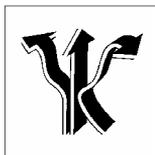


МІЖРЕГІОНАЛЬНА
АКАДЕМІЯ УПРАВЛІННЯ ПЕРСОНАЛОМ



МАУП

НАВЧАЛЬНА ПРОГРАМА
дисципліни
“АНГЛІЙСЬКА ДІЛОВА МОВА”
(для спеціалістів
спеціальності “Соціологія”)

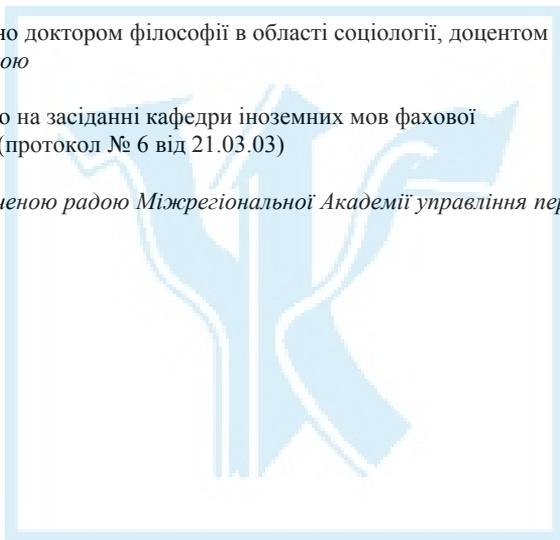
МАУП

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Підготовлено доктором філософії в області соціології, доцентом
Л. А. Люлькою

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Схвалено Вченою радою Міжрегіональної Академії управління персоналом



Люлька Л. А. Навчальна програма дисципліни “Англійська ділова мова”
(для спеціалістів спеціальності “Соціологія”). — К.: МАУП, 2003. — 22 с.

Навчальна програма містить пояснювальну записку, навчально-тема-тичний план, зміст практичних занять, вказівки до самостійної роботи студентів, форми поточного та підсумкового контролю, вимоги до проведення іспиту, питання, що виносяться на іспит, контрольні завдання, а також список рекомендованої літератури.

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2003

ПОЯСНЮВАЛЬНА ЗАПИСКА

Україна як нова незалежна держава здійснює важливі заходи для того, щоб увійти у світову спільноту. Економічні та політичні реформи спричинили як інтернаціоналізацію університетів, так і зростання мобільності викладачів та студентів. Суспільство потребує щодалі більше спеціалістів, які можуть працювати на міжнародному рівні.

У цьому контексті останнім часом значення ділової англійської мови як засобу ділового спілкування набуло надзвичайної ваги у сфері освіти в Україні.

Курс ділової англійської мови для студентів-соціологів має на меті практичне оволодіння студентами системою англійської мови та нормативною базою її функціонування в комунікативно-мовленнєвих ситуаціях у різних сферах професійної діяльності.

Для вивчення у програмі підготовки спеціалістів пропонуються такі теми: соціологія, галузеві соціологічні теорії, спеціальні соціологічні теорії, суспільство, соціальна нерівність.

Мета вивчення курсу “Соціологія” англійською мовою — якісно оволодіти професійною сферою на основі світового досвіду.

Практична та професійна мета курсу — сформувані у студентів уміння та навички вільного володіння всіма видами мовленнєвої діяльності в межах програмної тематики.

В основу курсу покладено принципи системності, комунікативної спрямованості навчання, порівняння мовних систем рідної та іноземної мов.

Завдання вивчення дисципліни полягають у формуванні у студентів умінь і навичок аудіювання, усного та писемного монологічного і діалогічного мовлення згідно з тематикою.

Засвоєння структури мови відбувається в типових комунікативних контекстах і основних видах мовленнєвої діяльності (аудіюванні, говорінні, читанні, письмі).

