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ИНОСТРАННЫЙ ЯЗЫК В СФЕРЕ ПРОФЕССИОНАЛЬНОЙ КОММУНИКАЦИИ

Учебный модуль по направлению подготовки 42.04.02 Журналистика
(профиль «Современная медиасфера»)
Рабочая программа

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1. Цели и задачи учебного модуля

Цели учебного модуля (УМ):

Эффективная коммуникация в устной и письменной форме в контексте межличностного, межкультурного, бытового, делового и профессионального общения составляет суть, содержание и цель обучения иностранному языку в ВУЗе. Данный учебный модуль (УМ) предусматривает формирование общепрофессиональной компетенции, являясь важнейшей составляющей гуманитарного цикла ОП.

Задачи, решение которых обеспечит достижение цели:

1) *общеобразовательные:*
формирование у магистрантов системы коммуникативных стратегий и тактик, принятых в различных сферах коммуникации и профессиональных сообществах.
2) *развивающие:*
развитие навыков систематизации и реферирования лингвистического материала всех типов и создания текстов официально-делового и публицистического стиля с опорой на теоретические положения и практические навыки, полученные в предшествующей образовательной программе бакалавриата.
3) *воспитательные:*
стимулирование магистрантов к самостоятельной деятельности по освоению дисциплины и формированию необходимых компетенций.

1 Место модуля в структуре ОП направления подготовки

Модуль «Иностранный язык в сфере профессиональной коммуникации» входит в блок модулей по выбору ОП по направлению 42.04.02 «Журналистика» (профиль «Современная медиасфера»). Предназначен для студентов 1 курса очной и заочной форм обучения.

Модуль «Иностранный язык в сфере профессиональной коммуникации» представлен двумя учебными элементами. Изучение модуля базируется на знаниях, полученных в результате освоения модулей, освоенных в предшествующей магистратуре образовательной программе бакалавриата.

2 Требования к результатам освоения учебного модуля

Процесс изучения УМ направлен на формирование следующих общепрофессиональной (ОПК) и профессиональной (ПК) компетенций:
– способностью к коммуникации в устной и письменной формах на государственном языке Российской Федерации и иностранном языке для решения задач профессиональной деятельности (ОПК-1);
- готовность выполнять различные виды редакционной работы с целью создания медийных проектов повышенной сложности. (ПК-2).

В результате освоения УМ студент должен знать, уметь и владеть:

Код компетенции	Уровень освоения компетенции	Знать	Уметь	Владеть
ОПК-1	повышенный	составляющие коммуникативного акта, коммуникативной стратегии и коммуникативной тактики; модели инициации и идентификации коммуникативного акта; роли адресанта и адресата в различных сферах коммуникации; условия и причины успешной/неуспешной коммуникации; основные критерии и принципы коммуникативного кодекса, принципы создания, редактирования, реферирования, систематизирования и трансформации текстов официально-делового и публицистического стиля	успешно применять принципы реферирования и систематизирования для создания, редактирования и трансформации текстов официально - делового и публицистического стиля	комплексом коммуникативных стратегий и тактик в разных сферах коммуникации; свободно методиками инициации различных видов коммуникативных актов; моделями успешного коммуникативного поведения в различных профессиональных ситуациях; свободно навыком редакторской работы с текстами официально-делового и публицистического стиля
ПК-2	повышенный	и полностью понимать особенности редакционной работы любого уровня	выполнять любые виды редакционной работы в любых условиях и на высоком профессиональном уровне	профессионально навыками создания медийных проектов повышенной сложности

4 Структура и содержание учебного модуля

Модуль «Иностранный язык в сфере профессиональной коммуникации» содержит 2 учебных элемента (УЭМ):
– УЭМ 1: Средний уровень владения иностранным языком в СПК.
– УЭМ 2: Повышенный уровень владения иностранным языком в СПК.

4.1 Трудоемкость учебного модуля
для очной формы обучения

Учебная работа (УР)		Всего	Семестр		Формируемые компетенции
			1	2	
Полная трудоёмкость модуля в зачётных единицах (ЗЕТ)		6 ЗЕ	3 ЗЕ	3 ЗЕ	
Распределение трудоёмкости по видам УР в академических часах (АЧ):		216	108	108	
УЭМ 1	- практические занятия – (в том числе) аудиторная СРС внеаудиторная СРС	27 5 81	27 5 81		ОПК – 1 ПК – 2
УЭМ 2	– практические занятия – (в том числе) аудиторная СРС – внеаудиторная СРС	27 5 81		27 5 81	ОПК – 1 ПК – 2
Аттестация: зачет		-	-	-	

для заочной формы обучения

Учебная работа (УР)		Всего	Семестр		Формируемые компетенции
			1	2	
Полная трудоёмкость модуля в зачётных единицах (ЗЕТ)		6 ЗЕ	3 ЗЕ	3 ЗЕ	
Распределение трудоёмкости по видам УР в академических часах (АЧ):		216	108	108	
УЭМ 1	– практические занятия – (в том числе) аудиторная СРС внеаудиторная СРС	12 - 96	12 - 96		ОПК – 1 ПК – 2
УЭМ 2	– практические занятия – (в том числе) аудиторная СРС – внеаудиторная СРС	12 - 96		12 - 96	ОПК – 1 ПК – 2
Аттестация: зачет		-	-	-	

4.2 Содержание и структура разделов учебного модуля

Учебный модуль «Иностранный язык в сфере профессиональной коммуникации» состоит из двух учебных элементов и построен по «горизонтальной» схеме, где составляющие модуля вносят приблизительно равный и относительно независимый вклад в образовательный результат. Это позволяет обеспечить системный подход к построению модуля, определению его содержания и эффективный контроль усвоения знаний студентов. Учебный модуль состоит из практических аудиторных занятий, аудиторной самостоятельной работы студентов и внеаудиторной самостоятельной работы студентов.

Учитывая специфику учебного модуля «Иностранный язык в сфере профессиональной коммуникации» в **самостоятельную работу** студентов входит два типа подготовки: внеаудиторная СРС (подготовка к текущим аудиторным занятиям): освоение лексического и грамматического материала, введенного на аудиторных занятиях под руководством преподавателя; чтение в целях поиска и отбора информации. Результаты этой подготовки проявляются в активности студента на занятиях и качественном уровне подготовленных заданий. Аудиторная СРС представляет собой составление высказываний (устно и письменно) с обоснованием своей позиции; участие в анализе выступлений других студентов. Аудиторная СРС направлена на закрепление знаний студента.

УЭМ 1 «Средний уровень владения иностранным языком в СПК»

1.1 Некоторые аспекты английской грамматики. Случаи отступления от прямого порядка слов (инверсия, усилительные конструкции). Особенности страдательного залога.

1.2 Особенности научной литературы. Терминология. «Ложные друзья переводчика». Атрибутивные комплексы (цепочки слов).

1.3 Реферирование и аннотирование текстов. Понятие о компрессии текста. Различия между рефератом и аннотацией. Виды аннотаций. Правила написания аннотаций. Основные штампы, необходимые для написания аннотаций.

1.4 Люди вокруг нас. Знакомство, представление. Прослушивание аудиотекстов по теме. Выполнение заданий по теме. Составление ситуативных диалогов.

1.5 Избранное направление профессиональной деятельности. Поисковое, просмотровое, ознакомительное, изучающее чтение текстов по направлению профессиональной деятельности. Написание разных видов аннотаций к текстам. Неличные формы глагола. Инфинитив, инфинитивные обороты. Герундий, герундиальные обороты.

1.6 Индивидуальное чтение научной литературы по направлению научного исследования (30 тыс. п. зн.)

