THE MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN FEDERATION

Federal state budgetary educational institution of higher education

KRASNOYARSK STATE PEDAGOGICAL UNIVERSITY

named after V.P. Astafiev

(KSPU named after V.P. Astafiev)

Chair of Psychology

WORKING PROGRAM OF THE DISCIPLINE

PRACTICE OF SCIENTIFIC MATERIALS TRANSLATION

Field of study:
37.04.01 Psychology

Direction (profile) of educational program:
Applied psychology of education

Qualification (degree):
Master

Krasnoyarsk 2018

Working program of the discipline is developed by: associate professor of the Chair of psychology O.V. Barkanova

Working program of the discipline has been discussed at the meeting of the Chair of psychology: protocol № 9 from «05» September 2018.

The head of the Chair E.Y. Dubovik

Endorsed by the Scientific and Methodical Council of the field of Institute of psychological and pedagogical education: protocol № 6 from «19» September 2018.

The head of the Council M.A. Kuhar

Annotation

Working program of the discipline «Practice of scientific materials translation» for masters studying by correspondence is developed in accordance with Federal State Educational Standard of Higher Education for the field of study 37.04.01 Psychology, educational program "Applied psychology of education". The location of the discipline in the curriculum: B1.B.06, basic part, 2nd and 3d course. The workload of the discipline includes 108 hours (3 credit units), herewith 18 hours of various forms of classroom work with students, 86 hours of self-study work of a student, 4 hours of control.

The purpose of the discipline: the formation of General professional competencies in the field of applied psychology of education among students.

As a result of studying the discipline, the student must have the following General professional competences:

- readiness for communication in oral and written forms of the state language of the Russian Federation and a foreign language to solve the tasks of professional activity (GPC-1);
- readiness to manage a team in the sphere of their professional activities, being tolerant to social, ethnic, religious and cultural differences (GPC-2);
- ability of independent search, critical analysis, systematization and generalization of scientific information, setting research goals and choosing the best methods and technologies to achieve them (GPC-3).

Table 1.

Planned results of stydy

Objectives of the discipline	Planned results of studying the discipline (descriptors)	Learning result code (competency)
To form the idea of the specifics of the scientific materials translation	To know the main types of scientific materials and their sections to be translated	GPC -1, GPC -2
	To be able to use terms and speech clichés used in the practice of translating scientific materials	
	Possess the skills to translate scientific materials	
To form the idea of the strategies and skills of independent search and critical analysis of information in the translation of scientific texts	To know the strategies of independent information search while translating scientific texts	GPC -3
	To be able to put into practice the basic strategies of search and critical analysis of information while translating scientific texts	
	To have skills in working with dictionaries and electronic translators	

The list of educational technologies used while studying the discipline:

1. Modern traditional tutoring (lecture-seminar-credit system).
2. Pedagogical technologies on the basis of humanistic personality oriented pedagogical process:
a) cooperation pedagogics;
b) humanistic personality oriented technology
3. Pedagogical technologies on the basis of activization and intensification of the students' work:
a) gaming technologies;
b) problem-based learning;
c) project-based learning technology (the method of case study);
d) interactive technologies (discussion, debate, problem seminar, training technologies)

4. Pedagogical technologies on the basis of efficient management and organization of educational process:

a) learning individualization;

b) collective way of learning.

Technological map of the discipline

Practice of scientific materials translation

for students of the main professional educational program

Master, 37.04.01 Psychology

Applied psychology of education / correspondence form

(total workload of the discipline 3 c.u.)

Name of sections and topics of the discipline	Total hours	Classroom work hours				Control	Self-study hours	Forms and methods of control
		total	lectures	seminars	laboratory work			
Specifics and problems of scientific materials translation.	36	6		6		-	30	Classroom work
Practice of translating scientific materials from a foreign language into Russian.	36	6		6		2	28	Classroom work
Practice of translating scientific materials from Russian into a foreign language.	36	6		6		2	28	Classroom work
Form of final control								Credit
TOTAL	**108**	**18**		**18**		**4**	**86**	

The content of the main sections and topics of the discipline

The discipline "Practice of scientific materials translation" provides educational interests of the master's personality while mastering this educational program.

The discipline meets the requirements of the potential employers of University graduates of this educational program in their readiness for practical work.

Topic 1. Specifics and problems of translating scientific materials. Types of scientific materials and their sections to be translated (scientific articles, theses, abstracts and synopsis of dissertations, abstracts to scientific publications, etc.). Basic terms and speech clichés used in the practice of scientific materials translation (compilation of thesaurus). Recommended grammatical constructions. Rules of working with vocabulary while translating texts with help of dictionaries and / or online translators. The main problems and difficulties while translating texts from a foreign language into Russian and from Russian into a foreign language. Recommendations for overcoming and minimizing them.