Основні завдання курсу:

- ознайомити майбутнього фахівця з новітніми досягненнями в соціологічній науці;
- навчити його вільно орієнтуватися в сучасному інформаційному потоці з метою вдосконалення своїх умінь і навичок;
- удосконалити комунікативні вміння і навички англійською мовою при спілкуванні за професійними темами;

- підготувати майбутнього фахівця до наукової діяльності, продовження освіти у сфері соціології.

НАВЧАЛЬНО-ТЕМАТИЧНИЙ ПЛАН
вивчення дисципліни
“АНГЛІЙСЬКА ДІЛОВА МОВА”

№ пор.	Назва теми
1	Соціологія (Introducing Sociology)
2	Галузеві соціологічні теорії (Field Sociological Studies)
3	Спеціальні соціологічні теорії (Special Sociological Studies)
4	Суспільство (Society)
5	Соціальна нерівність (Social inequality)

ПРОГРАМНИЙ МАТЕРІАЛ
до вивчення дисципліни
“АНГЛІЙСЬКА ДІЛОВА МОВА”

Практичні заняття

Тема 1. Соціологія (Introducing Sociology)

Мета: дати уявлення про соціологію.

Питання до обговорення

1. Поняття соціології (Sociology).
2. Соціологія як наука (The science of sociology).
3. Методи соціологічного дослідження (Methods of research in sociology).

Література: а) основна [1; 3; 12; 14–18; 20; 22];
б) додаткова [2; 4; 6–8; 23–30]

Тема 2. Галузеві соціологічні теорії (Field Sociological Studies)

Мета: розкрити поняття галузевих соціологічних теорій і описати деякі з них.

Питання до обговорення

1. Галузеві соціологічні теорії (Sociological studies).
2. Соціологія політики (The sociological study of politics).

3. Економіка як соціальна система (The economy as a social system).
4. Освіта як соціальний інститут (Education).

Література: а) основна [1; 3; 12–18; 20–22];
б) додаткова [2; 6–8; 12; 16; 23–30]

Тема 3. Спеціальні соціологічні теорії (Special Sociological Studies)

Мета: розкрити поняття спеціальних соціологічних теорій і описати деякі з них.

Питання до обговорення

1. Процес соціалізації (Socialization).
2. Соціологія особистості (Sociology of personality).
3. Соціологія молоді. Студентство. Цінності (Sociology of youth. Students. Values).
4. Соціологія міграції (Sociology of migration).

Література: а) основна [1; 3; 10; 12; 14–18; 20; 22];
б) додаткова [2; 4–8; 11; 16; 21–30]

Тема 4. Суспільство (Society)

Мета: розкрити поняття суспільства та соціальних систем.

Питання до обговорення

1. Населення (Population).
2. Екологія (Global ecology)
3. Урбанізація (Urbanization).
4. Міграція (Migration).

Література: а) основна [1; 3; 10; 12; 14–18; 20; 22];
б) додаткова [2; 4–8; 11; 16; 21–30]

Тема 5. Соціальна нерівність (Social inequality)

Мета: розкрити поняття соціальної нерівності та її видів.

Питання до обговорення

1. Расова нерівність (Racial inequality).
2. Етнічна нерівність (Ethnic inequality).

3. Нерівність чоловіків і жінок (Gender inequality).
4. Фемінізм (Feminism).

Література: а) основна [1; 3; 12; 14–18; 20; 22];
б) додаткова [2; 4; 6–8; 16; 19; 21–30]

САМОСТІЙНА РОБОТА СТУДЕНТІВ

Передбачається формування у студентів навичок самостійної роботи, що включає виконання домашніх завдань (читання, переклад та переказ тексту, лексико-граматичні вправи, письмовий переклад, підготовка повідомлень тощо); виконання контрольних робіт; індивідуальне прослуховування аудіокасет; читання та розуміння англійської літератури в контексті сучасного життя і сфери економіки.

Особливо багато уваги в самостійній роботі студентів приділяється підготовці доповідей та рефератів англійською мовою, самостійному вивченню окремих питань тем курсу, огляду рекомендованої літератури англійською мовою, перекладу з англійської та на англійську мову.