УЭМ 2 «Повышенный уровень владения иностранным языком в СПК»

2.1 Учёба в вузе. Современная система высшего образования. Новгородский университет. Учёба в магистратуре. Основные сферы деятельности в данной профессиональной области. Работа над текстами по теме. Составление ситуативных диалогов. Выполнение лексико-грамматических упражнений по теме.

2.2 Развитие медиасферы. Выдающиеся личности данной профессиональной области (журналисты). Работа над текстами по теме.

2.3 Наука о языке. Работа над текстами профессиональной направленности. Неличные формы глагола. Причастие, причастные обороты.

2.4 Научная работа магистранта. Области научного исследования. Участие в конференциях. Индивидуальное чтение научной литературы по направлению научного исследования (40 тыс. п. зн.).

4.3 Организация изучения учебного модуля

Образовательный процесс модуля строится на основе комбинации следующих образовательных технологий.

Интегральную модель образовательного процесса формируют технологии методологического уровня: модульно-рейтинговое обучение, организация самостоятельной работы, информационные технологии, технологии групповой работы, элементы технологии развития «критического мышления», развивающего обучения, исследовательской деятельности.

Реализация данной модели предполагает использование следующих технологий стратегического уровня (задающих организационные формы взаимодействия субъектов образовательного процесса), осуществляемых с использованием определенных тактических процедур:

- практических (индивидуальная работа, работа в группах);
- активизации творческой деятельности (приемы технологии развития критического мышления через чтение и письмо (ТРКМ) – верные и неверные утверждения ("верите ли вы"), ключевые слова, «тонкие» и «толстые» вопросы, «ромашка Блюма», дискуссия, кластер и др.);
- самоуправления (самостоятельная работа студентов) (работа с источниками по темам проводимого научного исследования).

Рекомендуется использование информационных технологий при организации коммуникации со студентами для представления информации, выдачи рекомендаций и консультирования по оперативным вопросам (электронная почта), использование мультимедийных средств для проведения практических занятий.

5 Контроль и оценка качества освоения учебного модуля

Контроль качества освоения магистрантами данного учебного модуля осуществляется непрерывно в течение всего периода обучения с использованием балльно-рейтинговой системы (БРС), являющейся обязательной к использованию всеми структурными подразделениями университета.

Для оценки качества освоения модуля используются формы контроля: текущий – регулярно в течение всего семестра; семестровый – по окончании изучения учебного модуля.

Текущий контроль осуществляется во время выполнения практических аудиторных и внеаудиторных заданий, перевода текстов, составления аннотаций, написания контрольных работ и подготовки докладов-презентаций.

Семестровый контроль осуществляется посредством суммирования баллов за весь период обучения при условии, что текущий рейтинг по каждому из контрольных мероприятий по данному модулю не ниже уровня успеваемости.

Оценка качества освоения модуля осуществляется с использованием фонда оценочных средств (ФОС), разработанного по всем формам контроля в соответствии с Положением НовГУ «Об организации учебного процесса по образовательным программам высшего образования» и Положением НовГУ «О фонде оценочных средств для проведения текущего контроля успеваемости, промежуточной аттестации студентов и итоговой аттестации выпускников».

Содержание видов контроля и их график отражены в технологической карте учебного модуля (Приложение Б).

6 Учебно-методическое и информационное обеспечение учебного модуля представлено **Картой учебно-методического обеспечения** (Приложение В)

7 Материально-техническое обеспечение модуля

Материально-техническое обеспечение университета, используемое для преподавания модуля «Иностранный язык в сфере профессиональной коммуникации»: 1 аудитория для лекций и практических занятий на 20 мест, 1 аудитория для семинаров (30 мест), 1 аудитория для лекций и конференций на 50 мест с мультимедийным оборудованием;

аудиооборудование: магнитола; телевизор; видеодвойка, 1 компьютерный класс (8 персональных компьютеров);

1 компьютер для преподавателей кафедры для подготовки учебно-методических материалов.

Научная библиотека ИГУМ НовГУ с индивидуальным доступом к электронно-библиотечной системе, современным профессиональным базам данных, информационно-справочным и поисковым системам, научный читальный зал, общий читальный зал, информационно-образовательный зал библиотеки.

Приложение А
Методические рекомендации по организации изучения учебного модуля «Иностранный язык в сфере профессиональной коммуникации»

Учебный модуль «Иностранный язык в сфере профессиональной коммуникации» предназначен для магистрантов 1 курса дневной и заочной формы обучения.

Данный учебный модуль предполагает построение учебного процесса в соответствии со следующими принципами:

- принцип тематического представления профессионально-ориентированного материала;
- принцип технологичности, который выражается в организационном единообразии материала (последовательность процедур, множественность методических приемов, устойчивые временные границы);
- обязательность контроля сформированности компетенций;
- принцип многоцелевой направленности каждой темы на формирование и совершенствование множественных компетенций иноязычного, общекультурного и профессионального характера.

Важной составной частью учебной аудиторной и самостоятельной работы является широкое применение современных мультимедийных средств, компьютерных технологий, анализа проблемных ситуаций и других активных и интерактивных методов обучения.

Активными и интерактивными формами обучения в данном модуле могут являться как отдельные упражнения на занятии, так и занятия в целом, аудиторные или самостоятельные, с использованием информационных технологий.

Предусмотрены такие интерактивные формы учебной работы как:

1. индивидуальное творческое задание по предложенной проблеме;
2. работа в парах или группах над анализом проблемных ситуаций социокультурного и межкультурного характера;
3. беседа преподаватель – студенты по проблематике изучаемого раздела;
4. контроль правильности выполнения лексико-грамматических упражнений;
5. написание переводов и аннотаций к прочитанным текстам;
6. доклад-презентация.

В рамках используемых образовательных технологий предусмотрено следующее:

- практическое занятие (индивидуальная работа/ работа в парах/ работа в группах/ фронтальный опрос), обсуждение конкретных ситуаций, использование технических средств образования, аудио - и видеоматериалов);
- исследовательская работа (анализ источников, составление тезауруса);
- процедура активизации творческой деятельности (написание аннотаций, развитие критического мышления через чтение аутентичных текстов профессионального характера);
- самостоятельная работа магистрантов (выполнение домашних заданий, чтение литературы на иностранном языке и работа с источниками по профессиональным темам, создание словаря профессиональных терминов, написание аннотаций, докладов по проблеме);
- использование информационных технологий для контроля знаний магистрантов по иностранному языку (письменные переводы текстов с использованием он-лайн словарей).

Внеаудиторная самостоятельная работа студента включает в себя следующие виды заданий: выполнение упражнений, письменные переводы текстов, подготовка к докладу-презентации, написание аннотаций к текстам.

Методические рекомендации для самостоятельной работы студентов

Для успешного освоения материала учебного модуля студентам рекомендуется:

1. посещать все практические занятия;
2. проявлять инициативу в дискуссиях, парной и групповой работе;
3. принимать активное участие в беседах с преподавателем;
4. вести индивидуальный словарь лексики по изучаемым разделам, постоянно дополняя его новыми лексико-грамматическими конструкциями;
5. добросовестно выполнять лексико-грамматические упражнения в рабочей тетради, самостоятельно их проверять с использованием ключей с ответами из учебника;
6. использовать традиционные и электронные источники информации при подготовке к публичному выступлению по темам сообщений;
7. осуществлять рефлексию собственной учебной деятельности, проводить работу над ошибками, обращаться к преподавателю с индивидуальными вопросами по изучаемому материалу.

Методические указания по работе с текстом для перевода:

Особенностью овладения иностранным языком является то, что объем самостоятельной работы магистранта по выработке навыков и умений равен объему практических занятий с преподавателем.

