ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
ВЫСШЕГО ОБРАЗОВАНИЯ ЛЕНИНГРАДСКОЙ ОБЛАСТИ

**«ЛЕНИНГРАДСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
ИМЕНИ А.С. ПУШКИНА»**

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
для промежуточной аттестации по дисциплине

**ОГСЭ.04     ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ**

**Специальность**   **09.02.07 Информационные системы и программирование**

**Квалификация выпускника**     Программист

**Форма обучения**     очная

**Санкт-Петербург
2025**

# ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

**Разделы фонда оценочных средств**

1. Перечень компетенций с указанием этапов их формирования в процессе освоения ОПОП СПО.
2. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания.
3. Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения ОПОП СПО.
4. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций.

Фонд оценочных средств составлен в соответствии с требованиями ФГОС по специальности.

Фонд оценочных средств разработали: Кузьмина Юлия Евгеньевна

# 1. ПЕРЕЧЕНЬ КОМПЕТЕНЦИЙ С УКАЗАНИЕМ ЭТАПОВ ИХ ФОРМИРОВАНИЯ В ПРОЦЕССЕ ОСВОЕНИЯ ОПОП СПО

Целью освоения дисциплины «Иностранный язык в профессиональной деятельности» является достижение следующих результатов обучения:

ОК 01. Выбирать способы решения задач профессиональной деятельности применительно к различным контекстам.

ОК 04. Эффективно взаимодействовать и работать в коллективе и команде.

ОК 06. Проявлять гражданско-патриотическую позицию, демонстрировать осознанное

поведение на основе традиционных российских духовно-нравственных ценностей, в том числе с учетом гармонизации межнациональных и межрелигиозных отношений, применять стандарты антикоррупционного поведения.

ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Этап дисциплины в формировании компетенций соответствует 3-8 семестрам.

Этап формирования компетенций в процессе освоения образовательной программы определяется на основе общей характеристики и соответствует порядку изучения дисциплин/профессиональных модулей/практик в учебном плане.

Основными этапами формирования указанных компетенций при изучении обучающимися дисциплины является последовательное изучение содержательно связанных между собой разделов (тем) учебных занятий.

# 2. ОПИСАНИЕ ПОКАЗАТЕЛЕЙ И КРИТЕРИЕВ ОЦЕНИВАНИЯ КОМПЕТЕНЦИЙ НА РАЗЛИЧНЫХ ЭТАПАХ ИХ ФОРМИРОВАНИЯ, ОПИСАНИЕ ШКАЛ ОЦЕНИВАНИЯ

Показателями оценивания компетенций являются следующие результаты обучения:

| Код компетенции | Планируемые результаты обучения |
|---|---|
| ОК 01<br>ОК 04<br>ОК 06<br>ОК 09 | Знать:<br>– правила построения простых и сложных предложений на профессиональные темы;<br>– основные общеупотребительные глаголы (бытовая и профессиональная лексика);<br>– лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности;<br>– особенности произношения правила чтения текстов профессиональной направленности.<br>Уметь:<br>– понимать общий смысл четко произнесенных высказываний в пределах литературной нормы на известные темы (профессиональные и бытовые);<br>– понимать тексты на базовые профессиональные темы;<br>– участвовать в диалогах на знакомые общие и профессиональные темы;<br>– строить простые высказывания о себе и о своей профессиональной деятельности4<br>– кратко обосновывать и объяснить свои действия (текущие и планируемые);<br>– писать простые связные сообщения на знакомые или интересующие профессиональные темы;<br>– *использовать приобретенные знания в профессиональной деятельности;*<br>– *переводить со словарем иностранные тексты профессиональной направленности;*<br>– *самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.* |

Порядок оценки освоения обучающимися учебного материала определяется содержанием следующих разделов дисциплины:

| № п/п | Наименование раздела дисциплины (модуля) | Компетенции (части компетенций) | Критерии оценивания | Оценочные средства текущего контроля успеваемости | Шкала оценивания |
|---|---|---|---|---|---|
| 1. | Грамматика | ОК 01<br>ОК 04<br>ОК 06<br>ОК 09 | – знать правила образования и употребления времен как в активном, так и в пассивном залогах<br>– знать правила согласования времен и употреблять их на практике<br>– уметь переводить прямую речь в косвенную и косвенную речь в прямую, соблюдая правила согласования времен<br>– уметь образовывать и | Тест<br>Контрольная работа | Отлично<br>Хорошо<br>Удовлетворительно<br>Неудовлетворительно |

| № п/п | Наименование раздела дисциплины (модуля) | Компетенции (части компетенций) | Критерии оценивания | Оценочные средства текущего контроля успеваемости | Шкала оценивания |
|---|---|---|---|---|---|
| | | | употреблять сослагательное и условное наклонения<br>– знать неличные формы глагола (причастие, герундий, инфинитив) и их синтаксические функции | | |
| 2. | Курс технического перевода | ОК 01<br>ОК 04<br>ОК 06<br>ОК 09 | – полно и точно передавать содержание<br>– соблюдать языковые нормы языка перевода<br>– употреблять функционально-адекватную лексику и синтаксис<br>– использовать в переводе адекватные средства передачи объективной информации<br>– передавать терминов однозначными соответствиями<br>– правильно передавать фразеологизмы и устойчивые сочетания | Контрольная работа | Отлично<br>Хорошо<br>Удовлетворительно<br>Неудовлетворительно |
| 3. | Аннотирование и реферирование | ОК 01<br>ОК 04<br>ОК 06<br>ОК 09 | – составить аннотацию на английском языке к текстам профессиональной направленности<br>– обосновать актуальность темы реферата<br>– провести анализ материала по теме исследования<br>– глубоко и всесторонне раскрыть тему исследования<br>– логично изложить материал<br>– представлять логично следующий из изложенного в реферата материала, вывод | Контрольная работа | Отлично<br>Хорошо<br>Удовлетворительно<br>Неудовлетворительно |
| 4. | Деловое письмо | ОК 01<br>ОК 04<br>ОК 06<br>ОК 09 | – использовать английский язык как средство делового общения<br>– использовать средства логической связи<br>– использовать разнообразные грамматические конструкции в соответствии с поставленной задачей | Контрольная работа | Отлично<br>Хорошо<br>Удовлетворительно<br>Неудовлетворительно |
| 5. | Чтение | ОК 01<br>ОК 04<br>ОК 06<br>ОК 09 | – работать со справочной страноведческой литературой на русском и английском языках<br>– собирать, систематизировать и интерпретировать страноведческую | Тест<br>Контрольная работа | Отлично<br>Хорошо<br>Удовлетворительно<br>Неудовлетворительно |

