

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ
ІМЕНІ СЕМЕНА КУЗНЕЦЯ**

ЗАТВЕРДЖЕНО

на засіданні кафедри педагогіки, іноземної
філології та перекладу
Протокол №9 від 01.09.2023 р.

ПОГОДЖЕНО

Проректор з навчально-методичної роботи



Каріна НЕМАШКАЛО

**ІНОЗЕМНА МОВА (ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ)
робоча програма навчальної дисципліни (РПНД)**

Галузь знань
Спеціальність
Освітній рівень
Освітня програма

**12 «Інформаційні технології»
121 «Інженерія програмного забезпечення»
перший (бакалаврський)
«Інженерія програмного забезпечення»**

Статус дисципліни
Мова викладання, навчання та
оцінювання

**обов'язкова
англійська**

Розробники:

ст. викл.

/підписано КЕП/

Ірина МАКСИМОВА

В.о.завідувачки
кафедри педагогіки,
іноземної філології та перекладу

Тетяна ПОГОРЕЛОВА

Гарант програми
доцент кафедри інформаційних систем,
к.т.н., доцент

Олег ФРОЛОВ

**Харків
2024**

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS**

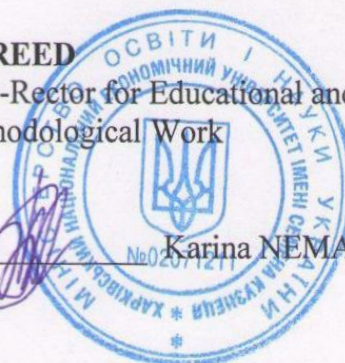
APPROVED

at the meeting of the Department of Pedagogy,
Foreign Philology and Translation
Protocol № 9 of 01.09.2023

AGREED

Vice-Rector for Educational and
Methodological Work


Karina NEMASHKALO



**FOREIGN LANGUAGE (FOR THE PROFESSIONAL PURPOSES)
Program of the course**

Field of knowledge	12 Information Technologies
Speciality	121
Study cycle	Bachelor
Study programme	Software Engineering
Course status	Mandatory
Language	English

Developers:
Lecturer

/Digitally signed/

Iryna MAKSYMOVA

Head of Department of Pedagogy,
Foreign Philology and Translation

Tetiana POHORIELOVA

Head of Study Programme

Oleh FROLOV

**Kharkiv
2024**

INTRODUCTION

The course "Foreign Language (for Professional Purposes)" occupies one of the main places in the system of training of information technology specialists, complementing the block of mandatory educational components of the professional direction in the specialty 121 "Software Engineering" of the SP "Software Engineering", which offers not only a system of knowledge of vocabulary, grammar but also helps future specialists to use a foreign language as a means of communication and make it a key tool for successful functioning in a globally business environment. Knowledge of foreign languages allows you to access additional information that may not be available in your native language, thus expanding your knowledge and capabilities. In today's world, many companies operate internationally, so understanding another language helps to cope with intercultural challenges and expand the sphere of business influence. Professionals who speak foreign languages are more likely to have better chances of finding high-paying jobs and can move up the career ladder faster. Knowledge of a foreign language facilitates communication with colleagues, clients and partners from around the world, which opens up new opportunities for cooperation and business development.

The purpose of the course "Foreign language (for professional purposes)" is to deepen the acquired language competencies in a foreign language and to form professionally oriented foreign language communicative language competence (linguistic, translation, sociolinguistic and pragmatic) to ensure effective communication in a professional environment. Providing students with the knowledge, skills and practical skills in the field of software engineering. Formation and development of general and professional competencies of specialists with fundamental knowledge and practical skills in the field of software engineering, promotion of social sustainability and mobility in the labor market of graduates who are able to set and solve problems related to the development, maintenance and quality assurance of software.

The subject of the course is foreign language communication, which is optimized in real-time speech practices in a foreign language, in various professional (business) situations, which is carried out to form a holistic and personalized image of the world, develop student's creative activity and autonomy, and realize the intercultural characteristics of representatives of different linguistic and cultural communities. The course is aimed at mastering students' competence in foreign language professional communication, which will enable students to have competitive advantages among other specialists in the professional environment and in the field of international communications.