Самостоятельная работа магистранта по изучению иностранного языка охватывает заучивание слов, терминов, грамматических правил, чтение текстов профессиональной направленности на языке, понимание, построение вопросов и ответов к текстам, перевод на русский язык (устный и письменный).

Чтобы повысить уровень практического владения языком, следует систематически тренировать память заучиванием слов, текстов и помнить о том, что способности развиваются в процессе работы, что навык вырабатывается путем многократно выполняемого действия.

Для понимания читаемой литературы профессиональной направленности необходимо овладеть большим запасом профессиональной лексики. Для этого рекомендуется регулярно читать профессиональные тексты, газеты и оригинальную литературу по направлению подготовки, при этом выписывая терминологическую лексику.

При переводе на русский язык необходимо помнить, что трудности вызывают многозначность слов и слова-омонимы. Иногда при переводе на русский применяется описательный перевод и значение слова передается с помощью нескольких русских слов. При переводе терминов, которые часто встречаются в научной литературе, следует пользоваться терминологическим словарем.

Понимание текста достигается при осуществлении разных видов чтения: на понимание основного содержания, на выявление структурно-смысловых связей в тексте, на извлечение запрашиваемой информации, а также на точное и полное понимание текста. Точное и полное понимание текста осуществляется путем изучающего чтения, которое предполагает умение самостоятельно проводить лексико-грамматический анализ текста. Итогом является адекватный перевод текста на родной язык с помощью словаря.

При чтении текста с целью понять общее содержание необходимо без помощи словаря понять основной смысл прочитанного. Все виды чтения складываются из следующих умений: догадываться о значении слов на основе словообразовательных признаков и контекста; видеть интернациональные слова и определять их значение; знать профессиональную лексику; находить знакомые грамматические формы и конструкции и устанавливать их эквиваленты в русском языке; применять знания по специальным предметам в качестве основы смысловой и языковой догадки.

Методические рекомендации по работе над аннотацией:
Продукт самостоятельной работы магистранта, представляющий собой написание краткой справки о статье, монографии, книге, тексте и т.п. с точки зрения содержания. Необходимо изложить материал, представленный в оригинале, в предельно сжатой форме (с соблюдением требований, предъявляемых к написанию аннотаций с точки зрения логики, грамматики и лексики) с учётом логических, грамматических, стилистических и лексических требований, предъявляемых к написанию аннотаций. Параметры оценочного средства представлены в ФОС данного учебного модуля.
Методические рекомендации по составлению аннотации к тексту:

Поскольку основной целью обучения иностранному языку является получение информации из иностранного источника, особое внимание следует уделять чтению. Над текстом лучше работать в следующей последовательности. Сначала бегло прочитать весь текст с целью общего ознакомления, затем прочитать его более внимательно, предварительно просмотрев вопросы к тексту, отметив для себя, на какие факты обратить внимание при чтении, определить значение ключевых слов по контексту и по словарю.

При повторном чтении следует определить предмет и цель исследования, в этом могут помочь вводная и заключительная части текста; обратить внимание на ключевые слова и мысли, которые повторяются в тексте; выделить части текста, содержащие основную информацию; определить метод, используемый для исследования предмета; обратить внимание на первые предложения абзацев, где автор, как правило, излагает основные идеи; найти абзац, резюмирующий идеи, доводы автора.

При подготовке к аннотированию рекомендуется выполнить следующие задания:

- выпишите выходные данные текста (статьи);
- дайте перевод заглавия (если есть заглавие);
- просмотрите статью и определите, кому она адресована;
- прочитайте первые абзацы, определите тему публикации;
- определите количество фактов, излагаемых в публикации;
- расшифруйте аббревиатуру;
- найдите абзацы, содержащие конкретную информацию;
- выразите содержание этих абзацев одним предложением;
- напишите план публикации в виде вопросов;
- максимально сократите текст, используя лексическое, грамматическое перефразирование;
- сформулируйте выводы автора;

напишите аннотацию, используя речевые модели.

Основная литература:

1. Белякова Е.И. Английский для аспирантов: учеб. пособие. – М.: Вузовский учеб.: Инфра –М, 2016. -187, [1] с.
2. Шах-Назарова В.С. Английский для Вас. Новый курс XXI века. М.: Вече, 2011.
3. Кострова О.А. Немецкий синтаксис. Лекции и практические задания: учеб. пособие для вузов. М.: Высшая школа, 2008. – 223 с.

Дополнительная литература:

1. Cunningham S. Cutting Edge. Advanced: Student’s Book. 6th ed. Harlow: Pearson Education Limited, 2006. - 175p.
2. Moor P. Cutting Edge. Advanced: Workbook. 4th ed. Harlow: Pearson Education Limited. 2006. - 95p.

Примеры текстов для перевода

Текст 1.
Communication and technology

HADFORD University
By Jan Robinson

Human communication is a complex process. Basically, it involves a sender, a message, a channel through which the message travels, and a receiver. However, effective communication is difficult to achieve. Oral communication must be encoded into words, transmitted by sound waves and decoded by the receiver into an understanding of the sounds, which can only happen if that person is within hearing distance. For written communication to be understood, the message must be encoded into meaningful typographic characters (e.g., English or some other language), transmitted on a printed page (and/or some other channel, e.g., a computer screen), and decoded by the receiver (assuming that the person understands that language and typographic characters). Individuals and target audiences have to receive the messages, understand them, and retain or remember them. However, as Stamm and Grunig (1977) point out, although people receive and understand a message, they may still not change or act in accordance with the information. Consequently, it can be argued, communication has not occurred. For communication to occur, the messages must have an impact on the receiver's knowledge, attitude or behaviour. In public relations practice, the objective is that the receiver responds to the message. However, some communication theorists argue that public relations mostly involves information dissemination, not communication.

A number of factors impact on is communication. Any barrier to communication is referred to as 'noise'. This includes physical barriers, such as other people speaking, and psychological factors, including preconceived ideas or misunderstood meanings due to differences in culture, customs, language or occupation, etc. So, to achieve better communication, public relations practitioners need to reduce noise.

Broom and Dozier's (1990) co-orientation model of communications suggests that the closer the relationship on agreement and accuracy between the sender and receiver, the easier it is to communicate. In other words, if the views of the sender and receiver are similar (i.e., in agreement) and the perceptions of the other person's views are accurate, communication is easier. Seltzer (2006) emphasizes that the nature of the relationship between the parties involved in the communication experience "rests on shared meaning" (p. 1 3).

Despite the fact that early communications models assumed the «direction of communication was one way (asymmetrical), from the sender to the receiver, later theorists have argued that the receiver is not passive. Grunig and Hunt (1984) state that a response to a message can be latent (low involvement), aware or active (high involvement). Grunig developed a number of public relations communication models. In addition, in 2001, he presented a new two-way symmetrical model of public relations. In this model, he illustrated public relations as a continuum, with the organization and the publics placed in asymmetrical positions at either end, while "the middle of the continuum contains a symmetrical win-win zone". Grunig (ibid.) further points out that when the organization and publics meet in the middle, where there is a two-way win-win zone, they "can engage in mixed motive communication" (p. 25). In other words, both parties are actively engaged in communication to negotiate, resolve conflict, and promote mutual understanding and respect.

In the late 1980s, the development of the world wide web and the Internet resulted in radical changes in communication. By 1997, business e-mail had overtaken regular mail. Each development of the web has resulted in improving its functionality. Whereas the World Wide Web contained non-interactive static HTML pages that limited users to passive viewing of provided information, the focus of Web 2.0 (2003) is open communication, sharing information

and user control of website content, e.g., Wikipedia. Components of Web 2.0 include blogs, wikis and web services. This more personal, digital means of communicating has created a challenge to public relations disciplines and skills.