| № п/п | Наименование раздела дисциплины (модуля) | Компетенции (части компетенций) | Критерии оценивания | Оценочные средства текущего контроля успеваемости | Шкала оценивания |
|---|---|---|---|---|---|
| | | | информацию при чтении, аудировании или говорении и письме на английском языке<br>– участвовать в обсуждении на английском языке страноведческих аспектов жизни людей в Великобритании и России<br>– читать и переводить аутентичные неадаптированные тексты профессиональной направленности с английского языка на русский со словарем<br>– принимать участие в дискуссиях на английском языке, связанных с профессиональной деятельностью<br>– использовать термины и языковые конструкции, характерные для профессионального общения на английском языке<br>– соблюдать формат высказываний | | |

| | | ОК 01<br>ОК 04<br>ОК 06<br>ОК 09 | **Форма контроля** | **Оценочные средства промежуточной аттестации** | **Шкала оценивания** |
|---|---|---|---|---|---|
| | Итого: | | Другие формы контроля | Письменный зачет | Зачтено (отлично)<br>Зачтено (хорошо)<br>Зачтено (удовлетворительно)<br>Не зачтено (неудовлетворительно) |
| | | | Экзамен | Экзамен | Отлично<br>Хорошо<br>Удовлетворительно<br>Неудовлетворительно |

# 3. ТИПОВЫЕ КОНТРОЛЬНЫЕ ЗАДАНИЯ ИЛИ ИНЫЕ МАТЕРИАЛЫ, НЕОБХОДИМЫЕ ДЛЯ ОЦЕНКИ ЗНАНИЙ, УМЕНИЙ, НАВЫКОВ И (ИЛИ) ОПЫТА ДЕЯТЕЛЬНОСТИ, ХАРАКТЕРИЗУЮЩИХ ЭТАПЫ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ В ПРОЦЕССЕ ОСВОЕНИЯ ОПОП СПО

Контроль успеваемости по дисциплине осуществляется с помощью следующих оценочных средств:

## *КОНТРОЛЬНАЯ РАБОТА*

Контрольная работа выполняется на аудиторном занятии индивидуально каждым студентом по вариантам. Обучающимся выдаются бланки с заданиями контрольной работы и бланки ответов. На бланке ответов необходимо указать ФИО обучающегося, номер группы, выполнить задания.

**Примерная тематика контрольных работ:**

Контрольная работа №1 по разделу 2 «Курс технического перевода»
Контрольная работа №2 по разделу 2 «Курс технического перевода»
Контрольная работа №3 по разделу 3 «Аннотирование, реферирование и рецензирование»
Контрольная работа №4 по разделу 3 «Аннотирование, реферирование и рецензирование»
Контрольная работа №5 по разделу 5 «Чтение»
Контрольная работа №6 по разделу 5 «Чтение»

**Комплект заданий для контрольной работы № 1 по разделу 2 «Курс технического перевода»**

### Editor Microsoft Word

Microsoft Word is a powerful word processing program and simultaneously a desk-top publishing program. One can use Word to create any type of document, to make calculations and sorting. One can import graphics or spreadsheets, create multiply columns and complex tables, and link information in one`s Word documents to other documents – that is to perform any task one can imagine for his office or personal writing. Finally one can print the formatted pages using either the keyboard or the mouse. When one starts Word, there is a menu of commands at the top of the screen. This screen is the main menu. If one feels more comfortable using the keyboard, he is able to do everything in Word with keys or switch the mouse, whichever is more convenient for him to choose a command.

Using the keyboard, remember, that there are two modes in Word: a typing or edit mode, where one can enter and make necessary alterations in a document, and a command mode, where one can select commands and options.

Every time you want to switch modes, press Esc key.

There is a form of minihelp that is on the Word screen all the time.

When one uses the arrow keys to highlight a command name in a command field, Word displays a brief description of the command at the bottom of the screen.

File management is an essential part of Word operation. If some computer has enough available memory, one can suspend Word temporarily and run other pro-gram. It is especially convenient using DOS or OS/2 to find a file or check disk space.

### Computer Viruses

Many PC users fear «Friday 13th» virus. Many PC users have never seen a virus and find it hard to believe that they are the kind of problem the media has made them out to be.

«Within two years, computer viruses will affect – directly or indirectly – up to eight million PCs» predicts Dr. Peter Tippet, president of US software house Foundation Ware.

Using mathematical and epidemiological models of virus replication, scientists concluded that the number of PCs infected is doubling every two months.

While all magazine publishing houses and the might of the words software companies are putting huge resources behind virus control and prevention, it appears that viruses are here to stay. So unite them, you will just have to do your best to keep risks to a minimum.

To do that it is a good idea to:

regularly backup your data;

make sure you always start your computer from the hard disk /it has one/ or a write protected copy of your MS DOS master disk;

ensure that programs downloaded from communications systems are saved onto floppy disks /rather than your hard disk/ so you can check them for viruses before running them;

where possible, use utility software to activate the "read-only" file attribute on all program files so that viruses can not act upon them;

use virus detection software on any software you receive.

Ответьте на вопросы.

1. How many computers can viruses affect a year?
2. Are viruses highly widespread or not?
3. What is necessary to do to avoid your computer to be infected?

Заполните пропуски, используя следующие слова:valid, use, computer, processor, database, spare part, keyboard, publishing software.

1. Our company ___ computers in its offices.
2. If the equipment breaks down the service engineer can supply ___.
3. The personnel manager keeps a ___ about all our employees.
4. The command or file name you have entered is not ___.
5. A modern office uses ___ instead of typewriters.
6. ___ allows people to work with texts, graphics and images.
7. Earlier the most common device to transfer information from the user to the computer was ___.
8. The words "computer" and ___ are often used interchangeably.

**Шкала оценивания и критерии оценки:**

**Минимальное количество баллов — 6 баллов**
**Максимальное количество баллов — 10 баллов**

- правильные ответы на 3 вопроса – 4 балла
- правильные ответы на 2 вопроса – 2 балла

- правильно заполненные 8 пропусков – 6 баллов
- правильно заполненные 6-7 пропусков – 5 баллов
- правильно заполненные 4-5 пропуска – 4 балла

**Комплект заданий для контрольной работы № 2 по разделу 2 «Курс технического перевода»**

### Development of electronics

Electronics is a field of engineering and applied physics dealing with the design and application of electronic circuits. The operation of circuits depends on the follow of electrons for generation, transmission, reception and storage of information.

