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**АНГЛИЙСКИЙ ДЛЯ ПРОФЕССИОНАЛЬНЫХ  
ЦЕЛЕЙ**

*Методические указания для самостоятельной работы студентов*

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Издание содержит рекомендации по самостоятельной работе с разными аспектами английского языка, а также адаптированные тексты.

Предназначено для самостоятельной работы студентов 4-го курса Института международного менеджмента и образования, обучающихся по направлению подготовки 44.03.04 «Профессиональное обучение (по отраслям)» очной формы обучения.

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## ВВЕДЕНИЕ

Дисциплина «Английский для профессиональных целей» является частью вариативного цикла дисциплин подготовки студентов, обучающихся по направлению подготовки 44.03.04 «Профессиональное обучение (по отраслям)». Дисциплина реализуется в Институте международного менеджмента и образования кафедрой делового иностранного языка.

Содержание дисциплины охватывает круг вопросов, связанных с овладением разговорно-бытовой речью и языком специальности для активного применения английского языка как в повседневном, так и профессиональном общении.

Общая трудоёмкость освоения дисциплины составляет 8 зачётных единиц, 288 ч. Программой дисциплины предусмотрены лабораторные занятия 112 ч и 140 ч самостоятельной работы обучающихся.

**Цель преподавания дисциплины:** обеспечить подготовку специалистов, владеющих иностранным языком как средством осуществления научной деятельности в иноязычной языковой среде и средством международной коммуникации.

### **Задачи изучения дисциплины**

1. **Говорение.** Обучающийся должен владеть подготовленной, а также неподготовленной монологической речью в виде резюме, сообщения, доклада; диалогической речью в ситуациях научного, профессионального и бытового общения.

2. **Аудирование.** Обучающийся должен уметь аудировать оригинальную монологическую и диалогическую речь по специальности, опираясь на изученный языковой материал.

3. **Чтение.** Обучающийся должен уметь читать оригинальную литературу по специальности в режимах изучающего чтения, поискового чтения.

4. **Письмо.** Обучающийся должен владеть навыками письменной речи в пределах изученного материала. Виды речевых произведений, план (конспект прочитанного), изложение содержания в виде резюме, сообщение, доклад по теме производимого исследования.

Процесс изучения дисциплины направлен на формирование следующей компетенции: способность к коммуникации в устной и пись-

менной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия (ОК-4).

Опираясь на положения *ENQA* по студентоцентрированному обучению и необходимость построения гибкой траектории обучения, нами разработаны данные методические указания, которые освещают виды и формы самостоятельной работы студентов по аспектам освоения иностранного языка: произношение, работа с лексикой, совершенствование грамматики, работа с текстами, устная и письменная речь.

Содержание издания носит универсальный характер, поэтому материалы могут быть использованы студентами очной, очно-заочной и заочной форм обучения. Основной задачей методических указаний автор видит обеспечение студентов необходимыми сведениями, методами и алгоритмами для осуществления самостоятельной работы по дисциплине. Также важно сформировать устойчивые навыки и умения по некоторым аспектам обучения иностранному языку, которые в дальнейшем позволят обучающимся самим решать учебные задачи и достигать поставленных целей. Методические указания содержат адаптированные тексты для самостоятельной работы, которые помогут студентам при подготовке к экзамену.