While these changes also present opportunities, they can create possible problems, for example, managing privacy issues, ethical questions relating to web research practices, higher workloads, etc. Whereas Web 2.0 is focused on people, Web 3.0, the trend of the future, is focused on knowledge. It has been referred to as connective intelligence, as the 'semantic web', since it is a project aimed at designing web page data that computers understand. The focus is on using computer systems for searching, aggregating and combining web information without human intervention. Today, many practitioners in the public relations field are being challenged by the explosion in computer-mediated us communication and a new range of electronic mass media. As the communication medium constantly changes, it also challenges methods of communication, but the core components, involving a sender, a message, a channel through which the message travels, and a receiver, remain the same.

Текст 2.
INTERNET ISSUES

The Internet is an amazing information resource. Students, teachers, and researchers use it as an investigative tool. Journalists use it to find information for stories. Doctors use it to learn more about unfamiliar diseases and the latest medical developments. Ordinary people use it for shopping, banking, bill-paying, and communicating with family and friends. People all over the world use it to connect with individuals from other countries and cultures. However, while there are many positive developments associated with the Internet, there are also certain fears and concerns.

One concern relates to a lack of censorship or control over what appears on the Internet. Anyone can put information on the Internet that can then be read by anyone else, at any time. This makes it very different from television or radio. With television and radio there are editors to check the accuracy or appropriateness of the content of programs, and with television there are restrictions on what kinds of programs can be broadcast and at what times of the day. With the Internet, parents cannot check a published guide to determine what is suitable for their children to see. While software can be used to block access to certain websites, such as those displaying pornography, this can never be completely effective.

There are also concerns about privacy and control of communication on the Internet. For example, when you use e-mail communication or participate in chat groups, it is possible that your private messages may be read by others without your knowing. If you buy things on-line or simply browse the Internet, it is possible to trace all the websites that you visit. Someone may be looking over your shoulder "electronically." Such information can be used to build up a profile of your interests and habits. One purpose for such a profile is to provide information to companies who sell on-line advertising space. If they know your habits and interests, they can select particular advertisements to send to you when you are on-line. The advertisements are chosen to match your profile. One potential danger is that the information could be used by others to your disadvantage. For example, an employer could use such information to decide that you are not a suitable applicant for a job.

A further issue relates to the misuse of the Internet in the workplace. Many companies are now finding that they need to establish policies to control when employees use the Internet and for what purposes. Recent surveys undertaken in the United States have revealed, for example, that:

• 47 percent of employees send up to five personal e-mails per day, 32 percent send up to ten personal e-mails daily, and 28 percent receive up to twenty personal e-mails per day.

• On-line industry analysts predict that Internet misuse will cost companies an estimated 1 billion dollars in lost productivity.

• In companies that use software to monitor employee use of the Internet, 60 percent of the managers said they had disciplined employees for on-line misuse, and 30 percent had fired people for such behavior, which included shopping or gambling on-line and downloading pornography.

A fourth and growing area of concern is that of Internet addiction. An Internet addict is someone who is unable to control his or her own use of the Internet and whose behavior threatens to overwhelm his or her normal life. Internet addiction can result in many problems including a lack of sleep, lateness for appointments, neglect of work responsibilities, and the disintegration of marriages and families. Internet addiction is not just a matter of how much time a person spends online. It is more a matter of how much damage Internet use causes in a person's life.

Текст 3.

Globalization and Mass Media

(1) The decentralized nature of the Internet makes it very different from more traditional mass media, which distribute content created by the media industries. Global messages developed by the media industries are distributed through global media systems, such as CNN. CNN can distribute the same message throughout its worldwide television system. Prior to the 1990s, media systems were primarily national systems, but during the 1990s a global commercial media market emerged. According to McChesney (1999), "the rise of a global media market is encouraged by new digital and satellite technologies that make global markets both cost-effective and lucrative". Contributing to the trend toward media globalization was the formation of transnational corporations, the World Trade Organization (WTO), and the World Bank. All of these organizations helped to create a new form of global capitalism that uses global media to disseminate messages to global consumers.

(2) In addition to financial interests, global media have an impact on media content, politics, and culture. Like the Internet, global media are influenced by the culture and interests of the United States. In some ways, global media could be considered an extension of the American system. At present, the United States exports more entertainment products than any other nation. McChesney (1999) reports that American media companies "have aggressively established numerous global editions of their channels to accommodate the new market". Three of the most important transnational media corporations are Time Warner (now AOL Time Warner), Disney, and News Corporation. In terms of globalization, American cable companies have been called cable colonialists because they control the worldwide export of media content and attempt to establish digital satellite TV systems in regional and national markets around the world.

(3) As the Internet becomes a broadband medium, it is increasingly taking on the characteristics of a mass medium rather than an interpersonal one. In the future, mass media trends could be extended to the Internet. For instance, a recent study of Dutch children's Internet usage revealed that they primarily used the Internet as a leisure medium to play games, watch video clips, and visit entertainment sites. Research on Americans however, shows people primarily use the Internet to maintain social relationships through e-mail. The Dutch study was conducted by Valkenburg and Soeters (2001), who examined children's home Internet usage. They found three primary motives for children's Internet use: affinity with computers, information seeking, and entertainment. Children must first of all enjoy sitting in front of a computer, the researchers found. Second, children use the Internet to find information about hobbies and homework assignments. Finally, they visit entertainment Web sites. The use of the Internet as an entertainment and leisure medium is similar to television usage.

(4) Although transnational media corporations are attempting to establish operations in nations around the world, some countries want to protect their domestic media and culture industries. Some nations, including Norway, Denmark, Spain, Mexico, and South Korea, have

established government subsidies to maintain their own domestic film industries. The British government proposed a voluntary levy on the revenues from domestic film theaters, which show predominantly Hollywood movies. These theater revenues could then be used to subsidize the British commercial film industry. However, the proposal was not passed by Parliament. Culture ministers from a variety of nations have been discussing how they can protect their own cultural identities in an increasingly American-influenced global media environment. Some nations, such as Singapore, edit and censor for broadcast media content created in the United States. Language usage, for instance, in the Singapore version of the Sopranos is vastly different from the American version because curse words have been edited out of the sound track. In such ways, individual nations can establish barriers that make it more difficult for global companies to broadcast their American-produced content.

(5) Global media systems have been considered a form of cultural imperialism. Cultural imperialism takes place when a country dominates others through its media exports, including advertising messages, films, and television and radio programming. America's dominance in the entertainment industries made it difficult for other cultures to produce and distribute their own cultural products. Supporters of American popular culture argue that the universal popularity of American media products promotes a global media system that allows communication to cross national boundaries. American popular culture in addition challenges authority and outmoded traditions. Critics of American culture contend that cultural imperialism prevents the development of native cultures and has a negative impact on teenagers. Teenagers in other nations have rejected their own cultural music and dress. Instead, they want to wear American jeans and listen to American recording artists. Rock groups from other countries will even sing in English rather than use their native tongue.

(6) A larger concern in the emerging global information economy is the fact that most of the world's population cannot afford the types of products advertised on global media. People who are constantly exposed to these media messages may want to own products that they can never afford, which could cause social unrest. Mass media portray a lifestyle of consumption that is very different from the lifestyles of people living in many other cultures.

Текст 4.

A television reality show features talent culled from the ranks of 'ordinary' people, not professionally trained actors. Reality show producers typically shoot hundreds of hours of footage per episode and use creative editing to create a narrative thread. Subjects of a reality show may be given some rudimentary directions off screen, but the point is to allow the performers to act and react as normally as possible. A reality show is not to be confused with a documentary, in which the subjects are asked to ignore the cameras and behave naturally. Many reality show producers encourage participants to play to the cameras as characters or use private taped conversations, called confessionals, as a form of narration.