Today it is difficult to imagine our life without electronics. It surrounds us everywhere. Electronic devices are widely used in scientific research and industrial designing, they control the work of plants and

power stations, calculate the trajectories of space-ships and help the people discover new phenomena of nature. Automatization of production processes and studies on living organisms became possible due to electronics.

The invention of vacuum tubes at the beginning of the 20th century was the starting point of the rapid growth of modern electronics. Vacuum tubes assisted in manipulation of signals. The development of a large variety of tubes designed for specialized functions made possible the progress in radio communication technology before the World War II and in the creation of early computers during and shortly after war.

The transistor invented by American scientists W.Shockly, J.Bardeen and W.Brattain in 1948 completely replaced the vacuum tube. The transistor, a small piece of a semiconductor with three electrodes, had great advantages over the best vacuum tubes. It provided the same functions as the vacuum tube but at reduced weight, cost, power consumption, and with high reliability. With the invention of the transistor all essential circuit functions could be carried out inside solid bodies. The aim of creating electronic circuits with entirely solid-state components had finally been realized. Early transistors could respond at a rate of a few million times a second. This was fast enough to serve in radio circuits, but far below the speed needed for high-speed computers or for microwave communication system.

The progress in semiconductor technology led to the development of the integrated circuit (IC), which was discovered due to the efforts of John Kilby in 1958. there appeared a new field of science – integrated electronics. The essence of it is batch processing. Instead of making, testing and assembling discrete components on a chip one at a time, large groupings of these components together with their interconnections were made all at a time. IC greatly reduced the size of devices, lowered manufacturing costs and at the same time they provided high speed and increased reliability.

Ответьте на вопросы.

1. What advantages did the transistors have over the vacuum tubes?
2. Can you imagine modern life without electronics?
3. When were integrated circuits discovered?

Найдите в тексте английские эквиваленты.

1. Прикладная физика
2. Передача и прием информации
3. Поток электронов
4. Научные исследования
5. Промышленное проектирование
6. Вычислять траекторию космических кораблей
7. Обнаруживать явления природы
8. Способствовать управлению сигналами

**Шкала оценивания и критерии оценки:**

**Минимальное количество баллов — 6 баллов**
**Максимальное количество баллов — 10 баллов**

- правильные ответы на 3 вопроса – 4 балла
- правильные ответы на 2 вопроса – 2 балла

- правильно найденные 8 эквивалентов – 6 баллов
- правильно найденные 6-7 эквивалентов – 5 баллов
- правильно найденные 4-5 эквивалента – 4 балла

**Комплект заданий для контрольной работы № 3 по разделу 3 «Аннотирование, реферирование и рецензирование»**

### Computer system architecture

As we know all computer systems perform the functions of inputting, storing, processing, controlling and outputting. Now we`ll get acquainted with the computer system units that perform these functions. But to begin with let`s examine computer systems from the perspective of the system designer, or architect.

It should be noted that computers and their accessory equipment are designed by a computer system architect, who usually has a strong engineering background. As contrasted with the analyst, who uses a computer to solve specific problems, the computer system architect usually designs computer that can be used for many different business. For example, the product lines of major computer manufacturers such as IBM, Digital Equipment Corporation and many others are the results of the efforts of teams of computer system architect.

Unless you are studying engineering, you do not need to become a computer system architect. However, it is important that as a potential user, applications programmer or systems analyst you understand the functions of the major units of a computer system and how they work together.

Types of computers

The two basic types of computers are analog and digital. Analog computers simulate physical system. They operate on the basis of an analogy to the process that is being studied. For example, a voltage may be used to represent other physical quantities such as speed, temperature, or pressure. The response of an analog computer is based upon the measurement of signals that vary continuously with time. Hence, analog computers are used in applications that require continuous measurement and control.

Digital computer, as contrasted with analog computers, deal with discrete rather than continuous quantities. They count rather than measure. They use numbers instead of analogous physical quantities to simulate on-going or real-time processes. Because they are discrete events, commercial transactions are in a natural form for digital computation. This is one reason that digital computers are so widely used in business data processing.

Machines that combine both analog and digital capabilities are called hybrid computers. Many business, scientific, and industrial computer applications rely on the combination of analog and digital devices. The use of combination analog devices will continue to increase with the growth in application of microprocessors and microcomputers. An example of this growth is the trend toward installing control system in household appliances such as microwave ovens and sewing machines. In the future we will have complete indoor climate control systems and robots to do our housecleaning. Analog sensors will provide inputs to the control centers of these systems, which will be small digital computers.

Ответьте на вопросы, используя информацию текста.

1. What is the principle of operation of analog computers?
2. How do digital computers differ from analog computers?
3. Where are digital and analog computers used?
4. What are hybrid computers?
5. Where do they find application?

Найдите в тексте английские эквиваленты.

Домашние приборы; тенденция к установке систем управления; аналого-цифровые компьютеры; цифровое вычисление; коммерческие операции; в режиме реального времени; иметь дело скорее с дискретными, чем непрерывными величинами; в отличие от; измерение сигналов; моделировать физические величины.

**Шкала оценивания и критерии оценки:**

**Минимальное количество баллов  — 6 баллов**
**Максимальное количество баллов  — 10 баллов**

- правильные ответы на все 5 вопросов – 4 балла
- правильные ответы на 4 вопроса – 3 балла
- правильные ответы на 3 вопроса – 2 балла

- правильно найденные 9-10 эквивалентов – 6 баллов
- правильно найденные 7-8 эквивалентов – 5 баллов
- правильно найденные 5-6 эквивалентов – 4 баллов

**Комплект заданий для контрольной работы № 4 по разделу 3 «Аннотирование, реферирование и рецензирование»**

### TCP/IP Protocol Architecture

The TCP/IP communications suite was designed with modularity in mind. This means that instead of developing a solution which integrates all aspects of communications in one single piece of code, the designers wisely chose to break the puzzle into its constituent components and deal with them individually while recognizing TCP/IP evolved into a suite of protocols specifying interdependent solutions to the different pieces of the communications puzzle. This approach to problem solving is normally referred to as the layering approach. Consequently, hereafter, reference will be made to the TCP/IP suite as a layered suite of communications.

The model is based on an understanding of data communications that involves four sets of interdependent processes: application representative processes, host representative processes, network representative processes, and media access and delivery representative process. Each set of processes takes care of the needs of entities it represents whenever an application engages in the exchange of data with its counterpart on the network. These process sets are grouped into the following four layers: application layer, host-to-host (also known as transport) layer, internet layer, and network access layer. Each of these layers may be implemented in separate, yet interdependent, pieces of software code.