Topic 2. Practice of translating scientific materials from a foreign language into Russian. Familiarization with the texts of scientific publications in a foreign language. Translation of scientific texts from a foreign language into Russian using an active thesaurus, dictionaries and online translators. Work with abstracts of scientific articles (reading and translation of the text into Russian). Reading and translation of fragments of the text of scientific articles (1-2 pages) from international scientific journals into Russian. Reading and translation of the synopsis of the master's dissertation into Russian. Reading and translation of the abstract of the candidate's dissertation into Russian.

Topic 3. Practice of translating scientific materials from Russian into a foreign language. Translation of scientific texts from Russian into a foreign language using an active thesaurus, dictionaries and online translators. Work with abstracts of scientific articles (reading and translation of the text into a foreign language). Reading and translation of fragments of the text of scientific articles (1-2 pages) from scientific journals indexed by Higher Attestation Committee, Russian scientific citation index base into a foreign language. Reading and translation of the abstract of the candidate's dissertation into a foreign language. Reading and translation of the synopsis of the students' own master's thesis into a foreign language.

Methodical guidelines for studying the discipline

The main task of universities is to prepare specialists for independent practical work. Nowadays the requirement of "professional mobility" has been added to this, i.e. the ability to learn and master new areas of knowledge. In this regard, the process of studying at universities is now more and more based on independence and creative activity, as an essential condition for the successful comprehension and mastering extensive and complex program material.

In connection with the introduction of the Federal state educational standard into the educational process, the task of organizing students' self-study work becomes more and more urgent. Self-study work is defined as an individual or collective educational activity carried out without the direct guidance of the professor, but with reliance on his tasks and under his control.

Self-study work of students is one of the main forms of extracurricular work during the implementation of curricula and programs.

Self-study work is a cognitive educational activity, when the sequence of thinking of the student, his mental and practical operations and actions depends on and is determined by the student. A student in the process of learning should not only master the curriculum, but also acquire the skills of independent work. Students are given the opportunity to work more independently during their studies than those studying at secondary school. The student must be able to plan and do their work.

Self-study work is one of the educational activities types of a student; it promotes the development of independence, responsibility and organization, creative approach to solving educational and professional problems.

Self-study work is carried out in order to:

- systematize and consolidate the theoretical knowledge and practical skills of students;
- deepen and expand theoretical knowledge;
- form the skills to use special literature;
- develop cognitive abilities and activity of students: creative initiative, responsibility and organization;
- form independent thinking, ability for self-development, self-improvement and self-realization;
- develop research skills.

Stages of self-study work:

- awareness of the educational task, which is solved with the help of this self-study work;
- familiarization with the instruction on its implementation;
- implementation of the work process;
- self-analysis, self-control;
- checking the student's work, marking and analyzing typical advantages and mistakes.

Self-study work of students is a mandatory component of the educational process for each student and is determined by the curriculum. While determining the content of self-study work of students one should take into account their level of independence and the requirements to the level of independence of graduates to achieve the desired level during the period of study. Thus, the share of self-study work at the Full-time department is up to 50% of the amount of classroom hours devoted to the study of the discipline, whereas at the Correspondence department the number of hours allocated for the study of the discipline increases to 90%.

Forms of self-study work of students are determined by the content of the discipline during the development of working programs and educational methodical complexes of disciplines. According to the Regulations on the organization of self-study work of students on the basis of competence-based approach to the implementation of professional educational programs, the types of tasks for independent work are the following:

- to master the knowledge: reading the text (textbook, source, additional literature); making the text plan, graphical image of the text structure, text abstract, extracts from the text; work with dictionaries and reference books; familiarization with normative documents; educational and research work; use of audio and video recordings, computer equipment and the Internet, etc.;

- to consolidate and systematize knowledge: work with lecture notes, text processing, repeated work on the learning material (textbooks, source, additional literature, audio and video recordings, drawing up a plan, creating tables to organize learning material, answering control questions, filling a workbook, analytical processing of the text (annotation, reviewing, abstracting, notes analysis, etc.); completion of classroom

practical work and making reports, preparation of multimedia reports at a seminar (conference), presentations; preparation of essays, bibliography, crossword puzzles, testing, etc.;

- to form the skills: solving problems and doing exercises on the model, solving variable tasks, doing drawings, diagrams, calculations (graphic works), solving situational (professional) tasks, preparation for business games, design and modeling of different types and components of professional activity, experimental work, reflective analysis of professional skills using audio and video equipment, etc.

Self-study work can be carried out individually or by groups of students depending on the purpose, volume, specific topics of self-study work, level of complexity, level of students' abilities.

