Учреждение профессионального образования
«Колледж Казанского инновационного университета»
Чистопольский филиал

УТВЕРЖДЕН
в составе Основной образовательной программы –
программы подготовки специалистов среднего звена
протокол № 6 от «28» августа 2024 г.

Фонд оценочных средств по дисциплине

СГЦ 02. ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

программы подготовки специалистов среднего звена

по специальности

44.02.01 Дошкольное образование
(на базе основного общего образования)

Срок получения СПО по ППССЗ –3 г.10 мес.

Форма обучения - очная

Присваиваемая квалификация
воспитатель детей дошкольного возраста

Чистополь 2024

Фонды оценочных средств по дисциплине Иностранный язык в профессиональной деятельности программы подготовки специалистов среднего звена по специальности 44.02.01 Дошкольное образование разработан на основе рабочей программы дисциплины.

1.Общие положения

Фонд оценочных средств (ФОС) предназначен для контроля и оценки образовательных достижений обучающихся, освоивших программу дисциплины Иностранный язык в профессиональной деятельности.

ФОС включает оценочные материалы для проведения текущего контроля и промежуточной аттестации.

ФОС разработан на основании:

-программы подготовки специалистов среднего звена по специальности 09.02.07 Информационные системы и программирование;

-рабочей программы учебной дисциплины Иностранный язык в профессиональной деятельности.

ФОС включает следующие виды оценочных средств: вопросы к практическим занятиям, включая формы оценки: устный опрос; тестирование; составление таблиц; вопросы, выносимые на зачет и дифференцированный зачет.

2. Паспорт фонда оценочных средств

Изучение дисциплины «Иностранный язык в профессиональной деятельности» обеспечивает формирование у выпускников по специальности 44.02.01 Дошкольное образование следующих общих компетенций (ОК):

Код	Наименование результата обучения
ОК 02	Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности
ОК 05	Осуществлять устную и письменную коммуникацию на государственном языке Российской Федерации с учетом особенностей социального и культурного контекста
ОК 09	Пользоваться профессиональной документацией на государственном и иностранном языках

В результате освоения дисциплины «Иностранный язык в профессиональной деятельности» обучающийся должен

уметь:

- понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые);
- понимать тексты на базовые профессиональные темы;

- участвовать в диалогах на знакомые общие и профессиональные темы;
- строить простые высказывания о себе и о своей профессиональной деятельности;
- кратко обосновывать и объяснить свои действия (текущие и планируемые);
- писать простые связные сообщения на знакомые или интересующие профессиональные темы.

знать:

- правила построения простых и сложных предложений на профессиональные темы;
- основные общеупотребительные глаголы (бытовая и профессиональная лексика);
- лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности;
- особенности произношения;
- правила чтения текстов профессиональной направленности.

практический опыт:

- устной и письменной профессиональной коммуникации на английском языке;
- работы с информационными ресурсами на иностранном языке;
- обработки информации на иностранном языке;
- в умении пользоваться различными информационными технологиями, используемые в программировании.

2. ПОКАЗАТЕЛИ ОЦЕНКИ РЕЗУЛЬТАТОВ ОСВОЕНИЯ ДИСЦИПЛИНЫ, ФОРМЫ И МЕТОДЫ КОНТРОЛЯ И ОЦЕНКИ

В результате освоения учебной дисциплины у обучающегося должны быть сформированы следующие компетенции:

ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности

ОК 05. Осуществлять устную и письменную коммуникацию на государственном языке Российской Федерации с учетом особенностей социального и культурного контекста

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

2.1 Распределение типов контрольных заданий по элементам компетенций по темам

Содержание учебного материала	**ОК 02**	**ОК 05**	**ОК09**
Тема 1.1. Моя будущая профессия, карьера	Устный опрос. Эссе.	Устный опрос. Эссе.	Устный опрос. Эссе.
Тема 1.2. Подготовка к трудоустройству	Устный опрос. Ответы на вопросы к тексту. Работа с текстом. Пересказ. Практическая работа	Устный опрос. Ответы на вопросы к тексту. Работа с текстом. Пересказ. Работа в малых группах.	Устный опрос. Ответы на вопросы к тексту. Работа с текстом. Пересказ. Работа в малых группах.
Тема 1.3. Правила телефонных переговоров	Устный опрос. Ответы на вопросы к тексту. Работа с текстом. Пересказ. Дискуссия. Домашнее чтение. Контрольная работа.	Устный опрос. Ответы на вопросы к тексту. Работа с текстом. Пересказ. Дискуссия. Домашнее чтение. Контрольная работа.	Устный опрос. Ответы на вопросы к тексту. Работа с текстом. Пересказ. Дискуссия. Домашнее чтение. Контрольная работа.
Тема 1.4 Официальная и неофициальная переписка.	Устный опрос. Ответы на вопросы к тексту. Работа с текстом. Пересказ. Работа в малых	Устный опрос. Ответы на вопросы к тексту. Работа с текстом. Пересказ. Работа в малых	Устный опрос. Ответы на вопросы к тексту. Работа с текстом. Пересказ. Работа в малых группах. Ролевая игра.