The objectives of the course are:

Learning and using terms used in business communication through exercises, dictionaries and professional texts.

Formation of the ability to conduct business correspondence, documentation and improve writing skills through the creation of emails, business letters, reports or proposals, CVs (Resume) taking into account the existing norms of foreign written language for professional purposes, getting presentation skills in a foreign language.

Development of oral communication through oral tasks, such as presentations, role-playing games, discussions on topics related to the professional environment.

Formation of knowledge and skills of interaction with representatives of other countries through the study of cultural features that affect professional communication.

Learning to use the language in real-life scenarios of the work environment, the ability to solve and perform tasks that may be encountered in a particular professional activity.

The object of the course is the professional context of forming students' professionally oriented foreign language communicative competence in a foreign language, which is formed on the basis of the integration of four fundamental skills (reading, speaking, listening, writing, linguistic mediation). The object of study is software, processes, tools and resources for software development, maintenance and quality assurance of software.

The aim of the course is to train specialists capable of setting and solving tasks related to the development, maintenance and quality assurance of software.

The learning outcomes and competencies formed by the course are defined in Table 1.

Table 1

The Learning Outcomes and Competencies formed by the course

Learning Outcomes	General Competencies
LO01	GC4
LO16	GC4
LO23	GC4

where, LO01 - Analyze, purposefully search and select information and reference resources and knowledge necessary for solving professional problems, taking into account modern achievements of science and technology.

LO16 - Have the skills of team development, approval, design and release of all types of program documentation.

LO23 - Be able to document and present the results of software development.

GC4 - Ability to communicate in a foreign language both orally and in writing.

COURSE CONTENT

Content module 1: Introduction to information systems.

Topic 1: Information system.

1.1. Data or information. Acquiring communicative competence on the following topics: characteristics of useful information; value of information. Familiarization with the rules and requirements of business correspondence in a foreign language.

1.2. The concept of the system and the concept of modeling. Acquiring communicative competence in the following topics: system concepts and

components; system efficiency and system standards; system parameters; system modeling. Compilation and design of a business letter; familiarization with notification letters; invitation letters.

1.3. The concept of "information system". Acquisition of communicative competence in the following topics: input and output data, their processing and feedback; manual and computerized information systems; computerized information systems; Information systems for business. Rules for writing e-mail.

1.4. Information systems for business. Acquisition of communicative competence in the following areas: electronic and mobile commerce; transaction processing and enterprise resource planning; information systems and decision support systems; specialized information systems for doing business: artificial intelligence, expert systems and virtual reality. Correspondence within a company: writing a memo.

Topic 2. Systems development. Information systems in society, business environment and industry.

2.1. Development of systems. Acquisition of communicative competence in the following topics: research and analysis of systems; system development, implementation, support and verification. Rules for creating presentations.

2.2. Information systems in society, business and industry. Acquisition of communicative competence in the following topics: security, privacy and ethical issues in information systems and the Internet; computer literacy and education in the field of information systems; information systems in functional areas of business; information systems in industry. Organization and preparation of business meetings. Rules for writing the agenda (minutes) of business meetings and gatherings.

Content module 2: Information systems in organizations.

Topic 3: Organizations and information systems.

3.1 Organizations and information systems. Acquisition of communicative competence in the following topics: organizational structure; corporate culture and change in the organization; reengineering; continuous improvement; diffusion, infusion and adoption of technology; integrated quality management; on-demand computing and decentralization; organizations in a global society. Establishing business contacts, telephone communication, business travel. Writing reports of negotiations.

3.2. Competitive advantages. Acquiring communicative competence in the following topics: factors contributing to competitive advantage; strategic planning for competitive advantage. Business meetings, conferences, seminars and their venues, communication and meals during breaks, rules of etiquette. Keeping minutes and notes during conferences and seminars.

Topic 4. Information systems based on the needs of practice.

4.1. Information systems based on the needs of practice. Acquisition of communication competence on the following topics: productivity; payback and value of information systems; risk. Preparation of conferences and seminars, speeches, filling out application forms for participation in international business events.