Control of the students' self-study work results can be carried out within the time allotted to compulsory discipline classroom activities and out-of-class self-study work of students; it can be done in written, oral or mixed form.

While studying the discipline "Practice of scientific materials translation", the following types and forms of self-study work of students are used:

- doing practical work;
- translation of the abstract of the scientific article from a foreign language into Russian;
- translation of the abstract of the scientific article from Russian into a foreign language;
- translation of the abstract of the master's thesis into a foreign language;
- translation of a fragment of a scientific publication from an international journal into Russian;
- compiling a glossary to translate the text of scientific materials.

Self-study work is closely connected with control (control is also considered as the final stage of doing self-study work); while choosing the type and form of self-study work, the form of control should be taken into account.

Forms of control while studying the discipline "The practice of scientific materials translation":

- checking the translation of the abstract of the scientific article from a foreign language into Russian;
- checking the translation of the abstract of the scientific article from Russian into a foreign language;
- checking the translation of the abstract of the master's thesis into a foreign language;
- checking the translation of a fragment of a scientific publication from an international journal into Russian;
- checking the glossary.

Self-study work is carried out in the form of preparatory exercises for mastering new material, exercises during the study of new material, exercises in the process of consolidation and repetition, exercises of testing and control works, as well as exercises for self-control.

For the organization of self-study work the following conditions are necessary:

- readiness of students for independent work;
- availability and accessibility of the necessary learning, methodical and reference materials;
- consulting assistance.

Self-study work can take place in a lecture room, classroom, computer room, library, at home. Self-study work trains the will, brings up efficiency, attention, discipline, etc.

Organization and management of classroom self-study work

Classroom self-study work on discipline is carried out at academic sessions under the direct supervision of the professor and according to their tasks.

The main types of classroom self-study work are:

- doing practical work according to instructions; work with literature and other sources of information, including electronic ones;
- self-and cross checking of completed tasks;
- solving problematic and situational cases.

The practical work is carried out at the seminar sessions in accordance with the schedule of the educational process. To ensure self-study work, professors develop methodological guidelines for the implementation of practical work.

Work with literature, other sources of information, incl. electronic, can be performed at seminars and practical classes. These sources of information can be submitted on paper and / or electronic media, including

the Internet. The professor formulates the purpose of working with this source of information, determines the time for working through the document and the form of reporting.

Self-and cross checking of completed tasks is more often used at seminars, practical classes and aims to acquire skills such as observation, analysis of responses of fellow students, verification of own results with the standards.

The solution of problem and situational cases is used at lectures, seminars, practical classes and other types of classes. The problem / situational task should be clearly formulated and supported with the questions to be answered and explained. The criteria for assessing the correctness of the problem/situational task solution should be known to all students and discussed beforehand.

Organization and management of out-of-class self-study work

Out-of-class self-study work is performed according to the professor's instructions, but without their direct participation.

While presenting the types of tasks for self-study out-of-class work it is recommended to use a differentiated approach to the level of the student's preparedness. Before performing out-of-class self-study work the professor consults about the definition of the task purpose, its content, deadlines, approximate amount of work, the main requirements to the results of work, evaluation criteria, forms of control and the list of literature. During the consultation the professor warns about possible typical errors that occur during the task.

Self-study work can be carried out individually or in groups of students depending on the purpose, volume, specific topic of self-study work, the level of complexity, the level of students' preparedness.

Types of tasks for self-study work out-of-court can be:

- to master the knowledge: reading the text (textbook, source, additional literature); making the text plan, graphical image of the text structure, text abstract, extracts from the text; work with dictionaries and reference books; familiarization with normative documents; educational and research work; use of audio and video recordings, computer equipment and the Internet, etc.;
- to consolidate and systematize knowledge: work with lecture notes, text processing, repeated work on the learning material (textbooks, source, additional literature, audio and video recordings), drawing up a plan and thesis for the answer, creating tables, puzzles, crosswords, glossary to organize learning material, studying dictionaries and reference books, answering control questions, analytical processing of the text (annotation, reviewing, abstracting, content analysis, etc.); preparation of reports for the seminar (conference); preparation of essays, reports, bibliography, tests, etc.;
- to form the skills: solving problems and doing exercises on the model, solving variable tasks, making schemes, solving situational (professional) tasks, preparation for business and role games, projecting and modeling different types and components of professional activity, preparing presentations and creative projects, course and qualification works, experimental work, reflective analysis of professional skills using audio and video equipment, etc.

To provide out-of-class self-study work on the discipline, the professor develops a list of tasks for self-study work that is necessary for the effective management of this kind of students' educational activity.