For many years, the television industry favored scripted television programs over the unpredictable and potentially litigious reality show form. An early reality show called Candid Camera, hosted by the unassuming (непритязательный) Allen Funt, demonstrated that carefully edited clips of ordinary people reacting to contrived (придумывать) situations could be a ratings success. Early game shows featuring contestants selected from the audience also provided moments of unscripted reality. Groucho Marx's game show You Bet Your Life! featured extended interviews with ordinary contestants, although Marx was thoroughly briefed on their backgrounds before the show started.

Television shows during the 1960s and 1970s were usually scripted, with a cast of professional actors creating the characters. It was believed that a reality show featuring untrained actors working without a guiding script would be virtually unwatchable. There would be no way to create a satisfying storyline ending precisely after the allotted half-hour or hour running time of a typical scripted show. The only network amenable to the idea of a true reality show in the

1970s was the Public Broadcasting System (PBS). A documentary called An American Family followed the real lives of the Loud family as they dealt with the parents' impending divorce.

During the late 1980s, a syndicated (организованный из нескольких участников) reality show called COPS began showing real policemen performing their duties as hand-held cameras rolled. The success of COPS spurred other production companies to create reality shows featuring real footage (видеозапись) captured by amateur photographers, local news organizations, and police surveillance cameras. This documentary form of reality show proved to be quite popular, especially among the younger demographics sought by advertisers.

Meanwhile, another form of reality show began to take shape. Producers of The Real World recruited groups of twenty-somethings to live in a furnished apartment while cameras recorded every public moment of their lives together. The footage was carefully edited to create a satisfying arc of episodes, even if the participants appeared to be prodded (подстрекать) into certain confrontations at times. Shows like The Real World proved that television audiences could enjoy watching unscripted performers reacting to somewhat scripted circumstances.

Perhaps the most groundbreaking reality show on American network television was CBS' Survivor, debuting in 1999. Survivor featured teams of non-professional actors culled from thousands of audition tapes. Its success prompted network executives to greenlight a number of other shows employing a cast of camera-ready civilians and armies of creative editors. Professional actors, directors, and writers have all voiced strong objections to this new form of reality programming, but a reality show is usually inexpensive to produce and consistently reaches its target audience. There is some evidence that the reality show format is losing some momentum, but finding successful replacement programming has also proven to be difficult.

Текст 5.
Be Your Own Investigative Journalist. News in the age of information.

by John Kuti

We are often told that the age of the “information economy” has arrived. The idea is that intellectual work is becoming a more important source of wealth than manufacturing. There are already too many factories for the number of people who want to buy stuff, so the winners in the marketplace need to have a lead in terms of fashion, or technology to beat the competition. You can easily see this process at work in important industries like cars and clothing and computers where big companies prefer to concentrate on promoting their brand and let subcontractors do the less profitable work of manufacturing the products.

But there is a problem with information as an organising principle in society. It only counts if people pay attention to it. Together with inventors and designers, the information economy needs Public Relations executives to make sure customers are getting the right message. So, faced with the increasing claims on our attention, organisations in other spheres of life have to do more to get their share of it too. So PR people may work for politicians (then we call them “spin doctors”) or they may work for artists (then we call them “publicists” or “pluggers”.) A lot of our news is actually compiled from press releases and reports of events deliberately staged for journalists. Journalists spend their time, not investigating, but passing on the words of a spokesperson, publicist or other professional propagandist.

Quoting from Evelyn Waugh

The manipulation of news is most clearly visible in times of war. A BBC journalist speaking about the present war in Iraq compared his situation with that of the reporters in Scoop, Waugh’s satirical novel on the press. In the book, everyone was sure that the real story was happening somewhere else…but they weren’t exactly sure how to get there. Nowadays, the journalist who arrives in the right place at the right time is almost guaranteed a world exclusive.

Armed with digital cameras and satellite phones, they can file their story on the spot. Which is why the military control the movements of journalists ever more closely.

Don't believe everything you read in the papers

The best joke in Scoop is about the newspaper's owner, Lord Copper. The editors can never disagree with him. When he's right about something they answer "definitely", and when he's wrong they say "up to a point, Lord Copper." It seems reasonable to suppose that, in the real world, the opinions of such powerful tycoons still influence the journalists and editors who work for them.

Info-tainment

In countries where the news is not officially controlled, it is likely to be provided by commercial organisations who depend on advertising. The news has to attract viewers and maintain its audience ratings. I suspect that some stories get air-time just because there happen to be exciting pictures to show. In Britain, we have the tabloid newspapers which millions of people read simply for entertainment, without even expecting to get any important information from them. I think this is why politicians' speeches nowadays have to include a "sound bite" the small segment that seems to give a powerful message. There is progressively less room for historical background, or statistics, which are harder to present as a sensational story. The arrival of CNN, the 24-hour all-news channel, has not increased the amount of real news reporting because the format of the channel is designed so that people who want to get the headlines will not have to wait long. It tends to concentrate on the main story and repeat it.

Alternative reporters

There is an argument that with spreading access to the internet and cheap technology for recording sound and images we will all be able to find exactly the information we want. People around the world will be able to publish their own eye-witness accounts and compete with the established news-gatherers on something like equal terms.

I think this is true, up to a point. But what it will mean also is that we'll be subjected to a still greater amount of nonsense and lies. Any web log may contain the scoop of the year, or equally, a fabricated story that you will never be able to check.

Have you ever wished you were better informed?

Maybe the time has come to do something about it, and I don't just mean changing your choice of TV channel or newspaper. In a world where everyone wants you to listen to their version, you only have two choices: switch off altogether or start looking for sources you can trust. The investigative journalist of the future is everyone who wants to know the truth.

Текст 6.

REPORTING THE FACTS

(1) Should you believe what you read or hear in the media? What is presented as fact is not always so. Sometimes errors occur because the reporters and editors did not check the facts properly. Sometimes news reporters misreport or misrepresent information in an effort to make a story more newsworthy. Changing the facts a little can make the story either more serious or more sensational.

Failing to check the facts

(2) There have been some embarrassing examples where major newspapers and TV networks have published false information because reporters have not checked it for accuracy. One such example was the publication of a report of the death of the elderly comedian, Bob Hope. A U.S. Congressman apparently misheard someone talking about Bob Hope. He stood up in Congress and announced the death of the comedian. This was then picked up and published

widely in the media. When reporters called Mr. Hope's home to follow up the story his daughter was very surprised and assured them that he was at that moment happily eating his breakfast.

Misreporting

(3) Research into the accuracy of media reporting has revealed some inter-esting findings. One media researcher (Bell 1991) collected and studied newspaper articles about climate change. His study revealed a number of examples of errors in the way that units of measurement were reported in the media. In one article about the rise in sea level, it was reported that the sea level was rising at 1 to 2 centimeters per year, when the interviewee had (correctly) said millimeters. Another story predicted that the annual rainfall would increase 8 centimeters rather than millimeters. The researcher argued that these mistakes did not occur at random. If they were random we would expect to find units of measurement that were both smaller and larger than the correct ones. But all these incorrect measurements made the figures larger, not smaller. The exaggerations helped to build up the news value of the stories.

Misquoting

(4) Misquotation of sources is a common complaint about news stories. In the study mentioned above (Bell 1991), 34 percent of sources believed they had been misquoted, that is, the sources did not really say what was reported in the news story. When you read a direct quotation in a news story, you probably think you are reading someone's exact words. But often the part of the text in quotation marks is actually a summary of what was said, put together by the reporter (van Dijk in Bell 1991). In some cases, sources that are quoted in media stories have never even spoken to the reporters.