#### Application Layer

Application representative processes take care of reconciling differences in the data syntax between the platforms on which the communicating applications are running. Communicating with an IBM mainframe, for example, might involve character translation between the EBCDIC and ASCII character sets. While performing the translation task the application layer (for instance, application representative process) need not have (and shouldn`t care to have) handles the transmission of translated characters between hosts. Examples of protocols supported at the application layer include FTP, TELNET, NFS and DNS.

#### Host-to-Host

Host representative processes (for example, the host-to-host, or transport, layer) take care of communicating data reliably between applications running on host across network. It is the responsibility of the host representative process to guarantee the reliability and integrity of the data being exchanged, without confusing the identities of the communication applications. For this reason the host-to-host layer is provided with the mechanism necessary to allow it to make the distinction between the applications on whose behalf it is making data deliveries. In other words, assume that two hosts, tenor and alto, are connected to the same network. Furthermore, assume that a user on host alto is logged in to FTP on host tenor. Also, while using FTP to transfer files, the user is utilizing TELNET to login in to host tenor to edit a document.

In this scenario, data exchanged between both hosts could be due to TELNET, FTP, or both. It is the responsibility of the host-to host layer, hereafter called the transport layer, to make sure that data is sent and delivered to its intended party. What originates from FTP at either end of the connection should be delivered to FTP at the other end. Likewise, TELNET generated traffic should be delivered to TELNET at the other end, not to FTP. To achieve this the transport layer at the both ends of the connection must cooperate in clearly marking data packets so that the nature of the communicating applications is easily identifiable. Protocols operating at the transport layer include UDP and TCP.

#### Internet layer

The internet layer is responsible for determining the best rout that data packets should follow to reach their destination. If the destination host is attached to the same network, data is delivered directly to that host by the network access layer; otherwise, if the host belongs to some other network, the internet layer employs a routing process for discovering the route to that host. Once the route is discovered, data is delivered through intermediate devices, called routers, to its destination. Routers are special devices with connections to two or more networks. Every router contains an implementation of TCP/IP up to and including the internet layer.

Host alto and tenor belong to different networks. The intervening networks are connected via device called routers. For host alto to deliver data to host tenor, it has to send its data to router R1 first. Router R1 deliver data to R2 and so on until the data packet makes it to host tenor. The "passing-the-buck" process is known as routing and is responsible for delivering data to its ultimate destination. Each of the involved routers is responsible for assisting in the delivery process, including identifying the next router to deliver to in the direction of the desired destination. The protocols that operate at the internet layer include IP and RIP (Rout Information Protocol) among others.

Network access Layer

The network access layer is where media access and transmission mechanisms take place. At this layer, both the hardware and the software drivers are implemented. The protocols at this layer provide the means for the system to deliver data to other devices on a directly attached network. This is the only layer that is aware of the physical characteristics of the underlying network, including rules of access, data frame (name of a unit of data at this layer) structure, and addressing.

While the network access layer is equipped with the means for delivering data to devices on a directly attached network, it does so based on directions from IP at the internet layer. Host jade and alto are said to belong to the same network since they are directly attached to the same physical wire. In contrast, host tenor belongs to a different network.

When a requirement arises to deliver data out of host alto, the internet layer (in particular the IP protocol) has to determine whether the destined host is directly attached to the same network. If so, IP passes the data packet to the network access layer and instructs it to deliver the data to the designate host. So, should, for example, the packet be destined to host jade, IP instructions the network access later to take the necessary steps to deliver it to that host.

However, if IP on host alto is required to deliver the data packet to a host on a different network (for instance, host tenor), IP has to determine to which network the host belongs and how to get the packet there. To deliver packets to host tenor, IP in host alto has to send the packet first to router R1, then R1 in turn has to forward it to R2 (or R3), and so on, as explained in the previous subsection. Consequently, IP passes the packet on to the network access layer and instructs it to deliver the packet to router R1. Notice how in both cases, the case of a host directly attached to the same network (host tenor), the network access layer followed the addressing instructions imposed by IP at the internet layer. In other words, the network access layer relies on IP at the layer above it to know where to send the data.

Найдите перевод следующих выражений.

1. Пакеты данных
2. Подключен
3. Процесс маршрутизации
4. Для поиска пути к тому компьютеру (узлу)
5. Данные доставляются через промежуточные устройства

Переведите вопросы к тексту и ответьте на них.

1. Каков был выбор у разработчиков при постановке задачи по коммуникационным протоколам?
2. Понимание чего легло в основу создания модели архитектуры TCP/IP коммуникаций?
3. Какова иерархия элементов данной модели?
4. За что отвечает уровень процессов, представляющих компьютерные сети?

5. Что включают в себя протоколы, работающие в транспортном уровне?

**Шкала оценивания и критерии оценки:**

**Минимальное количество баллов — 6 баллов**
**Максимальное количество баллов — 10 баллов**

–правильно найденный перевод 5 выражений– 4 балла
–правильно найденный перевод 4 выражений – 3 балла
–правильно найденный перевод 3 выражений – 2 балла

–правильные ответы на все 5 вопросов – 6 баллов
–правильные ответы на 4 вопроса – 5 баллов
–правильные ответы на 3 вопроса – 4 балла

**Комплект заданий для контрольной работы № 5 по разделу 5 «Чтение»**

## Mark Twain

Mark Twain was born in a very small town called Florida in Missouri in the United States ___ 1835. The village contained a hundred people and the boy increased the population by 1 per cent. Most of the houses were of logs. His father was an ___ lawyer. The family ___ lived more than a year or two in ___ town. ___ is why the future writer did not even finish secondary school. He went ___ at the age ___ 12.

For two years he worked for his ___ small newspaper ___ as a printer and reporter. That time he was poor and hungry.

In 1857 he became a pilot on the Mississippi river. He continued ___.

In 1976 he ___ The Adventures of Tom Sawyer. ___ was read ___ everybody, by the ___ and was ___ into nearly every language in ___ world. The Adventures of Tom Sawyer ___ such a success that in 1884 he wrote The ___ of Huckleberry Finn, and ___ Tom Sawyer Abroad and Tom Sawyer the Detective in 1896. There were many other books ___ Mark Twain. But his novels about Tom Sawyer and his friend Huckleberry Finn brought him world fame. Mark Twain's real name was Samuel Clemens. He took his ___ from the words to mark and twain ___ were used by leadsmen on the steamboats ___ the depth of two fathoms.

The twenty years between 1875 and 1894 were ___ and the wealthiest for Samuel Clemens. He wrote his best books in Hartford, in a wonderful house built for him and his family.