Наприкінці курсу студенти повинні вміти:

- здійснювати аудіювання оригінальних різностильових текстів у межах програмної тематики, аналізувати та коментувати прослуханий матеріал;
- вести бесіду-діалог проблемного характеру відповідно до програмної тематики та комунікативної функції;
- робити самостійні усні монологічні повідомлення англійською мовою згідно з тематикою курсу;
- реферувати (усно та письмово) оригінальні різностильові тексти;
- здійснювати адекватний переклад з англійської мови на українську і навпаки текстів, що відповідають тематиці та рівню складності курсу.

ФОРМИ ПОТОЧНОГО ТА ПІДСУМКОВОГО КОНТРОЛЮ

Поточний контроль знань студентів здійснюється щомісяця шляхом тестування відповідно до вивчених тем курсу, підсумковий — наприкінці семестру за наявності позитивних оцінок поточного контролю шляхом усного (письмового) іспиту.

Екзаменаційний білет складається з одного теоретичного питання і одного практичного завдання і передбачає:

- читання і переказ тексту відповідного напрямку;
- пояснення окремих термінів;

- вільну бесіду на запропоновану тему курсу.

Як творче завдання рекомендується підготовка реферату англійською мовою за весь спецкурс “Англійська ділова мова”.

ВИМОГИ ДО ІСПИТІВ

1. Прочитати оригінальний текст обсягом 2500 друкованих знаків. Відповісти на запитання до тексту. Показати вміння складати запитання.

2. Усно перекласти текст обсягом 15 речень з української мови на англійську (за тематикою, визначеною для кожного етапу навчання).

3. Зробити усне повідомлення обсягом 10–15 речень за широким спектром тем, вивчених впродовж семестру. Монологічне висловлювання обов’язково повинно включати лексико-граматичний матеріал, засвоєний протягом семестру, відповідати мовним нормам, бути логічним і послідовним.

На підготовку відводиться одна академічна година.

ПИТАННЯ, ЩО ВІНОСЯТЬСЯ НА ІСПИТ

1. Поняття соціології (Sociology).
2. Соціальні інститути (Social Institutions).
3. Суспільство як система (Society).
4. Соціологічні теорії (Theoretical orientations in sociology).
5. Галузеві соціологічні теорії (Field Sociological Studies).
6. Спеціальні соціологічні теорії (Special Sociological Studies).
7. Соціологія політики (The sociological study of politics).
8. Економіка як соціальна система (The economy as a social system).
9. Соціальна організація праці (The social organization of work).
10. Освіта як соціальний інститут (Education).
11. Процес соціалізації (Socialization).
12. Соціологія особистості (Sociology of Personality).
13. Соціологія молоді (Sociology of youth).
14. Студентство. Цінності (Students. Values).
15. Населення (Population).
16. Екологія (Global ecology).
17. Урбанізація (Urbanization).
18. Міграція (Migration).
19. Студенти і міграція (Students and Migration).
20. Соціальні рухи (Social movements).
21. Соціальна нерівність (Social inequality).
22. Расова нерівність (Racial Inequality).

23. Етнічна нерівність (Ethnic Inequality).
24. Вікова нерівність (Age Inequality).
25. Нерівність чоловіків і жінок (Gender Inequality).
26. Фемінізм (Feminism).
27. Релігія і студенти в Україні (Religion and students in Ukraine).

КОНТРОЛЬНІ ЗАВДАННЯ

Варіант I

1. Перекладіть текст з англійської мови на українську і дайте відповіді на запитання.

INTRODUCING SOCIOLOGY

"Sociology is a young science, still carving a place in universities and in the minds of the public. Ideas are fresh, our researchers are energetic, and the future looks quite bright" (D'Antonio, Howery, and Buff, 1989).