The professor carries out the management of self-study work, regulates its volume for one learning session and monitors the performance of all the students in the group. For convenience, the professor can keep a record of the performance of self-study work, which allows to track the performance of the tasks minimum, necessary for admission to the final attestation on the discipline.

In the process of self-study work the student acquires the skills of self-organization, self-control, self-management and becomes an active independent subject of educational activity.

The students themselves determine the mode of their out-of-class work and the amount of work spent on mastering the knowledge and skills on each discipline, performs out-of-class work according to an individual plan, depending on his own preparation, time limit and other conditions.

Every day the student should devote to performing out-of-class self-study work on average not less than 3 hours.

While performing out-of-class self-study work, the student has the right to consult the professor in order to clarify the task and the form of control of the completed task.

Control over the results of out-of-class self-study work of students can be conducted in written, oral or

mixed form with the presentation of the product of the student's activity. As the forms and methods of control of out-of-class self-study work credits, tests, self-reports, control works, defense of creative works, etc. can be used.

Methodical recommendations for the organization of seminars

Seminar is a kind of learning sessions, where as a result of preliminary work on the program material of the professor and students, in the context of their direct and active communication, the tasks of cognitive and educational character are solved.

The purpose of this form of learning is an in-depth study of the discipline, the consolidation of the material covered and the mastery of the methodology of scientific cognition. An important advantage of the seminars is the formation of skills of professional discussion. In addition, at such sessions it is easy to see how the material is learned, what questions and objections the audience has.

In the teaching and educational process, the seminars perform a variety of tasks, in particular:

- stimulate regular study of program material, primary sources of scientific literature;
- fix the knowledge gained during listening to lectures and during self-study work;
- enrich with knowledge thanks to the speeches of fellow students and the professor in the class, correct previously acquired knowledge;
- promote the transformation of knowledge into solid personal beliefs;
- inoculate oral presentation skills on theoretical issues, teach them to freely operate concepts and categories;
- provide an opportunity for the professor to systematically monitor both the self-study work of students and their own work.

At seminars students and the professor are united into one general process of the seminar preparation and conduction. For students, the main task is to learn the content of the educational material of the topic submitted for discussion, to prepare for the presentation and discussion. In addition to their own preparation for the seminar, the professor should provide effective methodological assistance to students.

The professor makes a working plan for the seminar, which reflects the following issues: the purpose of the session, the topics of the reports (messages) and literature for their preparation, a list of additional problem questions, tasks and exercises, a list of the technical means.

The seminar begins with the introductory words of the professor (5-7 minutes), in which the topic of the seminar is declared; attention is drawn to the key problems for discussion, the procedure for conducting the class is indicated.

The most important part of the seminar is the discussion of issues or a report. Depending on the form of the class, the professor, having formulated the first question, proposes the students to make a report to those who wish or who is prepared. The effectiveness of the seminar largely depends on the content of speeches, reports, abstracts of students. Therefore, it is important for the professor to define the requirements, which must be sufficiently clear and at the same time not too rigid to constrain the creative thought of students.

The order of the seminar can be diverse, depending on its form and the goals that are set before it. But, in any case, it is necessary to create the atmosphere of creative discussion, a lively, interested exchange of opinions. However, the discussion itself is not the goal. It is useful if it contributes to a deep understanding of the issue under discussion. During the seminar it is important for the students to listen attentively and critically evaluate the performances of the others. The conductor of the seminar should not immediately make comments after the student's speech. It is better to give this opportunity to the participants of the seminar.

An important element of the seminar is the professor's final word. It can be either general at the end of the seminar, or particular - after discussing a separate issue of the seminar plan. In the closing speech at the end of the seminar the professor:

1) gives an overall assessment of the class (the level of students' preparedness for the seminar, the activity of participants, the degree of comprehending the problems);
2) performs analysis and evaluation of speeches, while observing objectivity and exclusive correctness;
3) briefly discloses issues that have not received in-depth coverage at the seminar;
4) gives an assignment for further work.

The successful conduction of seminars is largely dependent of the choice of the most rational form of

their performance.

Requirements for students' speeches

One of the conditions ensuring the success of seminars is the set of specific requirements for speeches, reports, abstracts of students. These requirements should be sufficiently clear and at the same time not too rigid to constrain creative thought and impose formality.

The list of requirements for any student performance is approximately as follows:

- connection of the speech with the previous topic or issue;
- disclosure of the essence of the problem;
- methodological significance for scientific, professional and practical activities.

The most important requirements for students' speeches are independence in the selection of factual material and analytical attitude to it, the ability to consider examples and facts in their interrelation and interdependence, to select the most significant of them.