	группах. Ролевая игра. Домашнее чтение. Контрольная работа.	группах. Ролевая игра. Домашнее чтение. Контрольная работа.	Домашнее чтение. Контрольная работа.
Тема 2.1. Компьютеры и их функции	Устный опрос. Ответы на вопросы к тексту. Работа с текстом. Пересказ. Групповая презентация.	Устный опрос. Ответы на вопросы к тексту. Работа с текстом. Пересказ. Групповая презентация.	Устный опрос. Ответы на вопросы к тексту. Работа с текстом. Пересказ. Групповая презентация.
Тема 2.2. Аппаратное/техническое обеспечение	Устный опрос. Ответы на вопросы к тексту. Работа с текстом. Пересказ. Дискуссия. Составить таблицу.	Устный опрос. Ответы на вопросы к тексту. Работа с текстом. Пересказ. Дискуссия. Составить таблицу	Устный опрос. Ответы на вопросы к тексту. Работа с текстом. Пересказ. Дискуссия. Составить таблицу
Тема 2.3 Программное обеспечение	Устный опрос. Перевод текста. Ролевая игра. Домашнее чтение. Контрольная работа.	Устный опрос. Перевод текста. Ролевая игра. Домашнее чтение. Контрольная работа.	Устный опрос. Перевод текста. Ролевая игра. Домашнее чтение. Контрольная работа.
Тема 2.4. Программирование и телекоммуникации.	Устный опрос. Пересказ. Дискуссия. Домашнее чтение. Контрольная работа.	Устный опрос. Пересказ. Дискуссия. Домашнее чтение. Контрольная работа.	Устный опрос. Пересказ. Дискуссия. Домашнее чтение. Контрольная работа.
Тема 2.5. Интернет и сетевой этикет	Устный опрос. Работа в малых группах. Дискуссия. Домашнее чтение. Контрольная работа.	Устный опрос. Работа в малых группах. Дискуссия. Домашнее чтение. Контрольная работа.	Устный опрос. Работа в малых группах. Дискуссия. Домашнее чтение. Контрольная работа.

3. ОЦЕНОЧНЫЕ МАТЕРИАЛЫ

3.1. Текущий контроль

3.1.1. Банк устных заданий по темам дисциплины

Задание 1: Устный опрос.

Проверяемые элементы компетенций: ОК 01, ОК 04, ОК 06, ОК 09.

Устные сообщения по следующим темам:

Раздел 1

Тема 1.1. Моя будущая профессия, карьера

Хочу быть профессионалом.

Разработчик компьютерных систем. Системный аналитик. Программист.

Обеспечение информационной безопасности.

Тема 1.2. Подготовка к трудоустройству

Подготовка к трудоустройству: составление и заполнение документации.

Заявление о приеме на работу. Резюме. Рекомендация. Собеседование.

Тема 1.3. Правила телефонных переговоров

Фразы и клише, используемые в телефонном разговоре. Правила телефонных переговоров.

Тема 1.4. Официальная и неофициальная переписка.

Оформление конверта. Виды писем. Личная переписка. Деловое письмо. Отличие официальной от неофициальной переписки.

Раздел 2

Тема 2.1. Компьютеры и их функции

Где применяется компьютер. Как обучающиеся используют компьютер для обучения и отдыха.

Функции компьютера. Из чего состоит ПК. Какую роль играет ПК в жизни современного человека.

Тема 2.2. Аппаратное/техническое обеспечение

Монитор. Блок питания. Сканнер. Виды принтеров. Преимущества и недостатки разных видов. Сравнительная характеристика.

Тема 2.3. Программное обеспечение.

Операционные системы. Графический пользовательский интерфейс. Работа в программе Word. Базы данных. Компьютерная графика. Настольное издательство. Мультимедийные средства.,

Тема 2.4. Программирование и телекоммуникации.

Языки программирования. Новые технологии. Каналы телекоммуникаций.

Тема 2.5 Интернет и сетевой этикет

История появления и развития Интернета. Достоинства и недостатки Интернета.

Как Интернет влияет на нашу жизнь.

Выполнение задания по разделу 1.

Задание 2: Перевод текста

Проверяемые элементы компетенций: ОК 01, ОК 04, ОК 06, ОК 09.
Текст задания: прочитать текст.
Инструкция: чтение, подготовка перевода текста.

Text 1. How to write a CV

First impressions count, especially when applying for jobs. Find out how to write a CV and discover useful tips to help make your CV stand out from the crowd.

What is a CV?

A CV, which stands for curriculum vitae, is a document used when applying for jobs. It allows you to summarise your education, skills and experience enabling you to successfully sell your abilities to potential employers.

In the USA and Canada CVs are known as résumés. These documents tend to be more concise and follow no particular formatting rules.

How long should a CV be?

A standard CV in the UK should be no longer than two sides of A4. Take a look at our example of a chronological CV for inspiration.

To save space only include the main points of your education and experience. Stick to relevant information and don't repeat what you've said in your cover letter.

As a recent graduate your CV may only take up one page and that's ok. Some medical or academic CVs may be longer depending on your experience.

What to include in a CV

- **Contact details** - Include your full name, home address, mobile number and email address. Unless you're applying for an acting or modelling job you don't need to include your date of birth or a photograph.
- **Profile** - A CV profile is a concise statement that highlights your key attributes and helps you stand out from the crowd. Usually placed at the beginning of the CV it picks out a few relevant achievements and skills, while expressing your career aims. A good CV profile focuses on the sector you're applying to, as your cover letter will be job-specific. Keep CV personal

statements short and snappy - 100 words is the perfect length. Discover how to write a personal statement for your CV.

- **Education** - List and date all previous education, including professional qualifications. Place the most recent first. Include specific modules only where relevant.
- **Work experience** - List your work experience in reverse date order, making sure that anything you mention is relevant to the job you're applying for. If you have plenty of relevant work experience, this section should come before education.
- **Skills and achievements** - This is where you talk about the foreign languages you speak and the IT packages you can competently use. The key skills that you list should be relevant to the job. Don't exaggerate your abilities, as you'll need to back up your claims at interview. If you've got lots of job-specific skills you should do a skills-based CV.
- **Interests** - 'Socialising', 'going to the cinema' and 'reading' aren't going to catch a recruiters attention. However, relevant interests can provide a more complete picture of who you are, as well as giving you something to talk about at interview. Examples include writing your own blog if you want to be a journalist, or being part of a drama group if you're looking to get into sales.