4.2. Professions in the field of information systems. Acquiring communication

competence on the following topics: roles, functions and 6 professional development in the information technology department; positions in the field of information systems, functions; other professions in the field of information technology. Writing a press release, report, essay.

The list of practical (seminar) studies in the course is given in table 2.

Table 2

Name of the topic and/or task	Contents
Topic 1.	Topics: “Data or information”, “The concept of a system and modeling concepts”, “The concept of an information system”, and “Information systems for doing business”. Writing and formatting a business letter. Familiarization with notification/acknowledgment letters, invitation letters, order/request letters, and complaint letters. Rules for writing e-mails and memos.
Topic 2.	The practical lesson topic is "System Development", "Information Systems in Society, Business Environment and Industry". Familiarization with the basic rules for making presentations and conducting business correspondence. Rules for writing agendas (minutes) for business meetings and gatherings.
Topic 3.	Topics: “Organizations and Information Systems”, “Competitive Advantages”. Familiarization with the rules of conducting and writing minutes of business meetings, business documentation. Writing negotiation reports. Keeping minutes and notes during conferences and seminars.
Topic 4.	Topics: “Information systems based on the needs of practical activities”, “Professions in the field of information systems”. Organization of discussions. Filling out application forms for participation in international business events. Writing a press release, report, essay.

The list of self-studies in the course is given in Table 3.

Table 3

The list of self-studies

Name of the topic and/or task	Contents
Topic 1.	Tasks for independent study. Work on the glossary, work on sentence structure, use of clichés according to the type of business letter.
Topic 2.	Tasks for independent study. Revision of lexical and grammatical structures. Making a presentation, according to the basic requirements for creating a presentation.
Topic 3.	Tasks for independent study. Writing an agenda for a business meeting. Work on lexical and grammatical structures.
Topic 4.	Tasks for independent study. Writing a press release. Discussion on the content of the topic.

The number of hours of lectures, practical (seminar) studies and hours of self-

study is given in the technological card of the course.

TEACHING METHODS

In the process of teaching the course to acquire certain learning outcomes, to intensify the educational process, the following teaching methods are used:

- the communicative method (Topics 1-4) aimed at developing communication skills. Students learn the language through communication, role-playing, discussion of topics, presentation of projects, organization of student conferences;

- the grammatical-transformational method focuses on grammar, language rules, structures and is used to teach writing business correspondence and documentation (Topics 1-4);

- the audio-visual method through the use of audio and video materials, namely: films, songs, videos, which helps students develop the ability to listen and understand the speech of native speakers and is used for meetings and professional communication (Topics 1-4);

- the method of general integrated teaching or blended learning combines different methods and approaches to language learning (Topics 1-4): case method, brainstorming, combination of lessons, discussions, group work, presentations, introductory (warm-up) games, debates, discussions, student projects, student conferences;

- the interactive method (Topics 1-4) that focuses on the use of technology and promotes active student engagement and the development of communication skills.

FORMS AND METHODS OF ASSESSMENT

The University uses a 100-point cumulative system for assessing the learning outcomes of students.

Current control is carried out during practical classes and is aimed at checking the level of readiness of the higher education student to perform specific work and is assessed by the amount of points scored:

- in the first semester, the maximum amount is 100 points; the minimum amount that allows a higher education student to receive credit is 60 points.

- in the second semester, the maximum amount is 60 points; the minimum amount that allows a higher education student to take an exam is 35 points.

The final control in the first semester includes current control and assessment of the student.

The final control in the second semester includes current control and an exam.

Semester control is carried out in the form of a semester test in the first semester and a semester exam in the second semester.

The maximum amount of points that a higher education student can receive during an exam is 40 points. The minimum amount for which an exam is considered passed is 25 points.

The final grade in the course in the first semester is determined by the

summation of all points obtained during the current control, in the second semester - by the summation of points for the current and final control.

The following control measures are used in the course of teaching the course:

Current control of the 1st semester: practical classes on topics (50 points),
Presentation of thematic material (10 points)

Independent work (20 points)

Current tests (20 points),

Semester control: Grading.

Current control of the 2nd semester: practical classes on topics (20 points),
Presentation of thematic material (10 points)

Independent work (10 points)

Current control works (20 points),

Semester control: Grading including Exam (40 points)

More detailed information on the assessment system is provided in the technological card of the course.