(5) A well-known case of misquotation occurred in the U.S. media in 1999. Al Gore, the U.S. vice president at the time, was speaking to a group of secondary school students about efforts to clean up toxic waste. He was referring to a community where the issue had been taken up by local residents and said, "...that was the one that started it all." One prominent newspaper reported his words as "I was the one that started it all." As this misquotation was re-reported by other newspapers around the country, Al Gore faced enormous criticism for trying to claim credit for things he had not done.

(6) Misquotation is also possible in broadcasting (radio and television). Technology makes it possible to edit what someone says so that it sounds like continuous speech, when in fact some phrases or sentences have been removed. Broadcasters argue that this is sometimes necessary. They say that if they are quoting someone who is not a very skilled speaker, they have to edit the talk. Another issue is the rearranging of questions and answers, so that a question receives an answer that was originally given to another, though similar, question.

Rumors on the Internet

(7) The Internet is the source of many rumors, or unverified stories. Rumors are generally spread from one person to another by word of mouth, and the story evolves or changes in the process. But the Internet has allowed rumors to spread much further and faster than ever before. In fact the Internet has begun to be used as a deliberate strategy to circulate rumors, often for political purposes and often with a serious impact. In 1998, false reports of riots in Malaysia sparked panic that prompted people to stock up on food and lock themselves indoors (South China Morning Post 1998).

Текст 7.
WHAT IS NEWSWORTHY?

From all that is happening in the world, very few events or people are selected for the news. Why? What makes an event or person newsworthy? Research has identified a number of factors that influence the selection and shaping of news stories.

Negative events are more likely to be reported than positive ones. News of current events is often bad news. Such news includes disasters or accidents that involve damage, injury, or death. Consider how much news is about conflict between people, political parties, or nations. Once an event is selected for the news, the negative aspects of the event can then be highlighted through the use of strong negative language in the headline or story.

Time is also important. The best news is something that has just happened. The language of the story and of the headline tends to stress the immediacy of events. Headlines in the news most frequently make use of the present tense, rather than the past tense, for example "Bomb explodes in mall." This makes the event seem closer in time. The print media and the main TV and radio news programs operate on a daily cycle. Shorter events that fit into this time span are more likely to be reported than those that last longer. Therefore, the murder is more newsworthy than the police investigation; the verdict is more likely to be reported than the whole trial (adapted from Bell 1991).

An exception is when the person involved in a trial or other event is very famous. Famous people are more newsworthy than others. Sometimes an event can become news just because a politician or a movie star is involved. If it were about ordinary people, it would simply be ignored. Take, for example, the trial of O. J. Simpson, the famous American football player and media personality accused of murdering his wife. The trial became one of the most widely broadcast of all times, and millions of people around the world tuned in day after day to watch and listen, because he was a celebrity.

Geographic proximity or closeness is also a key factor. The closer the place, the more news value the event has. A minor accident may be reported in the place where it happens, but not 100 miles away. A major catastrophe can be reported from the other side of the world. The issue of proximity can also apply to cultural associations (Galtang and Ruge in Bell 1991). In the English language media a story from an English speaking nation is likely to be considered more newsworthy than a similar story from a non-English speaking nation. When a bomb exploded in a market in the Irish town of Omagh in 1998, killing 30 people and injuring 200, it was reported at length in one English language newspaper, with long stories and photographs. A few months later when a bomb exploded in a market in an Algerian town, the complete news report in the same newspaper consisted of the following:

The media also prefers stories that are clear and unambiguous, and contain many facts and figures. These may be facts about place and time, peoples names and occupations, and figures to do with numbers of people involved, amounts of money, or measurements of various kinds. In general, too, the unexpected or unusual are more newsworthy than the ordinary and routine (Bell 1991).

Текст 8.
A medium of no importance

1. Grown-ups, as any child will tell you, are monstrous hypocrites, especially when it comes to television. It is to take their minds off their own tele-addiction that adults are so keen to hear and talk about the latest report on the effects of programmes on children. Surely all that nonsense they watch must be desensitizing them, making them vicious, shallow, acquisitive, less responsible and generally sloppy about life and death? But no, not a scrap of convincing evidence from the sociologists and experts in the psyches of children.

2. The nation has lived with the box for more than sixty years now and has passed from total infatuation – revived temporarily by the advent of colour – to the present casual obsession which is not unlike that of the well-adjusted alcoholic. And now the important and pleasant truth is breaking, to the horror of the programme makers and their detractors alike, that television really does not affect much at all. This is tough on those diligent professionals who produce excellent work; but since – a everyone agrees- awful programmes far outnumber the good, it is a relief to know the former cannot do much harm. Television cannot event make impressionable children less pleasant.

3. Television turns out to be no great transformer of minds or society. We are not, en masse, as it was once predicted we would be, fantastically well-informed about other cultures or about the origins of life on earth. People do not remember much from television documentary beyond how good it was. Only those who knew something about the subject in the first place retain the information.

4. Documentaries are not what most people watch anyway. Television is at its most popular when it celebrates its own present. Its ideal subjects are those that need not be remembered and can be instantly replaced, where what matters most is what is happening now and what is going to happen next. Sport, news, panel games, cop shows, long-running soap operas, situation comedies – these occupy us only for as long as they are on. However good or 59 bad it is, a night's viewing is wonderfully forgettable. It's a little sleep, it's Entertainment; our morals, and for that matter, our brutality, remains intact.

5. The box is further neutralized by the sheer quantity people watch. The more of it you see, the less any single bit matters. Of course, some programmes are infinitely better than others. There are gifted people working in television. But seen from a remoter perspective – say, four hours a night viewing for three months – the quality of individual programmes means as much as the quality of each car in the rush-hour traffic.

6. For the heavy viewer, TV has only two meaningful states – on and off. What are the kids are doing? Watching TV. No need to ask what, the answer is sufficient. Soon, I'll go up there and turn it off. Like a light bulb it will go out and the children will do something else.

7. It appears the nation's children spend more time in front of their TVs than in the classroom. Their heads are full of TV – but that's all, just TV. The Kojak violence they witness is TV violence, sufficient to itself. It does not brutalise them to the point where they cannot grieve the loss of a pet, or be shocked at some minor playground violence. Children, like everyone else, know the difference between TV and life. TV knows its place. It imparts nothing but itself; it has its own rules, its own language, its own priorities. It is because this little glowing, chattering screen barely resembles life at all that it remains so usefully ineffectual. To stare at a brick wall would waste time in a similar way. The difference is that the brick wall would let you know you were wasting your time.

8. Whatever the TV/video industry might now say, television will never have an impact in civilization that the invention of the written word has had. The book – this little hinged thing- is cheap, portable, virtually unbreakable, endlessly reusable, has instant replay facilities and in slow motion if you want it, needs no power lines, batteries or aerials, works in planes and train tunnels, can be stored indefinitely without much deterioration, is less amenable to censorship and

centralized control, can be written and manufactured by relatively unprivileged individuals or groups, and – most sophisticated of all – dozens of different ones can be going at the same time, in the same room without a sound.

Текст 9.
PRIVACY AND THE MEDIA

(1) Journalists are often faced with difficult decisions about whether or not to print a story or a photograph. There are a number of ethical issues they need to consider. Is the material too violent? Will it upset people because it tells about acts or events that are against their moral values? Does it represent an invasion of someone's privacy, that is, does it present to the public something that should remain private? Journalists must decide what responsibility, if any, they have to society and if that responsibility is best fulfilled by publishing or not publishing.