References - ***You don't need to provide the names of referees at this stage. You also don't need to say 'references available upon request' as most employers would assume this to be the case***.

Text 2. Telephone Etiquette

These are some basic manners that everyone in Business should follow because what you say represents you, your organization and your ideas. All of these deserve to be portrayed in the best possible manner. There are certain thumb rules that we go by in Business. As a fun activity, a group of you could do a role play for learning this.

Common telephone etiquettes:

- Keep a pleasant voice pitch. Use warm wishes like “good morning, “how are you, good sir?” and such. First impressions are the last impressions. So make them last.

- **Know your audience:** It's important to know who you are speaking to set the tone and use relatable language with them.
- **Never call any person at odd hours** like early morning or late nights as the person will definitely be sleeping and will not be interested in talking to you.
- If you are the one who has called, before starting the conversation, introduce yourself first ad=nd then definitely confirm whether you are talking to the right person. Example – Hello ma'am. Good morning. My name is Pratyush, I am calling from Toppr.com. Am I speaking with Neha?"
- **Make sure your content is crisp and relevant**. Don't play with words, come to the point directly and convey the information as required. If you the one dialing, first prepare your content thoroughly and then only pick up the receiver to start interacting.
- Re-check the dialed number to avoid unwanted confusion and mistakes.
- Remember you are making a conversation. Be a good listener and always ask for feedback to know whether you have the other person on the same page as you. Also, when the call is done, always ask politely to the person on the other hand if that is all? Then end with pleasantries.
- Always speak each and every word clearly. The person on the other end can't see your expressions so remember your tone should be apt to express your feelings in the correct form.
- **Another very important telephone etiquette is to never put the second party on very long holds**. It is rude and may cause irritation to the person on the other end.
- If there are disturbances around like TVs, radios, etc., it's telephone etiquette to turn it's volume down so you are audible to the person on the line.
- If you are eating and it is a formal phone call, it does not sound good. First off, all calls must be scheduled on non-lunch hours. If there are unplanned calls that are business related, either ask for pardoning you till you finish eating or maybe take a break from eating and finish the call first. Not only do we sound funny when we speak on the phone while eating, but we can also be not clearly understood.

- It is hard to concentrate on the person on the line if you are focusing on other activities like watching a video, reading a book, eating, playing video games, etc. It may very well come off as irresponsible and disinterested to some.
- **One of the important telephone etiquettes is to not take too long to pick up a call**. If you miss the call, make sure you give a call back as the other person might have an important message to convey. Avoid giving missed calls at workplaces as it irritates the other person. Be professional and always approach first if you are the one in need.

  Do not leave your phone numbers on your emails for them to call you if you are the one approaching for work.
- In professional talks, never keep the conversation too long as the other person might be busy. Always keep the content crisp and relevant and do come to the point after formal greetings.
- If you are not the correct person and the speaker needs to speak to your co-worker always politely say "one moment please- I will call him/her in a minute". If the colleague is not in the office premises, always take a message on his/her behalf and don't forget to convey to him when he is back. Also, it is best if you do not discuss these messages with others as some information could be sensitive too.
- If you have network issues between a call, deal with it patiently and wisely. People tend to raise their voices when the network is the issue. If it's a patchy network, even a raised voice is going to sound patchy. So do not resort to yelling. Moreover, it causes disturbance to others around you. Check your network, if the issue is at your end, politely tell them you are disconnecting the call to find a better spot to call back from.

Chances are they won't be able to hear it, but you have no choice. If re-connection takes to long, leave them a message with a re-scheduled call. In case the network disturbance is from the other person's end, politely tell them that you are facing difficulty in hearing them. Kindly ask them to find a network zone.

Wrap up: The final telephone etiquette is to tie all loose ends of the conversation in your final wrap up. One may also relay the important highlights of the conversation to make sure everyone is on the same page. If this conversation was a conference with a

larger group, take everyone's final say and make sure everyone has put their point forth without hesitation.

Text 3. Rules for Writing Formal Letters

In English there are a number of conventions that should be used when writing a formal or business letter. Furthermore, you try to write as simply and as clearly as possible, and not to make the letter longer than necessary. Remember not to use informal language like contractions.

Addresses:

1) Your Address

The return address should be written in the top right-hand corner of the letter.

2) The Address of the person you are writing to

The inside address should be written on the left, starting below your address.

Date:

Different people put the date on different sides of the page. You can write this on the right or the left on the line after the address you are writing to. Write the month as a word.

Salutation or greeting:

1) Dear Sir or Madam,

If you do not know the name of the person you are writing to, use this. It is always advisable to try to find out a name.

2) Dear Mr Jenkins,

If you know the name, use the title (Mr, Mrs, Miss or Ms, Dr, etc.) and the surname only. If you are writing to a woman and do not know if she uses Mrs or Miss, you can use Ms, which is for married and single women.

Ending a letter:

1) Yours Faithfully

If you do not know the name of the person, end the letter this way.

2) Yours Sincerely

If you know the name of the person, end the letter this way.

3) Your signature

Sign your name, then print it underneath the signature. If you think the person you are writing to might not know whether you are male of female, put you title in brackets after your name.

Задание 3: Монолог на тему: Моя будущая профессия
Проверяемые элементы компетенций: ОК 01, ОК 04, ОК 06, ОК 09.
Инструкция: подготовить монолог на заданную тему, с использованием пройденных лексических единиц.

Задания 4: Эссе «Хочу быть профессионалом»
Проверяемые элементы компетенций: ОК 01, ОК 04, ОК 06, ОК 09.
Инструкция: подготовить эссе на заданную тему с использованием пройденных лексических единиц**.**

Задание 5: Работа в малых группах. «Подготовка к трудоустройству: составление и заполнение документации»
Проверяемые элементы компетенций: ОК 01, ОК 04, ОК 06, ОК 09.
Инструкция: подготовить и заполнить пример документации на заданную тему, с использованием пройденных лексических единиц.