An example of an exam card and assessment criteria.

Simon Kuznets Kharkiv National University of Economics
First (Bachelor's) level of higher education
Specialty "Software Engineering"
Study programme "Software Engineering"
Semester II
Course "Foreign language (for professional purposes)"

EXAMINATION CARD NO. 1

Task 1. Choose the correct form of the verb to fill each of the gaps. (5 points)

1. Machinery industry (produce) durable goods the whole last year.
a) produce; b) was producing; c) is producing.
2. We (not increase) sales last year.
a) didn't increase; b) don't increase; c) is increasing.
3. Most manual workers usually (to receive) wages calculated on an hourly basis.
a) receive; b) received; c) have received.
4. They (not increase) wages yet.
a) haven't increased; b) increase; c) don't increase.
5. Before the company entered the market there (to be) a lot of mergers.
a) had been; b) were; c) have been.
6. If this price (to be) too low to the farmers, the government (to set) a support price.
a) is /will set; b) is / sets; c) are / will set.
7. The owners first (to observe) this effect before inflation started.
a) observed; b) has observed; c) had observed.
8. The living standards of the population (to improve) for the last two years.
a) have been improving; b) had improved; c) improved.
9. They (to build) new motorways for two weeks when the directives came.
a) built; b) were building; c) had been building.
10. The subordinates (to work) at 5 pm yesterday.
a) were working; b) work; c) had been working.

Task 2. Put a question to the underlined words in each sentence (1-5). Use the question word given in brackets. (5 point)

1. They had been building new machines for two weeks when new instructions came. (What ...?)
2. They are going to set up a joint venture next year. (When ...?)
3. Most manual workers usually receive wages calculated on an hourly basis. (Who ...?)
4. The exhibition centre has been arranging fairs here for ten years. (How long ...?)
5. Economic goals include price stability. (What ...?)

Task 3. Fill in the gaps (1-10) with appropriate words. (5 points)

Salary, output, debt, overtime pay, bonuses, piece rate, mortgage, mixed economy, price, law of supply

1. A ... has both private and public sectors.
2. The higher the ..., the lower the quantity demanded.
3. ... are given or paid in addition to what is usual or expected.
4. The total ... of capital goods, during a given period of time is called gross investment.
5. A ... is a form of periodic payment from an employer to an employee, which may be specified in an employment contract.
6. ... is paid to workers for each article produced.
7. An amount owed to a person or organization for funds borrowed is a
8. ... is the additional amounts paid to hourly employees who work more than 40 hours in a workweek.
9. A ... is a loan given out to individuals by a bank or other lending institution designed for the purchase of a home.
10. The ... a fundamental principle of economic theory which states that an increase in price results in an increase in quantity supplied.

Task 4. Read the article about flexible working in the information age. Choose the best sentence from the provided variants to fill each of the gaps. For each gap 1- 5, mark one letter (A - G). Do not use any letter more than once. There is an example at the beginning (0). (10 points)

Flexible working

Yesterday's buildings and yesterday's office environments are increasingly difficult to use efficiently. **(0) ... G...** Staff work where they happen to be, not where the work is best done. Time and productivity are wasted through unnecessary travelling.

Although many management "gurus" would have us believe otherwise, the office is not dead. Instead, information age technology is altering our concept of what the "office" actually is. **(1) ...** With the right information and communication technology solution, the office can be anywhere. In particular, with the arrival of desktop video-conferencing, the notion of the "virtual" or "follow me" office will certainly become even more powerful.

In the search to support more productive working methods and lower costs for premises, companies are using a number of options. One example is enabling mobile workers such as sales people or travelling professionals to work effectively from any location using their homes or local offices as bases. **(2) ...** Instead staff are more likely to have "touch-down" space or meeting rooms tailored to suit individual work tasks.

The conflicting demands of work and home result in tensions and stresses affecting both work performance and family life. How we organise work, and where and when it takes place, is central to these conflicts. Commuting to work simply to use a computer and telephone is pointless and expensive if the same tasks can be performed at or nearer to home. **(3) ...** Clearly, digital technologies enable work to take place at more friendly times and locations.