Mark Twain's stories enjoy widespread ___. His characters are always well-drawn, his stories are ___ and the plots of his stories are skillfully ___.

Many years have passed ___ Mark Twain's ___ , but even now we enjoy ___ his works. Besides being ___ , Mark Twain is also a realist — the author of biting satires and bitterly critical pages ___ a good deal of ___ about American way of life.

in
the truth
the happiest
young and old
then
reading
the same
to work
The book
written by
built up
which
seldom
elder
both
by
Adventures
pen-name
true-to-life
revealing
since
unsuccessful
brother`s
that
wrote
was
to mark
to write
translated
the
a humorist
popularity
of

**Комплект заданий для контрольной работы № 6 по разделу 5 «Чтение»**

## TCP/IP Protocol Architecture

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The four–layer model of the TCP/ IP communications architecture is based on an understanding of data communications that involves four sets of interdependent processes: application representative processes, host representative processes, network representative processes, and media access and delivery representative process. Each set of processes takes care of the needs of entities it represents whenever an application engages in the exchange of data with its counterpart on the network. These process sets are grouped into the following four layers: application layer, host-to-host (also known as transport) layer, internet layer, and network access layer. Each of these layers may be implemented in separate, yet interdependent, pieces of software code.

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Переведите вопросы к тексту и ответьте на них.

Каков был выбор у разработчиков при постановке задачи по коммуникационным протоколам?

Понимание чего легло в основу создания модели архитектуры TCP/IP коммуникаций?

Какова иерархия элементов данной модели?

За что отвечает уровень процессов, представляющих компьютерные сети?

За что отвечает уровень процессов, представляющих приложения?

Что включают в себя протоколы, работающие в транспортном уровне?

**Шкала оценивания и критерии оценки:**

**Минимальное количество баллов — 6 баллов**
**Максимальное количество баллов — 10 баллов**

- каждый правильный и полный ответ на вопрос- 1 балл
- содержательная идентичность текста перевода – 2 балла

- соблюдение языковых норм и правил языка перевода: стилистическая идентичность текста перевода – 2 балла

**Соответствие баллов шкалам оценивания:**

| Количество баллов | Оценка обучающегося |
|---|---|
| 10 | отлично |
| 8-9 | хорошо |
| 6-7 | удовлетворительно |
| менее 6 | неудовлетворительно |

# *ТЕСТ*

Тестирование проводится во время аудиторных занятий. На выполнение отводится 1 академический час. Работы выполняются индивидуально, в письменной форме. Обучающимся выдаются бланки с вопросами теста и вариантами ответов, а также бланк для ответов. На бланке для ответов необходимо указать ФИО обучающегося, номер группы, отметить выбранный вариант ответа.

**Перечень разделов, по которым проводится тестирование:**

Тест №1 по разделу 1 «Грамматика»
Тест №2 по разделу 1 «Грамматика»
Тест №3 по разделу 5 «Чтение»
Тест №4 по разделу 5 «Чтение»

**Типовое тестовое задание № 1 по разделу 1 «Грамматика»** (каждый правильный ответ на вопрос имеет вес 1 балл)

1. If people ___ more carefully there ___ fewer accidents.
   a. drive/would be
   b. drove/would be
   c. drove/will be
2. If you ___ here, I ___ you what they ___ to me.
   a. are/would tell/say
   b. were/would tell/said
   c. had been/shall tell/said
3. If you ___ not so lazy, you ___ your exams.
   a. had been/will pass
   b. were/could have passed
   c. have been/pass
4. If the task ___ easy, I could do it.
   a. was
   b. had been
   c. were
5. I wish it ___ summer now. We ___ to the mountains and swim in the river.
   a. was / will go
   b. were / should go
   c. will be / will
6. If you ___ my advice you ___ so much trouble. Now there is no use crying over spilt milk.
   a. followed/wouldn`t have
   b. had followed/wouldn`t have had
   c. follow/will have
7. If you ___ so much ice-cream yesterday, you would not feel sick now.
   a. haven`t eaten
   b. hadn`t eaten
   c. didn`t eat
8. This is the second time I ___ to this island. If I ___ enough time, there ___ lots of things to do here and the traveling could have its exciting moments.
   a. was/had/will be
   b. shall be/had/would be
   c. have been/had/would be
9. It`s expensive to heat the house at the moment and that`s partly because the ceilings are so high. If the ceilings ___ lower, it ___ much cheaper to heat.

17

  a. was/will be
  b. will be/will be
  c. were/would be
10. They are husband and wife now. If she ___ so clever and kind, he wouldn`t ___ her.
  a. were not/have married
  b. was not/marry
  c. hadn`t been/marry
11. If Alfred hadn`t gone skating, he ___ his leg.
  a. hadn`t broken
  b. didn`t break
  c. wouldn`t have broken
12. Martin could have saved a lot of money if he ___ the stereo from the catalogue.
  a. has bought
  b. had bought
  c. should have bought
13. If he ___ not ___ so busy, he ___ us then.
  a. had/been/could help
  b. had/been/could have helped
  c. is/-/could have helped
14. If you ___ me you were ill I`d have visited you.
  a. would tell
  b. told
  c. had told
15. If I ___ a painter, I ___ my mother`s portrait.
  a. am/would draw
  b. was/will draw
  c. were/would draw

**Типовое тестовое задание № 2 по разделу 1 «Грамматика»** (каждый правильный ответ на вопрос имеет вес 1 балл)

1. She enters, ___ by her mother.
  a. accompanying
  b. being accompanying
  c. accompanied
2. ___ by the crash, he leapt to his feet.
  a. Arousing
  b. Have been aroused
  c. Aroused
3. ___ about the bandits, he left his valuables at home.
  a. Warned
  b. Having been warned
  c. Warning
4. ___ that they were trying to poison him, he refused to eat anything.
  a. Convincing
  b. Convinced
  c. Convince
5. Tom, ___ at what he had done, could at first say nothing.
  a. horrified
  b. having horrified
  c. horrifying

6. Jones and Smith came in, ___ by their wives.
   a. followed
   b. following
   c. follow
7. ___ by the blow, Peter fell heavily.
   a. Stunning
   b. Stunned
   c. Stun
8. The new job ___ to me lately seems to be very interesting.
   a. offered
   b. offering
   c. has offered
9. She looked at the table. There was a loaf of brown bread ___ into two halves
   a. dividing
   b. divided
   c. was divided
10. The animals ___ in the morning struggled furiously.
    a. catched
    b. caught
    c. catching
11. The child ___ alone in the large room began screaming.
    a. leaving
    b. left
    c. leaves
12. ___, the postman refused to deliver our letters unless we chained our dog up.
    a. Bitten twice
    b. Biting twice
    c. Having been bitten twice
13. The centre of the cotton industry is Manchester ___ with Liverpool by a canal.
    a. connecting
    b. connected
14. The story ___ by the old captain made the young girl cry.
    a. tells
    b. told
    c. is telling
15. He didn't doubt that the information ___ by morning mail was of great interest to his competitors.
    a. receiving
    b. has received
    c. received