Sociology is the study of the groups and societies we build and how these affect our behavior. It is one of the family of social sciences, which includes psychology, anthropology, economics, and political science. Sociology faces the special challenge of explaining "the real world" that most of us take for granted.

On occasion, sociology is accused of being "nothing more than common sense". In some uses sociology does, indeed, confirm common sense. But often it does not. Furthermore, sociological analysis reveals the flaws in our commonsense views of the world. Our perceptions are often distorted by our previous experience, attitudes, and beliefs, and our images of reality are strongly influenced by the people around us. Common sense is itself a social phenomenon.

Much of our information about the world comes from the mass media. TV newscasts tell us the "who, what, where, and when" of an event, but rarely the "why". Sociologists seek to understand the underlying social reality: to make connections, to clarify the similarities between apparently dissimilar and isolated events, to go behind events to identify social forces, and to put facts into perspective. Analyzing the media is part of this process.

Sociological imagination is the ability to perceive connections between the society and times in which we live and our personal biographies.

Sociology contributes to an understanding of today's complex world by offering fresh ideas, challenging popular myths, identifying social problems, and designing solutions.

Questions:

1. What is sociology?
2. What does the family of social sciences include?
3. What does the sociological analysis reveal?
4. Where does much of our information about the world come from?
5. What do sociologists seek to understand?

2. Лексико-граматичний аналіз тексту.

Варіант II

1. Перекладіть текст з англійської мови на українську і дайте відповіді на запитання.

SOCIALIZATION

Our identities, understandings and behavior are shaped by the life-long process of socialization. For many years social scientists were divided into two camps: those who believed that our behavior is the product of nature (or genes), and those who saw our behavior as determined by nurture (or socialization). Today nearly all agree that nature and nurture interact. We must *learn* to be human and that what we learn depends on our cultural environment.

Freud saw socialization as a struggle between a willful, pleasure-seeking child and parents intent on proper behavior. Personality develops in stages, and consists of three parts: the id, the ego, and the superego. To some degree individuals are always at war with society, and with themselves.

Cooley and G. H. Mead stressed the role of symbolic interaction in the development of the self. Cooley introduced the concept of the looking-glass self. Mead held that children learn to take the role of the other in the play stage, and that they develop a generalized other in the game stage. The socialized "*me*" continues to provide direction for the spontaneous, impulsive "*I*".

Major agents of socialization include the family (which lays the foundation), peers (who introduce children to egalitarian relationships), school (which teaches children how to function in an impersonal organization), and television (which exposes children to a variety of messages, and perhaps creates a worldwide culture).

Socialization continues throughout the life cycle. Erikson held that the major issue for adolescents is the development of an identity. Current research indicates this does not necessarily involve storm and stress or alienation from parents. The timing of transitions to adulthood — a full-time

job, independent residence, marriage, and parenthood — has become increasingly variable. Adulthood itself has changed. Fewer adults can plan to make lifelong commitments to an occupation or job, or to a single marriage and family. Whether role changes in adulthood are stressful depends on expectations and social supports. The social meaning of "old age" has also changed, as more people are healthy and active beyond retirement.

Questions:

1. How were social scientists divided?
2. How did Freud see socialization?
3. How does personality develop?
4. What do the major agents of socialization include?
5. How long does socialization continue?

2. Лексико-граматичний аналіз тексту.

Варіант III

1. Перекладіть текст з англійської мови на українську і дайте відповіді на запитання.

RACIAL AND ETHNIC INEQUALITY

Race and ethnicity have always played a role in the system of social stratification. A race is a category of people who see themselves and are seen by others as different because of characteristics that are assumed to be inherited. An ethnic group is a category of people who are distinguished by their ancestry and cultural heritage. Either one becomes a minority group when its members are disadvantaged, held in low esteem, involuntarily excluded from valued social positions, and conscious of being a "people apart".

Intergroup relations may take the form of pluralism, amalgamation, assimilation, struggle, genocide, slavery, or some combination of these. As apartheid shows, the particular pattern of racial and ethnic relations in a society reflects its unique history.