The examples and facts provided by the participant of the seminar should be significant, if possible, echo the direction (profile) of the study. Examples from the field of science close to the future specialty of the student, from the sphere of knowledge or study are encouraged by the conductor of the seminar. The speech of the student must meet the requirements of logic. A clear identification of the problem presented, its precise formulation, the rigorous consistency of the argumentation of precisely this problem, without undue deviations from it in the process of substantiation, unconditional evidence, consistency and completeness of reasoning, correct and meaningful use of concepts and terms.

The order of the seminar can be very diverse, depending on its form and the goals that are set before it. Usually the following sequence takes place:

a) presentation (report) on the main issue;

b) questions to the speaker;

c) discussion of the contents of the report, its theoretical and methodological merits and shortcomings, additions and comments on it;

d) the final word of the speaker;

e) the conclusion of the professor.

Of course, this is only a general scheme, which may include the deployment of a discussion on the issue and other elements.

In the abstract-report form of the seminar, the previously scheduled speakers are the first to receive the floor, and in case of an extended conversation, - those who wish to speak. The principle of volunteer performances is combined with appointing the speakers. The remaining students wishing to speak on the main issue, so as not to quench their interest in the seminar, can be advised to be ready to analyze the speeches of their group fellows, for additions and comments.

It is desirable that the student expounded the material freely.

The professor, if possible, should not interrupt the student's speech with their comments and remarks. Tactful correction of wrong spoken words, wrong accent, etc. is acceptable. If the speaker made mistakes, it is much better, when other participants, but not the professor make the first relevant comment.

The situation in the audience during the speaker’s performance should be constantly monitored by the conductor of the seminar. Seeking a careful and analytical attitude of students to the speeches of their fellows, the conductor of the seminar informs them in advance that the careful analysis of the speech, report or essay he appreciates as highly as the speech with a good report.

Questions to the speaker are asked, first of all, by students, but not by the professor, in what they should be encouraged. It is necessary to require that the questions asked to students were essential, related to the topic, precisely formulated. Professor’s questions typically meet the following requirements:

- clarity of language, certainty of boundaries, the weight of the semantic load;
- relevance of the question at the moment, the sharpness of it in the current situation awakening a keen interest of the student audience;
- questions should be feasible for students.

By their nature, questions can be clarifying, suggestive, counter; another category of questions, for example, polemical, can contain the prerequisites of different judgments, be an example or a position that

includes an apparent or actual contradiction.

Clarifying questions are aimed at making the student express an idea more clearly, formulate it definitely to understand whether it was a slip of the tongue or an incorrect interpretation of the problem. The answer allows the professor to make the right decision: the amended reservation removes the question, the erroneous opinion is brought to the discussion of the seminar participants, but without underlining its wrongness.

Leading or guiding questions aim to guide polemics in the right direction, prevent unwanted deviations from the essence of the problem. It is important that such questions opened up new areas of application of the statements, expanded the thinking horizon of students. Leading questions at the university seminar are a rarity and are put only in exceptional cases.

The counter questions require additional argumentation as well as a formal logical analysis of the speech or its particular parts. The purpose of such questions is the formation of students' ability to comprehensively and deeply justify the proposed statements, the ability to detect logical errors that led to unconvincing or doubtful conclusion.

Polemical questions are offered to the student or to the whole group in cases when the presentation or the report highlights the problem correctly in general, but in a too schematic way, everything seems clear and simple (although the true depth of the problem is not disclosed) and a "vacuum of interests" has occurred in the audience. There appears a need to show that the problem is not as simple as it may seem. If possible, based on the knowledge already known to students, the professor will find a more complex aspect of the problem and bring it to the discussion in the form of a question. The purpose of such questions to make students understand the complex, contradictory phenomenon of reality which contains prerequisites for different judgments in the light of the discussed theoretical problem, so that the student learnt to think more broadly and deeply.

The question can be raised in a purely theoretical way, but there also can be mentioned specific cases, events, close or well-known to the participants of the seminar, and students can be given the opportunity to comment on them in terms of the theoretical problem discussed at the seminar.

Questions that create a "situation of predicament" usually contain two or three conflicting statements among which students should discover and justify the true one, or the statement of an author (without his name) is taken for analysis. Basically, the nature of such questions coincides with the formulation of tasks on independent thinking.

Methodical guidelines for the laboratory and practical work

Laboratory work is carried out by students according to the instructions of the professor or the instructions of experiments with the use of appliances, tools and other technical devices, i.e. the study of any objects, phenomena with help of special equipment.

Practical work is carried out after lectures and has explanatory, generalizing and consolidating character. It can be carried out not only in the classroom but also outside University.