**Типовое тестовое задание № 3 по разделу 5 «Чтение»** (каждый правильный ответ на вопрос имеет вес 1 балл)

1. Who presides over the House of Commons?
   a. Lord Mayor
   b. Lord Chancellor
   c. Prime Minister
   d. Speaker
2. For Christmas dinner the English usually have…
   a. chicken
   b. roast beef

     c. fish

     d. turkey

3. What is the most ancient monument in Great Britain?
    a. the Lower West Gate
    b. Stonehenge
    c. Hadrian's Wall
    d. the Tower Gate
4. Who is the head of the government in the UK?
    a. Prime Minister
    b. Queen
    c. Speaker
    d. Chancellor
5. Where is the Bank of England situated?
    a. in the West End
    b. in the East End
    c. in the City
    d. in the South
6. The telephone was invented by…
    a. Isaak Newton
    b. Alexander Bell
    c. Michael Faraday
    d. James Watt
7. The traditional English drink is …
    a. coffee
    b. tea
    c. cocoa
    d. milk
8. The capital of Canada is …
    a. Ottawa
    b. Quebec
    c. Toronto
    d. Melbourne
9. The British money is …
    a. franks
    b. dollars
    c. crones
    d. pounds
10. Robin Hood is …
    a. a national hero of England
    b. a British spy
    c. a popular character of novels and tales
    d. a famous writer
11. Secondary education in Britain is …
    a. compulsive
    b. compulsory
    c. optional
    d. voluntary
12. The safest topic for conversation in England is…
    a. politics
    b. music
    c. weather

d.  love
13. The US consists of … states
    a.  38
    b.  49
    c.  50
    d.  51
14. What river does London stand on?
    a.  the Thames
    b.  the Severn
    c.  the Avon
    d.  the Clyde
15. double-decker is…
    a.  a train
    b.  a small plain
    c.  a hotel room for two people
    d.  a bus

**Типовое тестовое задание № 4 по разделу 5 «Чтение»** (каждый правильный ответ на вопрос имеет вес 1 балл)

1.  Which part of London can be called its center?
    a.  the City
    b.  the West End
    c.  the East End
    d.  the Westminster
2.  What mountains separate England from Scotland?
    a.  the Cambrians
    b.  the Highlands
    c.  the Cheviot Hills
    d.  the Alps
3.  The United Kingdom is a ___.
    a.  constitutional monarchy
    b.  republic
    c.  empire
    d.  monarchy
4.  How many chambers does the British Parliament consist of?
    a.  one
    b.  two
    c.  three
    d.  four
5.  What is the present ruling party in Great Britain?
    a.  the Labour Party
    b.  the Conservative Party
    c.  Liberal Democrats
6.  The oldest royal residence is ___.
    a.  Buckingham Palace
    b.  Covent Garden
    c.  The Tower of London
    d.  The City
7.  Who is officially the head of state in Great Britain?
    a.  the Parliament

     b. Conservative Party

     c. the Prime Minister

     d. the King or Queen

8. Who is officially the head of the state and the government of the USA?
   a. Congress
   b. President
   c. Republican Party
   d. Communist Party
   e. Democratic Party

9. The flag of the United Kingdom is known as ___.
   a. a Red Rose
   b. St. George
   c. the Union Jack
   d. the Stars and Stripes

10. What is the smallest component of the United Kingdom?
    a. England
    b. Scotland
    c. Wales
    d. Northern Ireland

11. Who chooses the Cabinet of Ministers?
    a. Parliament
    b. the Prime Minister
    c. the Queen
    d. the President

12. When do Americans celebrate Independence Day?
    a. July 4
    b. September 4
    c. December 25
    d. October 8

13. What British newspapers cover home and foreign news?
    a. quality newspapers
    b. popular newspapers

14. What schools in Britain are free of charge?
    a. public schools
    b. comprehensive schools
    c. grammar schools

15. How long can you be president for the USA?
    a. you can be president for a term
    b. you can be president for twelve years
    c. you can be president for two terms of four years

Шкала оценивания и критерии оценки:

| Критерий | Баллы обучающегося | Минимальное количество баллов | Максимальное количество баллов |
|---|---|---|---|
| Количество правильных ответов на вопросы теста при общем количестве правильных ответов не менее, чем на 9 баллов и более | | **9** | **15** |
| **Итого:** | | **9** | **15** |

**Соответствие баллов шкале оценивания:**

| Количество баллов | Оценка обучающегося |
|---|---|
| 14-15 | отлично |
| 12-13 | хорошо |
| 9-11 | удовлетворительно |
| менее 9 | неудовлетворительно |

Зачет в 4 и 6 семестрах проводится в письменной форме в виде теста, включающего 15 вопросов на знание грамматического материала. Тестирование проводится во время последнего аудиторного занятия семестра. На выполнение отводится 1 академический час. Работы выполняются индивидуально, в письменной форме. Обучающимся выдаются бланки с вопросами теста и вариантами ответов, а также бланк для ответов. На бланке для ответов необходимо указать ФИО обучающегося, номер группы, отметить выбранный вариант ответа.

**Примеры тестовых заданий**

**Типовое зачетное задание по разделу 1 «Грамматика» (2 семестр)** (каждый правильный ответ на вопрос имеет вес 1 балл)

1. My English teacher wanted to know ___ doing in my spare time.
   a. what did I enjoy
   b. what I enjoyed
   c. what I had enjoyed
2. Len was mistaken when he said that Marion ..... to her new flat the following month.
   a. would have moved
   b. would be moving
   c. moved
3. Mary warned his parents that ___ home late that night.
   a. she would come
   b. came
   c. had come
4. The librarian didn't think the students ___ their books to the library by the following week yet.
   a. would take
   b. would have taken
   c. took
5. Sharon said she ___ her key in her pocket, but she couldn't find it there.
   a. had been left
   b. left
   c. had left
6. Wanda complained to me that the children ___ very naughty that evening.
   a. were
   b. had been
   c. was
7. Ann told me that she ___ them to arrive so soon and was very much surprised when they had.
   a. didn't expect
   b. hadn't expected
   c. doesn't expect
8. The mother reminded me that I ___ to feed the dog and take him out for a walk.
   a. shouldn't forget
   b. don't have to forget
   c. not to forget
9. Alice told me ___ that coat because it wasn't long enough.
   a. bought
   b. to buy
   c. not to buy
10. A dog ___ by the small red car.
   a. was hitting