The racial and ethnic history of the United States can be divided into four stages: settlement (which established Anglo-Saxon dominance); expansion (in which Native Americans and Mexicans were subjugated by force); agricultural development (which rested on the enslavement of blacks); and industrial development (which brought millions more Europeans to this country and attracted many blacks to the North).

Black Americans led the modern struggle for equal rights for minorities in the United States. The civil rights movement built on existing

organizations and networks (especially the black church). Although it achieved many of its goals, de facto segregation has continued. Blacks and whites in the United States today are far from equal. Hispanics, Native Americans, and some Asian Americans have also been left behind.

There are three theories as to why racial minorities are disadvantaged. The IQ debate highlights the persistence of, and flaws in, theories of innate differences.

The theory of prejudice and discrimination traces inequality to the attitudes and behavior of the white majority. Prejudice (an unfavorable opinion of members of a group) and discrimination (unequal treatment of members of a group) do not necessarily go together, however.

The theory of institutionalized racism holds that inequality is the unintended consequence of established social patterns that on the surface seem to have nothing to do with race.

Racial prejudice may have declined somewhat (as Wilson argues). But most whites want to maintain social distance. Even if this were not the case, achieving racial and ethnic equality will require concerted effort.

Questions:

1. What is a race?
2. What is an ethnic group?
3. How can the racial and ethnic history of the United States be devided?
4. What are the theories about racial minorities?

2. Лексико-граматичний аналіз тексту.

Варіант IV

1. Перекладіть текст з англійської мови на українську і дайте відповіді на запитання.

GENDER AND AGE STRATIFICATION

Sex and age play important roles in the system of social stratification. Both are master statuses that tend to override other characteristics in determining an individual's position in life.

An important distinction must be drawn between sex (or biological identity), sex roles, and gender. The biological differences between males and females can be seen as the product of evolution. But differences in attitudes, interests, and activities are the result of enculturation and socialization.

Although women are a numerical majority in the United States, they fit

Wirth's definition of a minority group. Attitudes toward a "woman's place" have changed. Nevertheless, many women continue to take final responsibility for housework and child care; usually work in segregated occupations; earn only 64 cents (on the average) for every dollar men earn; and are much more likely than men to be living in poverty, especially if they are single parents. The best explanation of gender inequality seems to be institutionalized sexism: established practices that have the unintended consequence of discriminating against women.

Feminism is not a modern phenomenon. The early women's movement emerged during a period of rapid social change in the late nineteenth century. Feminism seemed to disappear in the early twentieth century, after women won the vote, but resurfaced in the 1960s, another period of social upheaval. The emphasis in today's women's movement has gradually shifted from obtaining the right to work in previously all-male occupations to establishing the right of working women to bear and raise children, if they so choose.

Age, like sex, is an inescapable biological fact and all societies use age for social purposes. The position of older people in our society can be traced to the decline of agriculture and crafts, and the rise of industrialization. The problems older people experience today reflect negative stereotypes about aging, job discrimination changes in living situations, and a Social Security system designed when the proportion of elderly Americans in the population was much smaller than it is today.

Questions:

1. Why is a numerical women majority defined as a minority group?
2. What is feminism?
3. What is age stratification?

2. Лексико-граматичний аналіз тексту.

Варіант V

1. Перекладіть текст з англійської мови на українську і дайте відповіді на запитання.

EDUCATION

It is only in the last half-century that schooling (formal education) has become a major institution.

There are three main explanations of the "schooling revolution". The first is that mass education fills the need of complex industrial societies for skilled workers, moral and social consensus, and equal opportunities. The second is

that our educational system was designed, and has been maintained, by capitalists to further their own goals. The third explains the schooling revolution in terms of status competition.

Cross-cultural comparisons help to identify the unique features of American system of education. Americans value individual rather than group achievement; favor contest over sponsored mobility (as in Western Europe); and do not believe children should be full-time scholars (as in Japan).