In the course of laboratory and practical work, students perceive and comprehend new learning material. Practical work is systematic, following each lecture or two or three lectures on a regular basis.

Laboratory and practical work is carried out according to the schedule of the educational process and self-study work of students on the discipline. At the same time, the principle of individual performance of work is observed.

Each student keeps a workbook, the design of which must meet the requirements, the main of which are as follows:

- on the title page a student indicates the subject, course, group, subgroup, their name and first name; each work is numbered in accordance with the guidelines, indicating the date of the work;
- there must be a full record of the name of the work, the purpose and principle of the method, brief characteristic of the process of the experiment and the object of study;
- if necessary, there must be given a picture of the installation; the results of the experiments are recorded in the form of drawings with mandatory signatures to them, as well as tables, or they can be described orally (the nature of the design of the work is usually specified in the guidelines for self-study work);
- at the end of each work, there must be made a conclusion, which is discussed when summarizing the

session.

All primary records must be made in the notebook during the experiment.

Laboratory and practical work includes the following steps:

- setting the theme of classes and the definition of the tasks of laboratory and practical work;
- determination of the order of laboratory and practical work or its separate stages;
- direct implementation of laboratory / practical work by students and control over the course of classes and compliance with safety regulations;
- summing up the results of laboratory and practical work and formulation of the main conclusions.

During the preparation for laboratory classes it is necessary to study in advance the methodical guidelines for their conduction. Pay attention to the purpose of the class, the main issues to prepare, the content of the topic.

The laboratory session is carried out in the form of a dialogue - analysis of the main issues of the topic. Also, the laboratory session can be carried out in the form of presentations, demonstrative material (in particular posters, slides), which are accompanied with a conversation of the professor with the students.

A student can prepare a laboratory and practical work in the form of writing an essay, slides, presentations and subsequent protection of them, or can write an abstract in a notebook, answering questions on a given topic. Answers to questions can be accompanied by drawings, diagrams, etc. with the use of additional literature, which should be specified.

To monitor the academic activity and quality of work of the student, the workbook is periodically checked by the professor.

Methodical guidelines for creating presentations

Creation of presentations is a kind of self-study work of students on creation of the visual information aids executed by means of the multimedia computer program PowerPoint.

This kind of work requires the coordination of student skills to collect, organize, process information, design it in the form of the materials set, briefly reflecting the main issues of the topic, in electronic form. That is, the creation of presentations expands the methods and means of processing and presentation of educational information, forms students' computer skills.

Presentations are prepared by the student in the form of slides using Microsoft PowerPoint.

The role of the student:

- study the materials of the topic highlighting the main and secondary issues;
- establish a logical connection between the elements of the topic;
- present the characteristics of the elements in a brief form;
- select reference signals to accentuate the main information and display it in the work structure;
- arrange the work and provide it by the deadline.

Assessment criteria:

- compliance of content with the topic;
- correct structuring of information;
- existence of logical connection of the stated information;
- aesthetic design, its compliance with the requirements;
- the work is submitted on time.

It is not recommend:

- to overload the slide with text information;
- use solid text blocks;
- in numbered and bulleted lists use an attachment level deeper than two ones;
- use word hyphenation;
- use inclined and vertical arrangement of labels and text blocks;
- slide text should not repeat the text that the speaker says aloud (the audience will read it faster than the speaker will tell, and lose interest in his words).

Approximate requirements for the presentation

Slide design

Style	- Follow the same style. - Avoid styles that will distract from the presentation itself. - Auxiliary information (control buttons) should not prevail over the basic information (text, pictures).
Background	- For the background, choose a colder tone (blue or green).
Use of colour	- It is recommended to use no more than three colors on one slide: one for the background, one for the titles, one for the text. - For background and text use contrasting colors. - Pay special attention to the color of hyperlinks (before and after use).
Animation effects	- Use computer animation to present information on the slide. - Do not overuse various animation effects, they should not distract attention from the content of the information on the slide.

The following is recommended:

- conciseness and brevity of presentation, the text being informative at maximum: short theses, dates, names, terms are the main points of the abstract;
- use of short words and sentences, minimum of prepositions, adverbs, adjectives;
- use numbered and bulleted lists instead of solid text;
- use of tabular (matrix) presentation format of the material, which allows you to present the material in a compact form and clearly show the relationship between the different concepts;
- implementation of the general rules of text design;
- careful alignment of the text, letters, list markers;
- horizontal location of text information, including tables;
- each provision or idea should be given a separate paragraph of the text;
- the main idea of the paragraph is to be placed in the beginning - in the first line of the paragraph (this is due to the fact that the first and last thoughts of the paragraph are best remembered);
- it is better when the slide contains only a title or an image (photo, picture, diagram, table, etc.) and the caption to it.