(2) An interesting question related to invasion of privacy is whether or not the public has the right to know about the private lives of people who are public figures. In 1987, one U.S. presidential candidate, Gary Hart, was forced to drop out before the election because of press stories about his affair with a woman. Now, all candidates for the office of president can expect to have their personal lives watched closely and with interest by the media. In 1998, the story of the relationship between President Clinton and Monica Lewinsky dominated the media for many months. The public was presented with very personal details of the relationship, and the scandal almost forced the president to resign. A basic question for the media is whether a politician's personal life is relevant to his or her performance in the job. One point of view suggests that if a person is not honest and faithful to his or her spouse, that person will not be honest and faithful to his or her country. Another view says that if you get rid of everyone who has broken a moral law, there will be no one left to serve in public office.

(3) Politicians are not the only ones whose private lives are of interest to the media. Famous people of various kinds, including movie stars and royalty, are often closely followed by the press. There have been stories of journalists digging through garbage bins to find little bits of information on the private lives of the rich and famous. Some press photographers try to take photographs of famous people in their most private moments to sell to the world's media. They often use very powerful long lenses so that they can take 31 photos from a distance and spy into people’s homes, for example. These photographers are called paparazzi.

(4) Paparazzi have been around for decades, but the business has grown in recent years as there are now more magazines that focus on the lives of famous people. New technology such as digital videos and cameras also allows for the photos to be sent much more quickly to one publisher or to many publishers around the world. There is a lot of money to be made and this means that some of the paparazzi are becoming even more aggressive in their efforts to get a "good" photo. Some paparazzi have been accused of deliberately starting fights with movie stars in order to catch them on film in embarrassing situations.

(5) In 1997, when Princess Diana died in a car accident in Paris, her car was being chased by paparazzi. This started a big public debate about the behavior of paparazzi and the issues of privacy and the media. There was much public criticism of the paparazzi and of the newspapers and magazines that published paparazzi photos. One member of the paparazzi argued, "I feel no responsibility, legal or moral. Of course I'm sad, because someone we all adored is dead. But when you become Princess Di, you are a public person." Many magazine editors say that when they are deciding whether or not to use paparazzi photos, they consider each case separately. They decide whether the news value of a picture is more important than the persons’ right to peace and privacy.

(6) Some critics have called for laws to limit the actions of paparazzi. However, the campaign against the paparazzi has its dangers. Journalism necessarily involves some degree of unwelcome observation, that is, the journalist's job is to investigate matters that some people

would rather not be publicized. Moreover, famous people often use the paparazzi for their own purposes. They look for as much media coverage as possible to keep them in the news, in order to maintain their fame and popularity.

Текст 10.
MIND-ALTERING MEDIA

OUR BRAINS RESPOND TO OUR ENVIRONMENT. THE TOOLS WE USE CHANGE THE WAY WE THINK AND ACT. BUT IS TODAY'S TECHNOLOGY GOOD OR BAD FOR OUR MINDS? TO FIND OUT WE INVESTIGATED FOUR ASPECTS OF MODERN TECHNOLOGY.

A TV

TV can be a source of education and enlightenment. You can learn a lot from documentaries and even from soaps or game shows. Indeed, IQ scores have been rising since TVs started invading our homes in the 1950s. However, watching too much TV has obvious drawbacks. Studies have shown a direct correlation between the time spent watching TV and falling educational standards. The more time children and teenagers spend gaping at the screen, the higher the risk they will suffer from insomnia, attention deficit disorders and learning difficulties. What's more, young TV addicts are much more likely to become physically and verbally aggressive. A study carried out over seventeen years at Columbia University found that fourteen-year-olds who watch over three hours of TV per day go on to commit five times as many violent acts as those who watch less than one hour a day.

B VIDEO GAMES

Unlike TV, video games offer an interactive experience: gamers not only observe acts of violence, they perform them. This often leads to claims that video games cause violence in real life. However, it remains unclear whether playing violent games makes you aggressive, or whether aggressive people are attracted to violent games. On one hand, were there a clear link between games and violence, the rate of violent crime in the USA should be rising, while, in fact, it is falling. On the other hand, studies in Japan and the USA have shown that violent games increase the likelihood of children and teens becoming involved in fighting or bullying.

On the plus side, playing video games improves our speed of reaction and our spatial awareness. Modern games have complex plots that require sophisticated problem-solving. As a result gamers can see things more quickly, assimilate more data, and multi-task more successfully.

C THE INTERNET

The effects the Internet may have on our minds are hard to measure because it is such a vast and varied resource. So much depends on how you use it. Curiously, although surfing the net is usually a solitary activity, many features of the Internet, like social networking sites, actually help us become more sociable. What's more, it has been found that using the Internet can keep you young, mentally at least. Older people who regularly search the web were found to be stimulating the parts of the brain that control decision-making and complex reasoning. Potentially, this could help slow down the physiological ageing of the brain.

D MOBILE PHONES

Some people claim that texting is leading to a decline in literacy skills, while others argue that mobile phones, like the Internet, help people become more sociable and to communicate in new ways.

However, whether mobiles affect our brains or not, they certainly appear to be changing our thumbs. Apparently, the digital natives who grow up with text messages and game pads are

developing stronger, more dexterous thumbs and are using them, and not their index fingers, to ring door bells or to point. In Japan this generation is called: 'the thumb tribe'.

There seems little doubt that modern technology does affect us. However, it would be simplistic to state categorically that the effects are entirely good or bad. Like many things in life, it depends how you use it and clearly, it is better in moderation than in excess.

Текст 11.
Advertising Then and Now

Most advertising in ancient times was word-of-mouth, that is, people liked something and told others about it. But even then, people advertised by putting inscriptions on walls, for example to display political slogans and to offer household goods for sale. Also, in Rome and Greece, in ancient times, it was common for people to use papyrus, a kind of paper, to advertise things they had lost or found. Papyrus was also used for posters to advertise political campaigns. Many traces of these advertisements have been found in the ruins of Pompeii, a city destroyed by a volcano which erupted in 79AD. The tradition of wall or rock painting as a way of advertising goods is even more ancient and examples can still be found in parts of Asia, Africa and South America.

Printing developed in the 15th and 16th centuries, and this increased the forms of advertising. Handbills - small printed notices and advertisements - became common. Then, by the 17th century, advertisements started appearing in weekly newspapers in England, including classified adverts for personal goods and services. In the 19th century mail order catalogues appeared, promoting all kinds of goods.

Finally, the 1960s were a key period in the development of advertising. Advertisements became more creative and more interesting. Also, they began to draw attention to the 'unique selling points', the USPs of products. These are the qualities that make a product different from competitors' products.

These days, advertisers have come up with new ways promoting their products. For example, product placement now common. This is advertising in TV programmes or films by having a character, preferably played by a famous actor, use a particular product. For example, Tom Cruise's character in the movie, Minority Report, had a computer with the Nokia logo on it, and his watch was clearly made by Bulgari.

TV commercials are a very effective medium for advertisers, though these are very expensive. If an organisation wants to have a 30-second TV advert during the annual Superbowl game in the United States, they have to pay about $2.5 million.

Perhaps the most interesting development is the use of famous personalities to endorse a product. The basketball player, Michael Jordan, endorsed Nike products and wore them while playing. David Beckham, the footballer, endorsed Police sunglasses.

Getting well-known personalities to endorse a product can be very expensive, but endorsements certainly increase a product's sales, especially if the personality has a positive image in the eyes of the public.

Пример текста для написания аннотации

Тексты для составления аннотаций находятся в дополнительном учебнике по модулю и в рабочей тетради: Sarah, Cunningham, Peter, Moor. New Cutting Edge. Student’s Book; Jane, Comyns Carr, Frances, Eales. New Cutting Edge. Workbook. С этой же целью могут использоваться тексты для перевода.