To take full advantage of flexible working, staff must be trained to use the new technology and to deal with managing or being managed at a distance. Flexible working schemes fail when

technology is thrown at staff and they are left to just get on with it. (4) ... In most cases, flexible working does not mean never seeing your colleagues! It means being in the best place for a particular task to be carried out. In the future, we may visit the office only when we need to be there.

Work in principle can take place anytime and anywhere. To make this happen, however, the right technologies and systems have to be in place. Quality equipment is a key consideration in particular desktops and laptop PCs with high speed access, using fixed or mobile telephony. (5) ... They need to be able to access their e-mail, corporate intranet and other systems at any point.

- A. And travelling in the rush-hour or just at the time when the children have to go to school adds to the strain.
- B. It is changing the physical nature of offices and giving them flexible boundaries.
- C. In addition, the right policies must be in place to ensure good communication and to avoid feelings of isolation.
- D. This change means companies will have to invest in advanced communication technology.
- E. This move to more flexible, location-independent working makes a dedicated office space for each person hard to justify.
- F. Equally important, people need to be able to get into the same corporate networks whether they are in or away from the office.
- G. Not only are they expensive to run, they also lead inefficient working practices.

Task 5. Match the terms with their definitions. (5 points)

- | | |
|--------------------------------|--|
| 1. Authority | a) specialists in planning and handling mass selling details for advertisers. |
| 2. Shareholders / Stockholders | b) a business system in which a company (or franchiser) sells an individual (or franchisee) the right to operate a business using the franchiser's established system or format. |
| 3. Hierarchy | c) someone whose job is to manage all or part of a company or organization, or a particular activity. |
| 4. Discounts | d) payment from a company's profits to its shareholders. |
| 5. Retailing | e) people who own shares in a company, they provide the capital. |
| 6. Dividend | f) the money that a franchisee will use to buy the stock and to pay for the labour and services that the business will need. |
| 7. Manager | g) reductions from list price that are given by a seller to a buyer who either gives up some marketing function or provides the function himself. |
| 8. Advertising agencies | h) the power that a person or organization has because of their official or legal position. |
| 9. Working capital | i) all of the activities involved in the sale of products to final consumers. |
| 10. Franchising | j) an organization or structure in which the staff are organized in levels and the people at one level have authority over those below them. |

Task 6. Write a letter of request. (10 points)

You want to do a summer course next year and want information from British Language School (17 Princess Street, London, telephone 07198271). Ask them about 1. How long their course lasts.

- 2. If they have families you can stay with.
- 3. Their fees.
- 4. If they have free places for the days you would like to attend the course.

Approved at the Department of Pedagogy, Foreign Philology and Translation meeting,
 protocol № _____ on _____ 20__ p.

Examiner
 Head of the Department

Iryna MAKSYMOMA
 Tetiana POHORIELOVA

Assessment criteria

The final marks for the exam consist of the sum of the marks for all tasks, rounded to the nearest whole number according to the rules of mathematics.

The exam paper consists of 6 tasks, 5 of which correspond to the level of heuristic productive activity, the 6th task is creative. The assessment is based on a 40-point system.

Tasks	Points	Assessment criteria
1. Choose the correct form of the verb in each sentence (10 sentences).	5	One correct sentence is worth 0.5 points.
2. Formulate questions to the words underlined in the sentence (5 questions).	5	One correct sentence is worth 0.5 points.
3. Complete the sentences with one of the given economic terms (10 sentences and 10 terms).	5	One correctly added sentence is worth 0.5 points.
4. Read the text of general economic content of 2000 printed characters, fill in the blanks with the given sentences (5 sentences).	10	One correctly filled gap is worth 2 points.
5. Match the economic term with the given definitions (10 terms and 10 definitions).	5	One correct match is worth 0,5 points.
6. Write a business letter on the topic given in the task.	10	The maximum score of 10 points is given for a business letter written in the correct format without lexical and grammatical errors and in accordance with the stylistic norms of business documents. Points are allocated according to the following criteria:
	3,25	content (working out all the conditions specified in communicative situations)
	3,25	text structure and coherence
	3,5	use of vocabulary (knowledge of lexical material) and grammatical correctness of the created document