Presentation of information

Content of information	- Use short words and sentences. - Minimize the number of prepositions, adverbs, adjectives. - Headlines should attract attention of the audience.
Location of information on the page	- Horizontal arrangement of information is preferable. - The most important information should be located in the center of the screen. - If there is a picture on the slide, the inscription should be located below it.
Fonts	- For headings - not less than 24. - For information - not less than 18. - Fonts without sans are easier to read from a long distance. - You can not mix different types of fonts in one presentation. - To highlight information, use bold, italic or underlining. - You can not overuse capital letters (they are read worse than lowercase letters).
Ways of information highlighting	One should use: - Frames, borders, filling; - Different colors of fonts, hatching, arrows; - Pictures, diagrams, schemes for illustrating the most important facts

Volume of information	- One shouldn’t fill one slide with too much information: people can remember at a time only no more than three facts, conclusions, definitions. - The greatest efficiency is achieved when the key points are displayed one at a time on each individual slide.
Types of slides	To ensure diversity, different types of slides should be used: - with the text; - with tables; - with diagrams.

Forms of intermediate and final control

The following forms of control of students' knowledge on the discipline "Practice of scientific materials translation" are provided:

1. Current monitoring is conducted systematically in order to establish the level of students’ mastery of the material. During the semester, in accordance with the course program, practical work is carried out, and students are questioned on each topic.

2. Intermediate control is conducted to determine the quality of mastering the lecture material and the part of the discipline intended for self-study. The most effective way is to conduct it in writing in the form of assignments to translate texts compiled according to the sections of the discipline.

3. Final control. To control the mastery of the discipline there is a credit, in which students are required to complete assignments in the form of written assignments to translate texts of scientific materials.

Methodical guidelines for preparation for credit

Form of credit: written translation of the text of scientific materials. Students who systematically, throughout the semester, worked in the classroom and showed a confident knowledge of the issues submitted to the group classes are admitted to the test. Direct preparation for the credit is carried out on the tasks presented in this work program of the discipline.

Consultation is a conversation between the professor and students in which students can get explanations from the professor on various issues related to the educational process and the content of the discipline. The consultation can be conducted individually or with a group of students.

Components of monitoring learning achievements

List of tasks for self-study work

1. Compiling a glossary for the translation of scientific abstracts.
2. Translation of the scientific article abstract from a foreign language into Russian.
3. Translation of the scientific article abstract from Russian into a foreign language.
4. Translation of a fragment of a scientific publication from an international journal into Russian (1-2 pages).
5. Translation of the abstract (synopsis) of the master's thesis into a foreign language.

Sample tasks for credit

1. Translate the abstracts of scientific articles from a foreign language into Russian. The use of dictionaries and online translators is allowed.
2. Translate a scientific article fragment from a foreign language into Russian (select any fragment of the article of 1-2 pages). The use of dictionaries and online translators is allowed.
3. Translate the abstract of the article (any, by your choice) from Russian into a foreign language (it is allowed to translate one’s own articles for conferences).
4. Translate the synopsis of the master's thesis (one’s own or someone else's) from Russian into a foreign language.

Analysis of learning results and list of corrective measures on academic discipline

1) analysis and processing of the results of teaching the discipline and the results of controls (intermediate and final);

2) the possibility of revision and bringing in changes in the educational, methodical and organizational forms and methods of teaching the discipline;

3) consideration of the possibility of introducing the wishes of customers in the content and implementation of the study of the discipline by students (customer portfolio);

4) formation of the list of recommendations and corrective actions for optimization of three-way interaction between students, professors and consumers of graduates of the basic professional educational program;

5) recommendations and measures to improve teaching and study of the discipline.

TECHNOLOGICAL MAP OF THE DISCIPLINE RATING

Name of discipline	Field of study and education degree (magistracy) Name of program	Number of credits
Practice of scientific materials translation	37.04.01 Psychology, Direction (profile) of educational program: Applied psychology of education	3
Adjacent disciplines in the curriculum		
Previous: disciplines of the basic part of the plan		
The following: the disciplines of the variational part of the plan		

ENTRANCE CONTROL (CHECKING "REMAINING" KNOWLEDGE OF PREVIOUSLY STUDIED RELATED DISCIPLINES)			
	Form of work	Points	
		min	max
	Interview	**0**	**5**
Total		**0**	**5**

MAIN SECTION			
	Form of work	Points	
		min	max
Current work	Translation of the abstract of a scientific article from a foreign language into Russian	**0**	**10**
	Translation of the abstract of a scientific article from Russian into a foreign language	**0**	**10**
	Translation of the abstract of the master's thesis into a foreign language	**0**	**15**
	Translation of a fragment of a scientific publication from an international journal into Russian	**0**	**10**
	Compiling a glossary for translating the text of scientific annotations	**0**	**15**
Intermediate control	Testing	**0**	**10**
Total		**0**	**70**