Despite our ideal of equal opportunity in education, young people from upper-income families do better in school, on the average, than poor children do. The question is why. Research on home environments suggests that middle- and upper-class parents are better able than lower-class parents to teach youngsters how to pursue educational goals. Early studies suggested that the school environment has little impact on student achievement. However, more recent studies suggest that teaching strategies, commitment to learning, respect for students, and consistent discipline have a positive effect. Continuing racial and economic segregation and tracking may have a negative impact.

Questions:

1. What are three main explanations of the "schooling revolution"?
2. What are unique features of American system of education?
3. Why do young people from upper-income families do better in school?

2. Лексико-граматичний аналіз тексту.

Варіант VI

1. Перекладіть текст з англійської мови на українську і дайте відповіді на запитання.

THE SOCIOLOGICAL STUDY OF POLITICS

The sociological study of politics is the study of how people gain, use, and lose power in social contexts.

The existence of specialized political institutions, or the state, is one of the defining characteristics of modern societies. The rise of the state can be traced to the emergence of kingships, efforts to secure national boundaries and international trade, and a shift from traditional to rational-legal authority.

In the twentieth century, industrial states took on added responsibilities for protecting citizens from financial setbacks and regulating the economy. Welfare states now exist throughout the Western world.

Political institutions legitimize the ways in which power is exercised in a society. The ideals of democracy emphasize the consent of the governed, majority rule, and equality of opportunity. Traditionally, political participation in the United States centered around voting and political parties. But the impact of interest groups, PACs, and protest movements as avenues of political influence has grown.

The history of war is intertwined with the history of the state. The first wars were quarrels between rulers, fought largely by mercenaries. Only in modern times did civilians become involved in war, on an ever increasing scale. Issues for the military today include leadership, motivation, and training. For the public, the major issues are the escalating arms trade, the threat of a nuclear winter, and the possibility of peace.

Questions:

1. What is the sociological study of politics?
2. What responsibilities did the industrial states take in the twentieth century?
3. What do the ideals of democracy emphasize?

2. Лексико-граматичний аналіз тексту.

Варіант VII

1. Перекладіть текст з англійської мови на українську і дайте відповіді на запитання.

ECONOMY AS A SOCIAL SYSTEM

The economy is not a natural phenomenon, but a *social system*. The capitalist economy of the United States rests on the ideals of private ownership, the profit motive, and free competition, set down by Adam Smith in the eighteenth century. But Smith could not have anticipated the enormous increase in the scale of economic activity as the Industrial Revolution gathered force. The contemporary American economy is dominated by corporations, business organizations characterized by limited liability, shared ownership (through sale of stocks), and the separation of ownership and management. Who controls corporations internally and to what extent corporations control the economy are matters of intense debate. Clearly, a number of important industries are oligopolies, and conglomerates are spreading. The government plays a dual role of enabler and regulator in the

economy. Policies based on Keynesian economics, which favor large-scale government intervention to offset depression and inflation, are under attack.

The social organization of work has changed dramatically. The shift from a manufacturing to a service economy in recent decades affects who works and what work they do. The *secondary labor market* (low-skill, low-paying jobs) is growing faster than the *primary labor market* (which offers security and promotions). The meaning of work is also changing, though most Americans still endorse the work ethic.

Automation displaces some types of workers and creates opportunities for others (though not in equal proportions). Decisions to automate a factory or office may be based on management's desire to control employees as well as to cut costs. The combinations of automation and control seem to be increasing worker alienation.

Bell argues that computers and other new technologies are leading toward a postindustrial, *information society* that will be fundamentally different from industrial society. Sociologists who agree with Bell tend to believe that technology itself can alter the shape of society (a functionalist view); those who disagree are more likely to believe that the impact of technology depends on which groups control its development and use (a conflict view).

Analysis of the global economy suggests that multinational corporations have become almost as powerful as nation-states. The future of the global economy depends in large part on closing the gap between the rich nations of the northern hemisphere and poor Third World nations of the southern hemisphere.

