання виконано повністю.</p> <p>2) за умови акуратного оформлення результатів роботи згідно відповідних вимог.</p>
82-89 – В – 4	<p>1) на всі запитання завдання було дано вичерпні та точні відповіді з окремими недоліками. Вичерпною вважається відповідь, яка охоплює всі аспекти, які розглядаються впродовж вивчення всіх складових курсу даної дисципліни (практичні, індивідуальна і самостійна робота); У студента розгорнута повна відповідь, в якій бракує деякої інформації, яка, проте, не має ключового значення; відсутні граматичні та лексичні помилки; комунікативне завдання виконано повністю.</p> <p>2) за умови акуратного оформлення результатів роботи згідно відповідних вимог.</p>
74-81 – С – 4	<p>1) на всі запитання завдання було дані повні відповіді. Повною вважається відповідь, яка охоплює основні аспекти питання в рамках конспекту. У студента розгорнута повна відповідь, в якій бракує деякої інформації, яка, проте, не має ключового значення; відсутні граматичні та лексичні помилки; комунікативне завдання виконано повністю.</p> <p>2) за умови акуратного оформлення результатів роботи згідно відповідних вимог.</p>
64-73 – D – 3	1) дані повні відповіді на переважну більшу частину

	<p>запитань, або неповні відповіді на всі запитання. Неповною вважається відповідь, яка містить не всі аспекти питання, що розглядається; У студента відповідь в достатньому обсязі, допускається опущення певної частини інформації; наявні деякі граматичні та лексичні помилки, які не порушують виконання комунікативного завдання.</p> <p>2) за умови акуратного оформлення результатів роботи згідно відповідних вимог.</p>
60-63 – E – 3	<p>1) дані повні відповіді на більшу частину запитань, або неповні відповіді на всі запитання. Неповною вважається відповідь, яка містить не всі аспекти питання, що розглядається; У студента відповідь в достатньому обсязі, допускається опущення певної частини інформації; наявні деякі граматичні та лексичні помилки, які не порушують виконання комунікативного завдання.</p> <p>2) за умови акуратного оформлення результатів роботи згідно відповідних вимог.</p>
35-59 – FX – 2	<p>1) не дані відповіді на більшу частину запитань; У студента відповідь в мінімальному припустимому або в недостатньому обсязі, значна частина інформації пропущена або спотворена; наявні серйозні помилки, що заважають розумінню; комунікативне завдання не виконано або відсутність відповіді взагалі.</p> <p>2) оформлення результатів роботи є незадовільним.</p>
0-34 – F – 1	<p>1) не дані відповіді на жодну частину запитань;</p> <p>2) оформлення результатів роботи є незадовільним.</p>

7. КРИТЕРІЇ ОЦІНЮВАННЯ ЗНАНЬ, УМІНЬ ТА НАВИЧОК ЗДОБУВАЧІВ

Розподіл балів, які отримують здобувачі вищої освіти (модуль 1)

Поточне оцінювання та самостійна робота														Модульна контрольна робота	Сума
T1+T1.1	T2+T2.1	T3+T3.1	T4+T4.1	T5+T5.1	T6+T6.1	T7+T7.1	T8+T8.1	T9+T9.1	T10+T10.1	T11+T11.1	T12+T12.1	T13+T13.1	T14+T14.1	50	100
3	3	3	3	3	3	4	4	4	4	4	4	4	4		

T1, T2 ... – теми

Оцінювання окремих видів навчальної роботи з дисципліни

Вид діяльності здобувача вищої освіти	Модуль 1	
	Кількість	Максимальна Кількість балів (сумарна)
Практичні заняття (допуск, виконання та захист)	14	32
Реферат/Презентація	1	3
Самостійна робота	5	15
Модульна контрольна робота	1	50
Разом	21	100

Критерії оцінювання підсумкового семестрового контролю: поточний контроль наприкінці семестру перераховується у 50-бальну оцінку; модульний контроль наприкінці семестру перераховується у 50-бальну оцінку.

Підсумковий контроль. За наявності рівня результатів поточних контролів з усіх видів навчальних занять не менше 60 балів, оцінювання виконується без участі студента шляхом визначення середньозваженого значення. У випадку, коли студент за результатами поточних контролів з усіх видів навчальних занять отримав менше 60 балів, або не погоджується з оцінкою, яку отримав під час підсумкового контролю, він має право складати екзамен. Студент, який не з'явився на екзамен без поважних причин, вважається таким, що одержав незадовільну оцінку, чи погоджується зі своїм підсумковим контролем.

Якщо студент був не допущений до екзамену, він повинен до встановленого терміну перескладання екзамену набрати необхідну кількість балів з поточного та /або проміжного контролю, виконуючи додаткові види робіт або перескладаючи модульну контрольну роботу.

Повторне складання підсумкового контролю з дисципліни, коли студент отримав оцінку «не задовільно» (нижче 60-ти балів), допускається не більше двох разів. Спроби студента виправити оцінку й не допустити академічної заборгованості обмежуються терміном в один місяць після закінчення екзаменаційної сесії.