FINAL SECTION			
Content	Form of work	Points	
		min	max
	Credit	**0**	**25**
Total		**0**	**25**

Compliance of rating points and academic assessment:

Total amount of points	*Academic assessment*
less than 60	**no credit**
60 – 100	**credit**

The list of coordination of the working program of the discipline with other disciplines of the educational program for 2018/2019 academic year

The name of disciplines, the study of which is based on this discipline	Chair	Proposals for changes in didactic units, time sequence of study, etc.	The decision (protocol No., date) taken by the Chair that developed the program

The head of the Chair E.Y. Dubovik

The head of the Scientific and Methodical Council M.A. Kuhar

«19» September 2018.

Map of Literature Support of Discipline
(including electronic resources)
Practice of scientific materials translation
for students of the main professional educational program
Master, 37.04.01 Psychology

Applied psychology of education / correspondence form

Name	Location of storage / email address	Number of copies / access points
Main literature		
Кабакчи, В.В. Практика английского языка. Сборник упражнений по переводу. Englsh Russian./ В.В. Кабакчи. - 2-е изд., испр. - СПб.: Союз, 2000. - 256 с.	Scientific library of KSPU named after V.P. Astafiev	КфАФ(29)
Пэшко, В.Е. Практикум по письменному переводу с русского на английский язык: для студентов 4-5 курсов отделения «Лингвист-переводчик» факультета иностранных языков / В.Е. Пэшко, Е.В. Шаруда. - Красноярск: КГПУ им. В. П. Астафьева, 2008. - 220 с.	Scientific library of KSPU named after V.P. Astafiev	ЧЗ(1), АНЛ(3), АУЛ(34)
Софронова, Т.М. Письменный перевод с английского языка на русский: учебное пособие / Т.М. Софронова. - Красноярск: КГПУ им. В. П. Астафьева, 2008. - 212 с.	Scientific library of KSPU named after V.P. Astafiev	ЧЗ(1), АНЛ(2), АУЛ(80), КфАФ(34)
Additional literature		
Алексеева, И.С. Введение в переводоведение: учебное пособие/ И.С. Алексеева. - 5-е изд., испр.. - М.: Академия; СПб.: Филологический факультет СПбГУ, 2011. - 368 с.	Scientific library of KSPU named after V.P. Astafiev	ЧЗ(1), АНЛ(2), АУЛ(7)
Комиссаров, В.Н. Теория перевода (лингвистические аспекты): учебник для институтов и факультетов иностранных языков / В.Н. Комиссаров. - М.: Альянс, 2013. - 253 с.	Scientific library of KSPU named after V.P. Astafiev	ЧЗ(1), АНЛ(1), АУЛ(18)
Латышев, Л.К. Технология перевода: Учебное пособие для студ. лингв. вузов и фак./ Л.К. Латышев. - 2-е изд., перераб. и доп.. - М.: Академия, 2005. - 320 с.	Scientific library of KSPU named after V.P. Astafiev	ЧЗ(1), АУЛ(19)
Сапогова, Л.И. Переводческое преобразование текста: учебное пособие/ Л.И. Сапогова. - 2-е изд., стер.. - М.: Флинта: Наука, 2012. - 320 с.	Scientific library of KSPU named after V.P. Astafiev	ЧЗ(1), АНЛ(2), АУЛ(26)

Educational and methodical support for self-study work		
Working program of the discipline «Practice of scientific materials translation»	Electronic library system of KSPU named after V.P. Astafiev	http://elib.kspu.ru/document/28589
Internet resourses		
JSTOR	http://www.jstor.org	
ProQuest	http://www.proquest.com	
Science Direct	http://www.sciencedirect.com	
Springer Link	http://link.springer.com	
EBSCO	https://www.ebsco.com	
The largest electronic books base: ebrary	http://www.ebrary.com/corp	
Library	http://www.library.ru/	

Согласовано:

заместитель директора библиотеки  / Шулипина С.В. / 08.10.2018

(должность структурного подразделения) (подпись) (Фамилия И.О.) (дата)

List of changes

Additions and changes in the curriculum for the 2018/2019 academic year

The following changes have been brought in to the curriculum:
1.
2.

The curriculum has been reconsidered and approved at the meeting of the Chair
"05" September 2018, Protocol № 9

Introduced changes are approved:

The head of the Chair  E.Y. Dubovik

The head of the Scientific and Methodical Council  M.A. Kuhar

«19» September 2018.