RECOMMENDED LITERATURE

Main

1. Borova T. A. Foreign language (for professional purposes): the basics of business and entrepreneurship: a textbook / T. A. Borova, N. O. Butkovska - Kharkiv: KhNEU named after S. Kuznets, 2019. 197 c.
2. Glendinning E. H. Oxford English for Information Technology 2nd ed. – Student. / H. Glendinning, J. Mc Ewan. - Oxford: Oxford University Press, 2015 - 225 p.
3. Esteras S. R. InfoTech. English for computer users / S. R. Esteras. - 4 th ed. - Cambridge: Cambridge University Press, 2009. - 156 p.
4. Hick S. English for Information Systems / S. Hick. - UK: Prentice Hall International Group Ltd, 2011. - 240 p.
5. Reshetniak, I. O. English for professional purposes (Organization management and business administration) / I. O. Reshetniak; Simon Kuznets Kharkiv National university of Economics. - Kharkiv : Tsyfra print, 2022. 111 p.
6. Marjorie Rosenberg, Communicative Business English Activities Level: A1-C1, Express Publishing, 2018. 212p.
7. Raymond Murphy. English Grammar in Use Book with Answers: A Self-study Reference and Practice Book for Intermediate Learners of English the fifth edition Cambridge University Press, 2019. 380p.

Additional

8. Evans V. Career Paths: Information Technology / V. Evans, J. Dooley, S. Wright. - Newbury: Express Publishing, 2011. - 156 p.
9. David. H. English for Information Technology 2. Course book / H. David. - UK: Pearson Education, 2012. - 80 p.
10. Eric Butow Write Your Business Plan: A Step-By-Step Guide to Build Your Business (Entrepreneur) Entrepreneur Press, 2023, pp 265.
11. Shevchuk A.O. Formation of students' foreign language professional and communicative competence by means of Internet technologies / A.O. Shevchuk // Pedagogy of the XXI century: current state and development trends: a collective monograph: in 2 parts - Lviv-Torun: Liga-Press, 2021. - Part 2. - P. 831-857.
12. Professional English for Commerce & Management- [Electronic resource] - Access mode: <https://syllabus.b-u.ac.in/tansche/pecm1.pdf>.
13. Business English for Beginners Student Book - [Electronic resource] - Access mode: https://www.academia.edu/16395968/Business_English_for_Beginners_Student_Book
14. 100 useful business English expressions - [Electronic resource] - Access mode: <https://bilingua.si/wp-content/uploads/2016/11/100-Business-English-Expressions.pdf>
15. English for Business Communication- [Electronic resource] - Access

mode:<https://www.perlego.com/book/1524109/>
communication-pdf

english-for-business-

16. Fleming, K. Speaking easily and naturally. How to become a pleasant interlocutor / Carol Fleming; translated from English by S. Nodia - Kharkiv: Family Leisure Club, 2022. 239 c.

17. Chaldini, R. Psychology of influence. Persuade and succeed = Influence: the Psychology of Persuasion / Robert Chaldini; [translated from English by N. Koval, A. Zornitsky]; - updated and supplemented - Kharkiv: Family Leisure Club, 2023. 606 p. : ill. - Bibliography: pp. 551-605. - Note: pp. 496-550.

Information resources

18. BBC World Service. Learning English [Electronic resource]. - Access mode:<http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnitv65.shtml>.

19. TED Talks. - [Electronic resource] - Access mode:https://www.ted.com/podcasts/ted_business.

20. Business English Pod. - [Electronic resource] - Access mode:<https://www.businessenglishpod.com/2023/11/26/bep-403-recruiting-2-developing-the-job-description/>

21. EnglishClass101. - [Electronic resource] - Access mode:<https://www.englishclass101.com/app/>

22. BBC World Service. - [Electronic resource] - Access mode:https://www.bbc.co.uk/sounds/play/live:bbc_world_service

23. Podcasts from BBC World Service. - [Electronic resource] - Access mode:<https://www.bbc.co.uk/programmes/articles/2SHPBt3FsvmhcglB60f86CY/podcasts-from-bbc-world-service>.