Questions:

1. What is the contemporary American economy dominated by?
2. How has the social organization of work changed?
3. What does analysis of the global economy suggest?

2. Лексико-граматичний аналіз тексту.

Варіант VIII

1. Перекладіть текст з англійської мови на українську і дайте відповідь на запитання.

POPULATION, GLOBAL ECOLOGY, URBANIZATION

Demographers estimate that the population of the world is increasing by

more than 70 million people a year. But population growth is unevenly distributed.

Most developed nations have completed the demographic transition, in which (I) birth and death rates were high; (II) birthrates remained high but death rates declined; and (III) birthrates began to fall toward replacement levels. This pattern is associated with industrialization and economic development.

In most Third World nations, death rates have fallen but birthrates remain high. Because a large percentage of their citizens are young, population growth in these countries has a built-in momentum factor.

The two outstanding changes in the population profile of the United States are declining fertility (women having fewer children) and the changing age structure.

Will the earth be able to sustain the growing human population? Analysis of one vital resource—food—shows that social factors affect supply and demand. Future standards of living depend not only on supplies, but also on patterns of consumption and controlling environmental risks. Whereas the poor nations of the world are Strapped to a population treadmill, the rich nations are caught on the treadmill of production.

Urbanization is one of the by-products of industrial development and population growth. The pattern that began in England in the nineteenth century has now overtaken much of the world. The development of cities in the United States can be divided into three stages: the growth of city populations, the increase in city size (leading to metropolitan regions), and, in recent years, deconcentration.

The contrast between population dispersal in the rich, industrial nations and population concentration in the Third World shows how urban development reflects wider social forces.

Questions:

1. What pattern is associated with industrialization and economic development?
2. When does the population growth in countries have a built-in momentum factor?
3. What do the future standards of living depend on?

2. Лексико-граматичний аналіз тексту.

Варіант ІХ

1. Перекладіть текст з англійської мови на українську і дайте відповіді на запитання.

SOCIOLOGY OF MIGRATION. STUDENTS

Education in Ukraine is attractive to potential migrants for several reasons. Until recently, educational exchange programmes took place with a number of developing countries which had close ties to the Soviet Union. At that time tuition, room and board, and travel between the country of origin and the USSR were covered by government grants. This arrangement continued after the break-up of the Soviet Union, but the Ukrainian government increasingly found it difficult to honour the commitments that had been made by the Soviet government. Among other complications, this led to some students finishing their studies but not receiving their tickets home. Therefore, they remained in Ukraine due to the ambiguity of their legal status.

Though education in Ukraine is no longer free, it is still seen by many as affordable, usually costing a foreign student no more than US\$ 1,500 per year. By entering an educational institute and keeping oneself enrolled, the foreign students are given the right to reside legally in the country. The research confirmed, however, that many students use their student status to look for possibilities to study in Western countries or to conduct business in Ukraine.

For the 1993/1994 school year 10,515 foreign students registered with the Ministry of Education. One must bear in mind that the total number is probably at least double this figure since students do not have to register with the Ministry of Education; students studying specific skills can also register with other ministries (e. g. Agriculture, Transportation, etc.),

Students may also prolong their period of study, often for years, and remain in the country far beyond the time expected. There were several thousand foreign graduates from educational institutions in Ukraine in 1993. Nearly half of the total graduates in Kyiv, L'viv, Kharkiv, Odessa, Dnipropetrovsk have remained in Ukraine, only 14 of whom were deported.

Several students reported that professors and teachers can be rather lenient in providing extensions for graduate studies, often for years at a time, which allows the student to remain legally in Ukraine. However, it must be noted that there is usually no strict time-frame placed associated with their intentions — they will stay in Ukraine, usually working, until they decide to move westward. Some who return home after their studies, return to Ukraine to join compatriots who have stayed on.