Задание 6: Дискуссия на тему: «Правила телефонных переговоров»
Проверяемые элементы компетенций: ОК 01, ОК 04, ОК 06, ОК 09.
Инструкция: подготовить сообщение на заданную тему, с использованием пройденных лексических единиц.

Задание 7: Ролевая игра: «Устройство на работу»
Проверяемые элементы компетенций: ОК 01, ОК 04, ОК 06, ОК 09.
Инструкция: подготовить ролевую игру на заданную тему, с использованием пройденных лексических единиц.

Задание 8: Работа в малых группах: письменное оформление официального письма на английском языке
Проверяемые элементы компетенций: ОК 01, ОК 04, ОК 06, ОК 09.
Инструкция: подготовить письмо на заданную тему, с использованием пройденных лексических единиц.

Задание 9: Ролевая игра: «Я и решение проблемы с программным обеспечением»
Проверяемые элементы компетенций: ОК 01, ОК 04, ОК 06, ОК 09.

Инструкция: подготовить ролевую игру на заданную тему, с использованием пройденных лексических единиц.

Задание 10: Групповая презентация: «Компьютер в моей жизни»
Проверяемые элементы компетенций: ОК 01, ОК 04, ОК 06, ОК 09.
Инструкция: подготовить презентацию на заданную тему, с использованием пройденных лексических единиц.

Задание 11: Дискуссия на тему: «Новые технологии»
выполнение задания по разделу 1.
Проверяемые элементы компетенций: ОК 01, ОК 04, ОК 06, ОК 09.
Инструкция: подготовить сообщение на заданную тему, с использованием пройденных лексических единиц.

Выполнение задания по разделу 2.

Задание 12: Перевод текста
Проверяемые элементы компетенций: ОК 01, ОК 04, ОК 06, ОК 09.
Текст задания: прочитать текст.
Инструкция: чтение, подготовка перевода текста.

Computer literacy

Informed citizens of our information-dependent society shoud be computer-literate, which means that they should be able to use computers as everyday problem-solving devices. They should be aware of the potential of computers to influence the quality of life.

There was a time when only priviliged people had an opportunity to learn the basics, called the three R's: reading, writing, and arithmetics. Now, as we are quickly becoming an informa- tion-becoming society, it is time to restate this right as the right to learn reading, writing and *computing.* There is little doubt that computers and their many applications are among the most significant technical achievements of the century. They bring with them both economic and social changes. "Computing" is a concept that embraces not only the old third R, arithmetics, but also a new idea — computer literacy.

In an information society a person who is computer-literate need not be an expert on the design of computers. He needn't even know much about how to prepare *programs* which are the instructions that direct the operations of computers. All

of us are already on the way to becoming computer-literate. Just think of your everyday life. If you receive a subscription magazine in the post-office, it is probably addressed to you by a computer. If you buy something with a bank credit card or pay a bill by check, computers help you process the information. When you check out at the counter of your store, a computer assists the checkout clerk and the store manager. When you visit your doctor, your schedules and bills and special services, such as laboratory tests, are prepared by computer. Many actions that you have taken or observed have much in common. Each relates to some aspect of a data processing system.

Задание 13: Таблица «Виды принтеров».
Проверяемые элементы компетенций: ОК 01, ОК 04, ОК 06, ОК 09.
Текст задания: составить таблицу «Виды принтеров».
Инструкция: сравнить виды принтеров по типу работы, обозначить их преимущества и недостатки.

Задание 14: Групповая презентация: «Компьютер в моей жизни»
Проверяемые элементы компетенций: ОК 01, ОК 04, ОК 06, ОК 09.
Инструкция: подготовить презентацию на заданную тему, с использованием пройденных лексических единиц.

Задание 15: Ролевая игра: «Я и решение проблемы с программным обеспечением»
Проверяемые элементы компетенций: ОК 01, ОК 04, ОК 06, ОК 09.
Инструкция: подготовить ролевую игру на заданную тему, с использованием пройденных лексических единиц.

Задание 16: Дискуссия на тему: «Новые технологии»
выпо
Проверяемые элементы компетенций: ОК 01, ОК 04, ОК 06, ОК 09.
Инструкция: подготовить сообщение на заданную тему, с использованием пройденных лексических единиц.

Задание 17: Дискуссия на тему: «Правила поведения в сети»
Проверяемые элементы компетенций: ОК 01, ОК 04, ОК 06, ОК 09.
Инструкция: подготовить сообщение на заданную тему, с использованием пройденных лексических единиц.

Выполнение задания по разделу 1,2.

Задание 18: чтение.
Проверяемые элементы компетенций: ОК 01, ОК 04, ОК 06, ОК 09.

Проверяемые элементы знаний, умений и практического опыта:
Текст задания: прочитать текст.
Инструкция: чтение, подготовка перевода текста.

TEXT 1. THE FIRST CALCULATING DEVICES

Let us take a look at the history of computers that we know today. The very first calculating device used was the ten fingers of a man's hands. This, in fact, is why today we still count in tens and multiples of tens.

Then the abacus was invented. People went on using some form of abacus well into the 16th century, and it is still being used in some parts of the world because it can be understood without knowing how to read.

During the 17th and I8lh centuries many people tried to find easy ways of calculating. J.Napier, a Scotsman, invented a mechanical way of multiplying and dividing, which is now the modern slide rale works. Henry Briggs used Napier's ideas to produce logarithm tables which all mathematicians use today. Calculus, another branch of mathematics, was independently invented by both Sir Isaak Newton, an Englishman, and Leibnitz, a German mathematician. The first real calculating machine appeared in 1820 as the result of several people's experiments.