Пример контрольной работы:

Choose the appropriate options to complete the sentences.

1. Linda.....a vegetarian three years ago after watching a documentary on animal rights, and she.....meat since then.
A) became / hasn't eaten
B) had become / doesn't eat
C) was becoming / isn't eating
D) would become / didn't eat
E) has become / hadn't eaten
2. .....the president began to speak, protestors began chanting anti-war slogans.
A) Already
B) Even
C) No longer
D) The moment
E) Provided that
3. .....a loss.....a draw will be any good to us in this game. We have to win, or we're out of the league cup.
A) Both / and
B) Neither / nor
C) Either / or
D) Hardly / when
E) Such / as
4. Since an earthquake.....at any time, it Is always best to be prepared,
A) will have occurred
B) has occurred
C) must have occurred
D) ought to occur
E) might occur
5. Since David lives in Mexico but speaks no Spanish, I wonder.....he manages to talk to his neighbours and do his shopping.
A) which
B) what
C) how
D) whom
E) why
6. I wish that I.....Freddy that he won't be chosen for the school basketball team.
A) haven't been telling
B) won't have to tell
C) don't have to tell
D) didn't have to tell
E) shouldn't be telling
7. Not.....as a finalist in the spelling competition caused young Scott ..... from depression for months afterwards.

A) to choose / suffering
B) being chosen / to suffer
C) to have chosen / to be suffered
D) choosing / to have suffered
E) to be chosen / suffered
8. Frank Lloyd Wright was a pioneer architect whose ideas were.....ahead of his time, and he had to fight for acceptance of every new design.
A) that
B) such
C) better
D) well
E) too
9. .....who is acquainted with Pat knows that they can always rely on.....
A) Everyone / her
B) Someone / his
C) Whoever / him
D) Nobody / hers
E) Anybody / he
10. Wandering aimlessly, Peter found..... in the kind of neighbourhood that his mother had warned.....not to go into.
A) his own / her
B) him / himself
C) himself/ him
D) he / his
E) his / herself

Примерные темы докладов-презентаций:

Темы докладов предлагаются как магистрантами, так и преподавателем с учетом научных интересов студентов и тематикой их выпускной квалификационной работы.

1. Телевидение и медиапространство.
2. Реклама в газетах и журналах.
3. Реклама в интернете.
4. Медиасфера рунета.
5. Современные жанры медиасферы.
6. Рецензия как жанр современной медиасферы.
7. Роль медиасферы в современном обществе.
8. Роль радио в современном обществе.
9. Профессия специалиста по связям с общественностью.
10. Управление персоналом в медиасфере.

Приложение Б

Технологическая карта

Модуля «Иностранный язык в сфере профессиональной коммуникации», формы обучения – очной, заочной.

Всего часов – 216, из них: практических занятий –54 / 24 ч., АСРС – 18ч/ -., ВСРС – 162 / 192 ч.

Для направления 42.04.02 «Журналистика».

Обеспечивающие кафедры английского языка, романских и германских языков.

Семестры – 1,2.

Наименование раздела учебного модуля	№ неде-ли сем	Трудоемкость, ак.час			Форма текущего контроля успев. (в соотв. с паспортом ФОС)	Максим. кол-во баллов рейтинга
		Аудиторные занятия		ВСРС		
		ПЗ	АСРС			
УЭМ 1 (семестр 1)						
Тема 1 Некоторые аспекты английской грамматики	1-3	4	1	12	Перевод текста	20
Тема 2 Особенности научной литературы	4-6	4	1	12	Аннотация	20
Тема 3 Реферирование и аннотирование текстов	7-9	4	1	12	Перевод текста	20
Тема 4 Люди вокруг нас	10-12	5	2	15	Аннотация	20
Тема 5 Избранное направление профессиональной деятельности	13-15	5	2	15	Контрольная работа	20
Тема 6 Индивидуальное чтение научной литературы	16-18	5	2	15	Доклад-презентация	50
Итого по УЭМ 1		**27**	**9**	**81**		**150**
УЭМ 2 (семестр 2)						
Тема 1 Учёба в вузе. Современная система высшего образования	1-4	7	2	20	Перевод текста Аннотация	20 20
Тема 2 Развитие медиасферы	5-9	7	2	20	Перевод текста Аннотация	20 20
Тема 3 Наука о языке. Работа над текстами профессиональной направленности	10-14	7	2	20	Контрольная работа	20
Тема 4 Научная работа магистранта.	15-18	6	3	21	Доклад-презентация	50
Итого по УЭМ 2		**27**	**9**	**81**		**150**
Итого по УМ		**54**	**18**	**162**		**300**

Приложение В

Карта учебно-методического обеспечения
Учебного модуля «Иностранный язык в сфере профессиональной коммуникации»,
Для направления 42.04.02 – «Журналистика».
Форма обучения – очная, заочная. Семестры – 1,2.
Всего часов – 216, из них: практических занятий –54 / 24 ч., АСРС – 18 ч., ВСРС – 162 / 192 ч.
Обеспечивающие кафедры: кафедра английского языка, кафедра романских и германских языков.

Таблица 1- Обеспечение модуля учебными изданиями

Библиографическое описание* издания (автор, наименование, вид, место и год издания, кол. стр.)	Кол. экз. в библ. НовГУ	Наличие в ЭБС
Учебники и учебные пособия		
1. Белякова Е.И. Английский для аспирантов: учеб. пособие. – М.: Вузовский учеб.: Инфра –М, 2016. -187, [1] с.	5	
2. Шах-Назарова В.С. Английский для Вас. Новый курс XXI века. М.: Вече, 2011.	25	
3. Кострова О.А. Немецкий синтаксис. Лекции и практические задания: учеб. пособие для вузов. М.: Высшая школа, 2008. – 223 с.	15	
Учебно-методические издания		
1. Попов С.А., Жукова Е.Ф. Научно-технический перевод. В. Новгород, 2013. – 271 с.	10	
2. Водолажченко Н.В. Рабочая программа учебного модуля «Иностранный язык в сфере профессиональной коммуникации», НовГУ, Великий Новгород, 2017.		http://www.novsu.ru/study/umk/university
3. Фонд оценочных средств учебного модуля «Иностранный язык в сфере профессиональной коммуникации» / Авт.-сост. Водолажченко Н.В., НовГУ, Великий Новгород, 2017.		http://www.novsu.ru/study/umk/university

Таблица 2 – Информационное обеспечение учебного модуля

Название программного продукта, интернет-ресурса	Электронный адрес	Примечание
Видео, аудио-подкасты	www.dw.de	
Видео, аудио-подкасты	www.bbc.com learning German	

Таблица 3 – Дополнительная литература

Библиографическое описание* издания (автор, наименование, вид, место и год издания, кол. стр.)	Кол. экз. в библ. НовГУ	Наличие в ЭБС
1. Cunningham S. Cutting Edge. Advanced: Student's Book. 6th ed. Harlow: Pearson Education Limited, 2006. - 175p.	10	
2. Moor P. Cutting Edge. Advanced: Workbook. 4th ed. Harlow: Pearson Education Limited. 2006. - 95p.	11	

Действительно для учебного года 2017 / 2018

Зав. кафедрой АЯ _____ / Е.Ф. Жукова

СОГЛАСОВАНО

НБ НовГУ:

зав. отделом научной библиотеки НовГУ _____ / Л.Н. Ершова

Новгородский государственный ун-т Научная библиотека

Лист внесения изменений

Номер изменения	Номер и дата распорядительного документа о внесении изменений	Дата внесения изменения	ФИО лица, внесшего изменение	Подпись