b. was hit

c. is hitting

11. The woman standing near the box-office inquired if I knew how much the tickets ___.

    a. were

    b. are

    c. had been

12. Sheila said that she ___ the office earlier that day to get to the station in time.

    a. had to leave

    b. would have to leave

    c. had had to leave

13. In my interview I asked Celia Young why ___ another romantic novel.

    a. she had written

    b. had she written

    c. she wrote

14. Did you say ___ very early the following morning?

    a. you would have to get up

    b. would you have to get up

    c. will you have to get up

15. Mary said she was worried that her son ___ very well that year.

    a. isn't studying

    b. wasn't studying

    c. hadn't been studying

**Типовое зачетное задание по разделу 3 «Аннотирование, реферирование и рецензирование» (4 семестр)** (каждый правильный ответ на вопрос имеет вес 1 балл)

1. She enters, ___ by her mother.

    a. accompanying

    b. being accompanying

    c. accompanied

2. ___ by the crash, he leapt to his feet.

    a. Arousing

    b. Have been aroused

    c. Aroused

3. ___ about the bandits, he left his valuables at home.

    a. Warned

    b. Having been warned

    c. Warning

4. ___ that they were trying to poison him, he refused to eat anything.

    a. Convincing

    b. Convinced

    c. Convince

5. Tom, ___ at what he had done, could at first say nothing.

    a. horrified

    b. having horrified

    c. horrifying

6. Jones and Smith came in, ___ by their wives.

    a. followed

    b. following

    c. follow

7. ___ by the blow, Peter fell heavily.

    a. Stunning

b.  Stunned

c.  Stun

8.  The new job ___ to me lately seems to be very interesting.

a.  offered

b.  offering

c.  has offered

9.  She looked at the table. There was a loaf of brown bread ___ into two halves

a.  dividing

b.  divided

c.  was divided

10.  The animals ___ in the morning struggled furiously.

a.  catched

b.  caught

c.  catching

11.  The child ___ alone in the large room began screaming.

a.  leaving

b.  left

c.  leaves

12.  ___, the postman refused to deliver our letters unless we chained our dog up.

a.  Bitten twice

b.  Biting twice

c.  Having been bitten twice

13.  The centre of the cotton industry is Manchester ___ with Liverpool by a canal.

a.  connecting

b.  connected

14.  The story ___ by the old captain made the young girl cry.

a.  tells

b.  told

c.  is telling

15.  He didn't doubt that the information ___ by morning mail was of great interest to his competitors.

a.  receiving

b.  has received

c.  received

Шкала оценивания и критерии оценки:

| Критерий | Баллы обучающегося | Минимальное количество баллов | Максимальное количество баллов |
|---|---|---|---|
| Количество правильных ответов на вопросы теста при общем количестве правильных ответов не менее, чем на 9 баллов и более | | 9 | 15 |
| **Итого:** | | **9** | **15** |

**Соответствие баллов шкале оценивания:**

| Количество баллов | Оценка обучающегося |
|---|---|
| 14-15 | отлично |
| 12-13 | хорошо |
| 9-11 | удовлетворительно |
| менее 9 | неудовлетворительно |

Знания, умения и навыки обучающихся при промежуточной аттестации определяются «зачтено», «не зачтено».

«Зачтено» – обучающийся знает курс на уровне лекционного материала, базового учебника, дополнительной учебной, научной и методологической литературы, умеет привести разные точки зрения по излагаемому вопросу.

«Не зачтено» – обучающийся имеет пробелы в знаниях основного учебного материала, допускает принципиальные ошибки в выполнении предусмотренных программой заданий.

## *ЭКЗАМЕН*

Экзамен проводится по окончании изучения дисциплины в 8 семестре в комбинированно в устной форме и выполнении письменного теста.

В билет включается три задания:
- − перевод письменного текста профессиональной направленности объемом около 400 слов;
- − устное аннотирование текста профессиональной направленности объемом около 300 слов;
- − письменное тестирование на знание грамматического материала – 15 вопросов.

При ответе обучающимся на задания 1 и 2 билета преподаватель имеет право задать вопросы в соответствии с содержанием текстов.

На подготовку к ответу отводится не более 1,5 академических часа.

**Пример билета**

**Билет №1**

**Задание 1. Переведите текст.**

### What is a Laptop?

A Laptop computer (also called portable computer or notebook computer in English) (Other terms, such as ultrabook or netbook, refer to specific types of laptop) is designed with portability in mind. It was developed in the late 1980s. It is briefcase style with a foldout screen with a clamshell form factor, suitable for mobile use and with a miniature keyboard. It is small enough to use in your lap. The laptop is battery or AC-powered personal computer that should be charged via a plug and socket, and when it runs out of power, it must be recharged regularly.

Laptop computer originally monochrome CRT-based, The components of a laptop are built-in monitor; keyboard, touchpad (which replaces the mouse), USB, graphics card and sound cards as well as high-capacity batteries that are made to keep the laptop power for a long period of time.

The laptops are more expensive because the technology to be more compact and they are more difficult to design and manufacture. If you have a limited space, it is worth considering a "portable" computer. They give you exactly the same comfort and performance of a desktop computer, but they take up less space.

There are some important differences between laptop and desktop is its mobility as well as its compact size. The laptops computer work with the same equipment using a desktop computer thanks to its numerous I/O ports. This basically turns your laptop computer into a desktop, with one main difference: You can easily disconnect the equipment and take the laptop with you wherever you go. However, some laptop computer, such as netbooks, sacrifices some functionality in order to be even more portable. There are many different styles and brands of laptop and they all come with different software and programs. Laptop computer can also be used to access the Internet using a USB wireless. They can also be connected to a microphone, webcam and digital camera. The screen sizes of these computers are 12 inches to 16 inches.

You get all multimedia qualities of your laptop without response time thanks to a RAM memory of 2 GB on average and a graphics card that is just as powerful as a desktop. Thus you can easily enjoy your favorite DVDs, playing video games or edit your pictures. Your laptop can handle it all.

**Задание 2. Составьте аннотацию к тексту**.

### NETIQUETTE

The word netiquette is a combination of 'net' (from internet) and 'etiquette'. It means respecting other users' views and displaying common courtesy when posting your views to online discussion groups.

As you become involved with online discussion groups, you will find that each group has its own accepted rules of behavior. Many of these have come about because of technical limitations.