In 1830 Charles Babbage, a gifted English mathematician, proposed to build a general-purpose problem-solving machine that he called "the analytical engine". This machine, which Babbage showed at the Paris Exhibition in 1855, was an attempt to cut out the human being altogether, except for providing the machine with the necessary facts about the problem to be solved. He never finished this work, but many of his ideas were the basis for building today's computers.

By the early part of the twentieth century electromechanical machines had been developed and were used for business data processing. Dr. Herman Hollerith, a young statistician from the US Census Bureau successfully tabulated the 1890 census. Hollerith invented a means of coding the data by punching holes into cards. He built one machine to punch the holes and others — to tabulate the collected data. Later Hollerith left the Census Bureau and established his own tabulating machine company. Through a series of merges the company eventually became the IBM Corporation.

Until the middle of the twentieth century machines designed to manipulate punched card data were widely used for business data processing. These early electromechanical data processors were called unit record machines because each punched card contained a unit of data.

In the mid—1940s electronic computers were developed to perform calculations for military and scientific purposes. By the end of the 1960s commercial models of these computers were widely used for both scientific computation and business data processing. Initially these computers accepted their input data from punched cards. By the late 1970s punched cards had been almost universally replaced by keyboard terminals. Since that time advances in science have led to the proliferation of computers throughout our society, and the past is but the prologue that gives us a glimpse of the nature.

TEXT 2. ALL-ELECTRONIC COMPUTERS

1. The ENIAC (1943-1946)

The first all-electronic computer, the Electronic Numerical Integrator and Calculator (ENIAC) was developed at the Moore School of Electrical Engineering of the University of Pennsylvania. It was developed as a result of a military need. J.Presper Eckert and John Mauchly proposed the machine to solve the problem of calculating firing tables for new weapons.

The ENIAC weighed 90 tons, its 18.000 vacuum tubes demanded 140 kilowatts of electric power. Although it was fully electronic, the ENIAC had two major shortcomings: it could store and manipulate only a very limited amount of information, and its programs were wired on board. Since its programs were hardwired — that is, the programs operating the computer were established by physically changing the patterns of the wires interconnecting the vacuum tubes — the machine was not so flexible in operation. These limitations made it difficult to detect errors and to change the programs. And yet, the project was successful and the ENIAC was used for many years to solve ballistic problems.

2. The EDVAC (1946-1952)

Although the idea of an automatic computing engine occurred first to Charles Babbage in 1832, it was more than a century later, in 1945, that John von Neumann set out the principles that fixed the pattern of computer design.

Dr.John von Neumann, professor of mathematics at the Prinston Institute of Advanced Study, together with P.Eckert, J.Mauchly and Goldstine became a project member of a new improved computer, the Electronic Discrete Variable Computer (EDVAC). Von Neumann was a major contributor to the project as he developed the concept of storing instructions as well as data in the memory of the computer. As a result it became possible to replace the writing board, which so seriously handicapped the operation of the ENIAC.

Von Neumann is also given a share of the credit for introducing the idea of storing both instructions and data in a binary code instead of decimal numbers or human-readable words.

3. The UNIVAC 1(1951)

P.Eckert and J.Mauchly left the EDVAC project to form their own company and built the UNIVAC I computer. UNIVAC stands for UNI\fersal Automatic Computer. The first UNIVAC was installed in the Census Bureau in 1951, and it was used continuously for 10 years. From the University laboratories the computer finally entered the wider world in 1951 with the invention of first UNIVAC I. It was the first digital computer which was not "one of a kind", it was produced in quantity.

In 1952 IBM (International Business Machine) introduced the 701 commercial computer. Although limited in storage capacity by modern standards, the 701 could add a column of 10digit numbers as tall as the Empire State Building in one second. Very soon improved models of the UNIVAC I and other 701-series machines were introduced. In 1953 IBM produced the IBM 650 which used a magnetic drum for storage and was popular with business and science.

TEXT 3. HARDWARE, SOFTWARE, AND FIRMWARE

The units that are visible in any computer are the physical components of a data processing system, or *hardware.* Thus, the input, storage, processing and control devices are hardware. Not visible is the *software* — the set of computer programs,

procedures, and associated documentation that make possible the effective operation of the computer system. Software programs are of two types: systems software and applications software.

Systems software are the programs designed to control the operation of a computer system. They do not solve specific problems. They are written to assist people in the use of the computer system by performing tasks, such as controlling all of the operations required, to move data into and out of a computer and all of the steps in executing an application program. The person who prepares systems software is referred to as a systems programmer. Systems programmers are highly trained specialists and important members of the architectural team.

Applications software are the programs written to solve specific problems (applications), such as payroll, inventory control, and investment analysis. The word program usually refers to an application program, and the word programmer is usually a person who prepares applications software.

Often programs, particularly systems software, are stored in an area of memory not used for applications software. These protected programs are stored in an area of memory called readonly memory (ROM), which can be read from but not written on.

Firmware is a term that is commonly used to describe certain programs that are stored in ROM. Firmware often refers to a sequence of instructions (software) that is substituted for hardware. For example, in an instance where cost is more important than performance, the computer system architect might decide not to use special electronic circuits (hardware) to multiply two numbers, but instead write instructions (software) to cause the machine to accomplish the same function by repeated use of circuits already designed to perform addition.

TEXT 4. COMPUTER PROGRAMMING

Programming is the process of preparing a set of coded instructions which enables the computer to solve specific problems or to perform specific functions. Theiessence of computer programming is the encoding of the program for the computer by means of algorythms. The thing is that any problem is expressed in mathematical terms, it contains formulae, equations and calculations^ But the computer cannot

manipulate formulae, equations and calculations. Any problem must be specially processed for the computer to understand it, that is — coded or programmed.

The phase in which the system's computer programs are written is called the development phase. The programs are lists of instructions that will be followed by the control unit of the central processing unit (CPU). The instructions of the program must be complete and in the appropriate sequence, or else the wrong answers will result. To guard against these errors in logic and to document the program's logical approach, logic plans should be developed.