Критерії оцінювання та схема нарахування балів є наступною:

Загальна сума балів	Оцінка ECTS	Оцінка за національною шкалою для екзамену
90 – 100	A	Відміно
82-89	B	добре
74-81	C	
64-73	D	Задовільно
60-63	E	
35-59	FX	незадовільно з можливістю повторного складання
0-34	F	незадовільно з обов'язковим повторним вивченням дисципліни

8. ТЕМИ ДЛЯ НАПИСАННЯ РЕФЕРАТІВ / ПРЕЗЕНТАЦІЙ

1. Вплив міжкультурних комунікаційних навичок на успіх у бізнесі.
2. Іншомовна комунікація в глобальному бізнесі: виклики та перешкоди.
3. Роль ефективного електронного спілкування в сучасному бізнесі.
4. Вплив соціальних мереж на комунікацію в бізнесі та маркетингові стратегії.
5. Аналіз культурних розбіжностей у бізнесі: вплив на проведення переговорів та прийняття рішень.
6. Використання мови тіла в бізнес-комунікації: знаки, жести та їх значення.
7. Розвиток навичок презентації та публічного виступу в діловому середовищі.
8. Сталий розвиток у бізнесі: вплив екологічної свідомості та корпоративної відповідальності.
9. Сучасні тенденції в діловій комунікації: віртуальні команди та дистанційна робота.
10. Мовленнєва етика в бізнес-середовищі: важливість професійної ввічливості та культури спілкування.
11. Фонетика в діловому спілкуванні: звуки, акцент та вимова.
12. Мовні бар'єри в діловій комунікації: причини, види та способи подолання.
13. Роль інтеркультурної компетентності в глобальному бізнес-середовищі.
14. Використання ефективних комунікаційних стратегій у спілкуванні з клієнтами.
15. Будівництво довіри в процесі ділової комунікації: ролі та методи.
16. Правила ведення телефонних дзвінків і скайп-конференцій в діловому спілкуванні.
17. Ефективне письмове спілкування в діловій кореспонденції: листи, електронна пошта та офіційні документи.
18. Роль мовних технологій в управлінні бізнес-комунікаціями: інструменти, програмне забезпечення та онлайн-платформи.
19. Випробування на мовну компетентність в професійній діловій мові: рівні та сертифікація.

20. Захист власної думки та переконань в ділових дискусіях та переговорах.

9. АКАДЕМІЧНА ДОБРОЧЕСНІСТЬ

Під час вивчення навчальної дисципліни «Практикум перекладу з німецької мови» здобувач вищої освіти другого (магістерського) рівня повинен знати, що її викладання ґрунтується на засадах академічної доброчесності—сукупності етичних принципів та визначених законом правил, якими мають керуватися учасники освітнього процесу під час навчання, викладання та провадження наукової (творчої) діяльності з метою забезпечення довіри до результатів навчання та/або наукових (творчих) досягнень.

Дотримання академічної доброчесності здобувачами вищої освіти передбачає: самостійне виконання навчальних завдань, завдань поточного та підсумкового контролю результатів навчання (для осіб з особливими освітніми потребами ця вимога застосовується з урахуванням їхніх індивідуальних потреб і можливостей); посилення на джерела інформації у разі використання ідей, розробок, тверджень, відомостей; дотримання норм законодавства про авторське право і суміжні права; надання достовірної інформації про результати власної (наукової, творчої) діяльності, використані методики досліджень і джерела інформації.

Порушеннями академічної доброчесності вважаються: академічний плагіат, самоплагіат, фабрикація, фальсифікація, списування, обман, хабарництво, необ'єктивне оцінювання.

За порушення академічної доброчесності здобувачі можуть бути притягнені до такої академічної відповідальності: повторне проходження

оцінювання (контрольна робота, екзамен тощо); повторне проходження відповідного освітнього компонента освітньої програми.

10. ОРИЄНТОВНИЙ ПЕРЕЛІК ПИТАНЬ ДЛЯ ПІДГОТОВКИ ДО ЕКЗАМЕНУ

1. Managing conflict.
2. Management style.
3. Booking a hotel.
4. Visit of a foreign partner.
5. Self-awareness and professional communication.
6. A professional biography.
7. Time management.
8. Newsletter articles.
9. Managing changes.
10. Emails.
11. Letters.
12. Diplomatic letters.
13. Business proposals.
14. Writing a CV.
15. Marketing strategy.
16. Discussion with active listening.
17. Communicating in a crisis.
18. Reports.
19. Interview.
20. Complaint.
21. Decision-making tools
22. Grid analysis.
23. Finances.
24. Financial report.
25. Leading the team.
26. Holding a meeting.

11. СПИСОК РЕКОМЕНДОВАНИХ ДЖЕРЕЛ

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3. Howard N. The Language of Business Meetings: A Practical Guide to Business English. London: National Geographics Learning. 2021. 145 p.
4. Sweeney S. English for Business Communication. Cambridge: Cambridge University Press. 2020. 134 p.
5. Cleland J.K. Business Writing for Results: How to Create a Sense of Urgency and Increase Response to All of Your Business Communications. New York City: Craft Publisher. 2023. 141 p.
6. Mackenzie I. English for Business Studies. Cambridge: Professional English. 2020. 131 p.
7. Atkinson I. The Financial Times Guide to Business Writing: How to Communicate with Influence and Impact. London: Pearson UK. 2019. 154 p.
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9. Goman K. The Silent Language of Leaders: How Body Language Can Help or Hurt-How You Lead. London: Jossey Bath. 2019. 169 p.
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11. Hartman L., DesJardins J. Business Ethics: Decision-Making for Personal Integrity & Social Responsibility. Boston: Cengage Learning. 2021. 171 p.

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4. Допоміжна 1. Богацкий И. С. Бизнес-курс английского языка / И. С. Богацкий, Н. М. Дюканова; под общ. ред. И. С. Богацкого. – [5-е изд., перераб.]. – К.: Логос, 2000. – 352с.
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