For example, on an email discussion list - where not everyone may have seen past messages - it's considered polite to quote from a message you're replying to, so your response has context. It's also considered polite to keep those quotes short and relevant. On a web-based forum, however, where the original messages are visible to all, quoting is often unnecessary.

The basic rules

Refrain from personal abuse. You may express robust disagreement with what someone says, but don't call them names or threaten them with personal violence.

Don't spam. That is, don't repeatedly post the same advertisement for products or services. Most sites have strict and specific rules about who is allowed to post ads and what kind of ads they are.

Write clearly and succinctly. On a site that has many non-native English speakers, avoid using slang they may not understand.

Remember that your posts are public. They can be read by your partner, your children, your parents, or your employer.

Stay on-topic, especially when you're new. Don't post about football in a hair-care forum or about hair care in a gardening forum!

Don't expect other people to do your homework for you. If you're looking for technical help, for example, don't ask questions you could easily list yourself by reading the manual or online help pro-vided with the product. When you do ask for help, include details of what attempts you've made to solve the problem. It will save time and also show people that you are making an effort to help your-self.

Do not post copyrighted material to which you do not own the rights.

**Задание 3. Выполните тест.**

1. Teddy's words made me ___ uncomfortable.
   a. to feel
   b. feeling
   c. feel
2. Mrs. Pottson allowed her guests ___ in the living room.
   a. to smoke
   b. smoking
   c. smoke
3. Has the secretary come yet? I want to have my papers ___.
   a. to type
   b. type
   c. typed
4. I watched my cat ___ with her kittens. I couldn't tear myself away from that funny sight.
   a. played
   b. playing
   c. to play
5. Granny didn't want my Mom ___ my Dad.
   a. marry
   b. to marry
   c. married
6. Our English teacher told us ___ shy and speak English as much as possible.
   a. not to feel
   b. not feel
   c. felt
7. I have to get my photograph ___ for a new passport.
   a. took

b. take
c. taken

8. There wasn't much traffic in the street. I saw a little girl ___ the road
    a. crossed
    b. cross
    c. to cross
9. I have never heard Helen ___
    a. sang
    b. sings
    c. singing
10. Mary would like her brother ___ Tom's company.
    a. to avoid
    b. avoid
    c. avoided
11. And ___ this he threw himself back in the armchair.
    a. said
    b. have said
    c. was saying
    d. saying
12. ___ what he wanted he took his hat and left.
    a. Having got
    b. Getting
13. By this time ___ to the atmosphere of the big city, he no longer felt a stranger.
    a. getting used
    b. having got used
    c. got used
14. I spent about ten minutes ___ over the sixteen pages of The Guardian before I found the main news and articles.
    a. turn
    b. having turned
    c. turning
15. I felt refreshed and rested ___ for eight hours.
    a. sleeping
    b. having slept
    c. slept

Шкалы оценивания и критерии оценки:

| Критерии оценки | Баллы обучающегося | Минимальное количество баллов | Максимальное количество баллов |
|---|---|---|---|
| 1. Перевод полностью соответствует профессиональной стилистике и направленности текста | | 2 | 3 |
| 2. Перевод высказываний логичный, последовательный, сохранена структура оригинального текста | | 2 | 4 |
| 3. Обобщенная передача основного содержания | | 2 | 3 |
| 4. Последовательное, связное, без пропусков изложение основного содержания | | 2 | 4 |
| 5. Передача своими словами основного содержания | | 2 | 3 |
| 6. Правильность ответов на вопросы теста (задание 3) | | 2 | 3 |
| **Итого баллов:** | | **12** | **20** |

**Соответствие баллов шкале оценивания:**

| Количество баллов | Оценка обучающегося |
|---|---|
| 18-20 | отлично |
| 15-17 | хорошо |
| 12-14 | удовлетворительно |
| менее 12 | неудовлетворительно |

Знания, умения и навыки обучающихся при промежуточной аттестации **в форме экзамена** определяются оценками «отлично», «хорошо», «удовлетворительно», «неудовлетворительно».

«Отлично» – обучающийся глубоко и прочно усвоил весь программный материал, исчерпывающе, последовательно, грамотно и логически стройно его излагает, не затрудняется с ответом при видоизменении задания, свободно справляется с задачами и практическими заданиями, правильно обосновывает принятые решения, умеет самостоятельно обобщать и излагать материал, не допуская ошибок.

«Хорошо» – обучающийся твердо знает программный материал, грамотно и по существу излагает его, не допускает существенных неточностей в ответе на вопрос, может правильно применять теоретические положения и владеет необходимыми умениями и навыками при выполнении практических заданий.

«Удовлетворительно» – обучающийся усвоил только основной материал, но не знает отдельных деталей, допускает неточности, недостаточно правильные формулировки, нарушает последовательность в изложении программного материала и испытывает затруднения в выполнении практических заданий.

«Неудовлетворительно» – обучающийся не знает значительной части программного материала, допускает существенные ошибки, с большими затруднениями выполняет практические задания, задачи.

# 4. МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ, ОПРЕДЕЛЯЮЩИЕ ПРОЦЕДУРЫ ОЦЕНИВАНИЯ ЗНАНИЙ, УМЕНИЙ, НАВЫКОВ И (ИЛИ) ОПЫТА ДЕЯТЕЛЬНОСТИ, ХАРАКТЕРИЗУЮЩИХ ЭТАПЫ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ

Во время проведения практических занятий учитывается посещаемость обучающихся, оценивается их познавательная активность на занятии.

Тестирование по разделам дисциплины проводится преподавателем на практическом занятие и проверяются в соответствии с утвержденной шкалой оценивания. Баллы переводятся в систему оценок преподавателем в соответствии с утвержденной шкалой оценивания. Результаты доводятся до сведения студента на текущем или следующем занятии. Студент имеет право попросить преподавателя пояснить результаты при несогласии с оценкой вплоть до пересмотрения оценки.

В случае невыполнения контрольных работ и тестовых заданий в установленные сроки обучающемуся необходимо погасить задолженность по невыполненным заданиям до проведения экзамена. График погашения задолженности устанавливается преподавателем в индивидуальном порядке с учетом причин невыполнения.

Практические задания (контрольные работы) являются важной частью промежуточной аттестации по дисциплине.

По окончании освоения дисциплины проводится промежуточная аттестация в виде письменного зачета (4 и 6 семестры) и устно-практического экзамена (8 семестр), что позволяет оценить достижение результатов обучения по дисциплине.

Письменные зачеты и устно-практический зачет проводится одновременно со всем составом группы.