There are two common techniques for planning the logic of a program. The first technique is flowcharting. A flowchart is a plan in the form of a graphic or pictorial representation that uses predefined symbols to illustrate the program logic. It is, therefore, a "picture" of the logical steps to be performed by the computer. Each of the predefined symbol shapes stands for a general operation. The symbol shape communicates the nature of the general operation, and the specifics are written within the symbol. A plastic or metal guide called a template is used to make drawing the symbols easier.

The second technique for planning program logic is called pseudocode. Pseudocode is an imitation of actual program instructions. It allows a program-like structure without the burden of programming rules to follow. Pseudocode is less timeconsuming for the professional programmer than is flowcharting. It also emphasizes a top-down approach to program structure.

Pseudocode has three basic structures: sequence, decision, and looping logic. With these three structures, any required logic can be expressed.

TEXT 5. PROGRAMMING LANGUAGE

1. RPG II Programming language

RPG II is a business-oriented language. The name stands for report program generator. RPG is considerably different from other programming languages. RPG is, in effect, a large prewritten program. The programmer simply indicates the options within the master program that are to be used and, through a set of indicators, when they are to be used.

RPG was originally referred to as a "quick-and-dirty" programming language. That is, it is quick for the programmer to write and relatively inefficient in its use of main storage and processing speed. The latest version of RPG, called RPG II, greatly improved the language and gave it additional capabilities. RPG has an advantage over COBOL in that it requires less training for a programmer to become proficient in it. For this reason, RPG is commonly used on many smaller computers and in small business.

2. BASIC

BASIC is the acronym for beginner's all-purpose symbolic instruction code. It was developed in Dartmouth College as an easy-to-learn programming language for students and inexperienced programmers. Its key design goal is simplicity. BASIC has become a very popular language in systems where many users share the use of a computer through terminals and it has become a universal language for personal computers.

The language BASIC is mathematically oriented, that is, its typical use is to solve problems of a mathematical nature. Because BASIC programs are usually executed from a terminal or microcomputer where input is entered through a keyboard and printed output is relatively slow, problems of a business nature requiring large volumes of input-output data are usually not practical.

3. **PASCAL**

PASCAL was invented in 1970 by Professor Niklaus Wirth of Zurich, Switzerland. It was named after the mathematician Blaise Pascal, who invented one of the earliest practical calculators. PASCAL is a mathematically oriented programming language and, as such, is most commonly used in mathematics, engineering, and computer science departments of colleges and universities. This language is somewhat unusual in that it was designed to be a structured language. This means that the program must be written in logical modules which are in turn called by a main controlling module. Much of PASCAL'S popularity is due to work done at the University of California at San Diego, where PASCAL has been implemented on several different computers including microcomputers.

TEXT 6. The WORLD-WIDE WEB

1. The WORLD-WIDE WEB

People have dreamt of a universal information database since late nineteen forties. In this database, not only would the data be accessible to people around the world, but it would also eas- ily link to other pieces of information, so that only the most important data would be quickly found by a user. Only recently the new technologies have made such systems possible. The most popular system currently in use is the World-Wide Web (WWW) which began in March 1989. The Web is an Internetbased computer network that allows users on one computer to access information stored on another through the world-wide network.

As the popularity of the Internet increases, people become more aware of its colossal potential. The World-Wide Web is a product of the continuous search for innovative ways of sharing information resources. The WWW project is based on the principle of universal readership; "if information is available, then any person should be able to access it from anywhere in the world." The Web's implementation follows a standard *clientserver* model. In this model, a user relies on a program (the client) to connect to a remote machine (the server), where the data is stored. The architecture of the WWW is the one of clients, such as Netscape, Mosaic, or Lynx, "which know how to *present* data but not what its origin is, and servers, which know how to *extract* data", but are ignorant of how it will be presented to the user.

One of the main features of the WWW documents is their *hypertext* structure. On a graphic terminal, for instance, a particular reference can be represented by underlined text, or an icon. "The user clicks on it with the mouse, and the referenced document appears." This method makes copying of information unnecessary: data needs only to be stored once, and all referenced to it can be linked to the original document.

2. SUCCESS of the WWW

Set off in 1989, the WWW quickly gained great popularity among Internet users. What is the reason for the immense success of the Wbrld-Wide Wfeb? Perhaps, it can be explained by CERN's* attitude towards the development of the project. As soon as the basic outline of the WWW was complete, CERN made the source code for its software publicly available. CERN has been encouraging collaboration by academic and commercial parties since the onset of the project, and by doing so it got millions of people involved in the growth of the Wfeb.

The system requirements for running a WWW server are minimal, so even administrators with limited funds to become information providers. Because of the intuitive nature of hypertext, many inexperienced computer users were able to connect to the network. Furthermore, the simplicity of the Hyper Text Markup Language, used for creating interactive documents, allowed these users to contribute to the expanding database of documents on the Web. Also, the nature of the World-Wide Web provided a way to interconnect computers running different operating systems, and display information created in a variety of existing media formats.

In short, the possibilities for hypertext in the world-wide environment are endless. With the computer industry growing at today's pace, no one knows what awaits us in the 21st century.

3. A BRIEF HISTORY of the INTERNET

In 1973 the Defense Advanced Research Projects Agency (DARPA) initiated a research program to investigate techniques and technologies for interlinking packet networks of various kinds. The objective was to develop communication protocols which would allow networked computers to communicate transparently across multiple, linked packet networks. This was called the Internetting project and the system of networks which emerged from the research was known as the "Internet" (Intercontinental Network).

During the course of its evolution, particularly after 1989, the Internet system began to intergrate support for other protocol suites into its basic networking fabric. By the end of 1991 the Internet has grown to include some 5000 networks in over three dozen countries, serving over 700,000 host computers used by over 4,000,000 people.