The educational incentive of Ukraine appears to be strongest among migrants from the Middle East and Afghanistan, who have often been educated in the former USSR, usually in Ukraine — a fact that influences their decision to stay there. Many of the Vietnamese in Ukraine are also former students who have stayed there after finishing their studies and are now working.

Questions:

1. Why is education in Ukraine attractive to potential migrants?
2. What do many students use their student status for?
3. Who does the educational incentive of Ukraine appear to be strongest among?

2. Лексико-граматичний аналіз тексту.

Варіант X

1. Перекладіть текст з англійської мови на українську і дайте відповіді на запитання.

STUDENTS' ATTITUDES TO AND DECISIONS IN THEIR SOCIAL CONTEXT

Of course the most interesting attitudes towards social and political matters in the transitional societies are those of the youth.

The structure of living values may serve as the best indicator of the type of personality. In the weight of some values, Ukrainian students are similar with the European average and in some other values they are different. For Ukrainian adolescents the values of family and environmental protection are of the same weight as for the average. Next important are: friends, peace at any cost, welfare and social security, money, and personal well-being. Among the values which are more important for Ukrainian students than in average we see first of all materialist ones — money and welfare. As for the importance of the religious faith, Ukraine is situated in the middle position, between the extremes of traditionally religious and secularized countries.

But almost all "idealistic" values weigh considerably less for the Ukrainians when compared with the average. This is particularly true for the idealistic values of: solidarity with poor people in your own country and in the third world, freedom of opinion, and democracy. As for the latter, there were only two countries in the total where students expressed perfect

indifference to democracy in their lives — Ukraine and Estonia. This is not an accidental result.

The majority in all countries voted against the reduction of wages in the Western countries in order to help Eastern European countries with investments. That Western students would vote against the proposal and Eastern students for the proposal, is a rational expectation. The main reason of such choices was: "Because everyone has to live on the own costs". This contradicts the usual image of the socialist type of personality with paternalistic features. As for the conclusion that young Ukrainians do not share socialist ideas were obtained from their answers about the causal attribution of wealth and poverty. They do not condemn wealthy people and are less inclined than average to characterize the rich as selfish or immoral. Notably, the younger generation — as Ukrainian public opinion polls show — trust our new businessmen considerably more than other age groups. Of course, this fact reflects the idealistic views of our young people towards capitalism. Indeed, young Ukrainians have a more positive view of capitalism than the youth in "old" capitalist countries. On the construct "Wealth caused by merit", Ukrainian students show the medium score. But this factor consists of two parts: "Wealth caused by innovation" and "Wealth caused by hard work" Ukrainian students consider introduction of innovation to be the main cause wealth. But they weigh "hard work" very low. Is this a natural conclusion from their everyday observations in society that "hard work" cannot ensure even survival. Not surprisingly, similar attitudes were expressed in Russia and other post-socialist countries.

The most astonishing result is the unexpectedly great importance attached to religion for the Ukrainian pupils. About 80 percent of the students attributed themselves to a particular religious community and only about 5 percent answered that they were not religious. Remember that the Soviet Union was a secularized and atheistic society. And even today adults, according to the data of the national representative Ukrainian survey of summer 1995, show significantly lower percentages of professed religious faith — 53, percent, and 37 percent answered that they were not religious. Naturally, Ukrainian teachers who participated in our survey, recorded low weights of religion and great interest in politics. Of course, a high level of religious identification of our young people by no means indicates a corresponding level of true faith. It shows another issue: youth needs some kind of a stable outlook in this changing world.

Questions:

1. What may serve as the best indicator of the type of personality?
2. What countries expressed perfect indifference of students to democracy in their lives?
3. What view of capitalism do Ukrainian students have?

2. Лексико-граматичний аналіз тексту.

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Комп’ютерне верстання

Н. В. Медведєва
І. В. Хронюк
Т. Г. Замура

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Міжрегіональна Академія управління персоналом (МАУП)
03039 Київ-39, вул. Фрометівська, 2, МАУП