The bulk of the system today is made up of private networking facilities In education and research institutions, business and in government organizations across the globe.

A secretariat has been created to manage the day-to-day function of the Internet Activities Board (IAB) and Internet Engineering Task Force (IETF). IETF meets three times in plenary and in approximately 50 working groups convene at intermediate times by electronic mail, teleconferencing and at face-to-face meetings.

There are a number of Network Information Centres (NICs) located throughout the Internet to serve its users with documentation, guidance, advice and assistance. As

the Internet continues to grow internationally, the need for high quality NIC functions increases. Although the initial community of users of the Internet were drawn from the ranks of computer science and engineering its users now comprise a wide range of disciplines in the sciences, arts, letters, business, military and government administration.

Задание 19: Контрольная работа.
Проверяемые элементы компетенций: ОК 01, ОК 04, ОК 06, ОК 09.
Инструкция: выполнить контрольную работу.

Контрольная работа

1. Переведите предложения на русский язык

1) There are ways to extend the basic operating range of Wireless communications, by using more than a single access point or using a wireless relay extension point.
2) Multiple access points can be connected to a wired LAN, or sometimes even to a second wireless LAN if the access point supports this.
3) The reliable and cost-effective test solution for military computer devices with PCI, ISA and MULTIBUS I bus based on StarFabric technique.
4) In wireless telecommunications, roaming is a general term referring to the extension of connectivity service in a location that is different from the home location.
5) I would like to expand the range of my home hotspot with seamless handoff between my access points without dropping a call.

2. Переведите предложения на английский язык.

1. Коммутация каналов — это наиболее известная технология, используемая для построения сети связи.
2. В компьютерной сети, беспроводная точка доступа — это беспроводная базовая станция, предназначенная для обеспечения беспроводного доступа к уже существующей сети при помощи сертификата Wi-Fi.
3. Необходимо ограничить несанкционированный доступ к учётной записи пользователя.
4. Этот крошечный коротковолновый приемник отличается поразительным диапазоном чувствительности от 40 килогерц до 30 мегагерц, избирательностью и способностью подавлять помехи.
5. Узнайте больше о прямом обращении к многосервисной мобильной платформе, и что внутренние и внешние пользователи вашей профессиональной сети говорят об этом.

3. Ответьте на вопросы.

1. Why are Peer-to-peer networks relatively simple?
2. What does it mean that the users handle administration?
3. What are the advantages and disadvantages of a peer-to-peer network?
4. What are domain controllers?
5. What are the advantages and disadvantages of Server Based Networks?

3.1.2. Задания для практических работ по темам дисциплины

Практические задания

1.Подберите вместо пропусков подходящее по смыслу слово

1. Computer data _____ system frees humans from routine error-prone tasks.
   a) counting; b) computing; c)processing
2. Computers can store vast amount of information to organize it and _____ it.
   a) to travel; b) to retrieve; c) to respond
   3. The entered data can be transmitted by _____ networks.
   a) communications; b) conversions; c) procession
4. The possibility of _____ is reduced if data were correctly put into the data processing system.
   a) character; b) access; c) error
5. Computer data processing systems can _____ at a frac tion of a second.
   a) receive; b) respond; c) retrieve
   6. Computer systems are vulnerable to the entry of_____data.
   a) invalid; b) invariable; c) invisible
7. As soon as data were entered into the system correctly, the human _____ is limited.
   a) computation; b) information; c) manipulation
8. The amount of data stored on magnetic discs is constantly _____
   a) decreasing; b) increasing; c) eliminating

2. Согласуйте слова в левой колонке с их интерпретацией, предложенной справа.

Inputting	a) saving information for further processing;
Character	b) the process of producing useful information;
Database	c) meaningful collections of related characters
Data elements	d) the most common input device
Controlling	e) the part of the computer that receives

	and stores data for processing
Outputting	f) directing the sequence of the operations performed
Memory	g) a written language symbol
Record	h) a collection of related data elements
Keyboard	i) a set of related facts
Storing	j) the process of entering collected into a data prcessing system

Устный опрос

1. Ответьте на вопросы.

1.What is hardware?
2. Give the definition of software.
3. What are the types of software?
4. What are systems software?
5. What kind of tasks do systems software perform?
6. Who prepares systems software?
7. What are applications software?
8. What problems do applications software solve?
9. What is firmware?
10. How can a computer system architect use firmware?

2. Напишите эквиваленты следующих словосочетаний:

Видимые устройства; система обработки данных; аппаратное обеспечение; набор компьютерных программ; соответствующая документация; эффективная работа; системное программное обеспечение; прикладное программное обеспечение; системный программист; платежная ведомость; переучет; анализ инвестиций; прикладная программа; работающий только в режиме чтения; постоянное запоминающее устройство; последовательность команд; в случае; производительность; электронная цепь; умножать числа; заставить машину выполнять ту же функцию; выполнять сложение.

3. Вспомните значение новых слов и попытайтесь перевести словосочетания, употребляемые с этими словами.

Architecture: communication architecture; computer architecture; disk architecture; microprocessor architecture; network architecture; security architecture; system architecture; virtual architecture.

Software: system software; application software; database software; disk software; educational software; game software; management software; simulation software.

Hardware: computer hardware; device hardware; display hardware; memory hardware; mouse hardware; network hardware; system hardware; video hardware.

Procedure: accounting procedure; computational procedure; control procedure; data-processing procedure; decision procedure; error-correcting procedure; formatting procedure; installation procedure; management procedure; solution procedure.

Protection: computer protection; data protection; device protection; display protection; error protection; hardware protection; software protection; resource protection; security protection; system protection; virus protection.

4.2. Промежуточная аттестация

4.2.1 Оценочные средства для проведения промежуточной аттестации по дисциплине «Иностранный язык в профессиональной деятельности»

Задание на зачет (6,8 семестр)

1. Подберите вместо пропусков подходящее по смыслу слово.

1. British scientists invented a _____way of multiplying and dividing.
a) mechanical; b) electrical; c) optical
2. A new branch of mathematics, _____ , was invented in England and Germany independently.
a) mechanics; b) arithmetics; c) calculus
3. A young American clerk invented a means of coding ___ by punched cards.
a) letters; b) data; c) numbers
4. Soon punched cards were replaced by _____ terminals.
a) printer; b) scanner; c) keyboard
5. Mark I was the first _____ computer that could solve mathematical problems.
a) analog; b) digital; c) mechanical
6. J. von Neumann simplified his computer by storing in formation in a _____ code.
a) analytical; b) numerical; c) binary
7. Vacuum tubes could control and _____electric signals.
a) calculate; b) amplify; c) generate
8. The first generation computers were _____ and often burned out.
a) uncomfortable; b) uncommunicative; c) unreliable
9. Computers of the second generation used _____ which reduced computational time greatly.
a) transistors; b) integrated circuits; c) vacuum tubes
10. Due to _____the development of the fourth generation computers became possible.
a) microelectronics; b) miniaturization; c) microminiaturization

2. Выберите правильный перевод предложений, содержащих неличные формы глагола.

1. That was the machine provided with the necessary facts about the problem to be solved.

а) Машину обеспечили необходимыми фактами, чтобы она решила проблему.

б) То была машина, снабженная необходимой информацией о задаче, которую предстояло решить.

в) Эту машину обеспечили необходимой информацией о решаемой задаче.

2. The computers designed to use 1C were called third generation computers.

а) Компьютеры сконструировали для использования ИС и назвали их третьим поколением.

б) Компьютеры назывались третьим поколением,
потому что в них использовались ИС.

в) Компьютеры, сконструированные, чтобы использовать ИС, назывались компьютерами третьего поколения.

3. Mark I was the first machine to figure out mathematical problems.

а) Первая машина для вычисления математических проблем была Марк I.

б) Марк I явилась первой машиной для вычисления математических задач.

в) Марк I была первой машиной, которая вычисляла математические задачи.

4. Early computers using vacuum tubes could perform computations in milliseconds.

а) Первые компьютеры, использующие электронные лампы, могли выполнять вычисления в течение миллисекунд.

б) Ранние компьютеры использовали вакуумные лампы, которые выполняли вычисления за миллисекунды.

в) Рано компьютеры, использующие электронные трубки, выполняли вычисления за миллисекунды.

5. Vacuum tubes to control and amplify electric signals were invented by Neumann.

а) Изобретенные Нойманом вакуумные лампы регулировали и усиливали электрические сигналы.

б) Нойман изобрел электронные лампы для управления и усиления электрических сигналов.

в) Электронные лампы, которые регулировали и усиливали электрические сигналы, были изобретены Нойманом.

6. Neumann's machine called the EDVAC was designed to store both data and instructions.

а) Неймановскую машину, называемую EDVAC, сконструировали для хранения информации и команд.

б) Машина Ноймана, названная EDVAC, была создана, чтобы запоминать как информацию, так и команды.

в) Машину Ноймана, которая хранила данные и инструкции, назвали EDVAC.

7. Computers were developed to perform calculations for military and scientific purposes.

а) Компьютеры были созданы, чтобы выполнять вычисления для военных и научных целей.
б) Компьютеры создали для выполнения военных и научных вычислений.
в) Созданные компьютеры выполняли вычисления военного и научного назначения.
8. An American clerk invented a means of coding the data by punching holes into cards.
а) Американский служащий изобрел посредством кодирования информации перфокарту.
б) Американский клерк изобрел перфокарту, кодируя информацию.
в) Американский служащий изобрел средство шифрования информации путем пробивания отверстий в карте.

4.2.2 Вопросы для подготовки к зачету и дифференцируемому зачету (6,8 семестр)

1. Составьте монологическое высказывание на одну из тем:

1. Personal computers.
2. A modem.
3. Microprocessor - a brain to the hardware.
4. Hardware, software and firmware.
5. Types of computers.
6. Four generations of computers.
7. Some features of a digital computer.
8. The World Wide Web.
9. Digital computer generation.
10. Computer programming
11. Programming language
12. All-electronic computers
13. A brief history of the internet
14. Success of the www
15. The first calculating devices

2. Раскройте тему грамматического вопроса.

1. Правила чтения английских гласных.
2. Правила чтения согласных и их сочетаний.
3. Множественное число существительных.

4. Степени сравнения прилагательных.
5. Типы предложений.
6. Настоящее простое время.
7. Настоящее длительное время.
8. Прошедшее простое время.
9. Будущее простое время.
10. Прошедшее длительное время.
11. Будущее длительное время.
12. Настоящее совершенное время.
13. Прошедшее совершенное время.
14. Будущее совершенное время.
15. Типы придаточных предложений.

4.2.3 Критерии оценивания:

«Отлично» - теоретическое содержание курса освоено полностью, без пробелов, умения сформированы, все предусмотренные программой учебные задания выполнены, качество их выполнения оценено высоко.

«Хорошо» - теоретическое содержание курса освоено полностью, без пробелов, некоторые умения сформированы недостаточно, все предусмотренные программой учебные задания выполнены, некоторые виды заданий выполнены с ошибками.

«Удовлетворительно» - теоретическое содержание курса освоено частично, но пробелы не носят существенного характера, необходимые умения работы с освоенным материалом в основном сформированы, большинство предусмотренных программой обучения учебных заданий выполнено, некоторые из выполненных заданий содержат ошибки.

«Неудовлетворительно» - теоретическое содержание курса не освоено, необходимые умения не сформированы, выполненные учебные задания содержат грубые ошибки.