## 1. ОСНОВНЫЕ РЕКОМЕНДАЦИИ ПО САМОСТОЯТЕЛЬНОЙ РАБОТЕ ПО ИНОСТРАННОМУ ЯЗЫКУ

- Регулярность и систематичность в овладении иностранным языком. Эта рекомендация предполагает самостоятельные занятия не менее трёх раз в неделю, в идеале каждый день (но понемногу). Не рекомендуется допускать долгие перерывы, так как процесс забывания иноязычной информации происходит быстрее, чем в родном языке.
- Построение дорожной карты студента по работе над иностранным языком на любой период (день, неделю, месяц) и сфокусированность на её выполнении.
- Фиксирование достижений студента в изучении иностранного языка.
- Варьирование и разнообразие заданий, использование различных видов деятельности: работа над произношением, выполнение грамматических упражнений, перевод, чтение вслух, прослушивание песен зарубежных исполнителей, просмотр фильмов на иностранном языке с субтитрами.
- Тренировка памяти путём заучивания наизусть некоторых материалов, таких как стихи, *chants*, *chunks*, поговорки, речевого этикета, фрагментов текстов.
- Настойчивость, нацеленность на успех и целеустремлённость в изучении языка, активная жизненная позиция, участие в олимпиадах, конференциях, круглых столах на базе Красноярского ГАУ.

## 2. МЕТОДИЧЕСКИЕ УКАЗАНИЯ ПО РАБОТЕ НАД АНГЛИЙСКИМ ПРОИЗНОШЕНИЕМ

Начиная работать над произношением, следует обратить внимание на несоответствие между написанием и произношением слов в английском и русском языках. Для этого необходимо освоить правила чтения. Помимо правил чтения букв в разных позициях или знания транскрипции в английском языке необходимо помнить об ударении. В отличие от русского языка в английском слове может быть одно или два ударения.

Если вы готовите фонетическое чтение текста, настоятельно рекомендуется:

- 1) освоить правильное произношение читаемых слов, пользуясь доступными интернет-ресурсами и словарями с транскрипцией;
- 2) принять во внимание ударение;
- 3) соблюдать правильную интонацию и интонационную структуру;
- 4) отрабатывать темп чтения, измерять скорость чтения и количество слов в минуту.

Старайтесь распознавать звуки в отдельных словах, словосочетаниях, предложениях и воспроизводить их; понимать при прослушивании отдельные слова и воспроизводить их; воспринимать на слух краткие глагольные формы; воспринимать на слух синтагмы и паузы, ритм речи (ударные и неударные слова в потоке речи); определять тип высказываний в зависимости от интонации; выделять ключевые слова, понимать смысл основных частей диалога или монолога. Это даёт возможность активно участвовать в дискуссиях на различные темы, грамотно и правильно строить фразы на иностранном языке, адекватно вести себя при общении с носителями языка в разнообразных ситуациях. Для того чтобы научиться понимать речь на слух, необходимо использовать технические средства обучения (магнитофон, компьютер, видеотехника и т.д.), сочетающие слуховое и зрительное восприятие.

### **3. МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО САМОСТОЯТЕЛЬНОЙ РАБОТЕ С АНГЛИЙСКОЙ ЛЕКСИКОЙ**

Для успешной работы с лексикой необходимо:

1) выписать из словаря лексические единицы в их исходной форме, то есть имена существительные – в именительном падеже единственного числа, глаголы – в инфинитиве (целесообразно указать и другие основные формы глагола);

2) заучивая лексику, пользоваться двусторонним переводом (с английского языка на русский, с русского языка на английский), использовать разные способы оформления лексики (стикеры со словами, мобильные приложения в смартфонах, тетради-словари, карточки, магнитные доски и т.д.);

3) чтобы закрепить лексику, использовать примеры употребления слов и словосочетаний в предложениях, а также словообразовательные и семантические связи заучиваемых слов (однокоренные слова, синонимы, антонимы);

4) для углубления словарного запаса изучить наиболее продуктивные словообразовательные модели английского языка (суффиксы разных частей речи, отрицательные приставки и т.д.).



#### 4. МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО РАБОТЕ С ГРАММАТИЧЕСКИМ МАТЕРИАЛОМ НА АНГЛИЙСКОМ ЯЗЫКЕ

Кафедра делового иностранного языка Красноярского ГАУ для самостоятельной работы над грамматикой рекомендует использовать грамматические справочники и пособия для студентов разных уровней подготовки, разработанные *R. Murphy*. Советуем повторять особо трудные и специфические для английского языка разделы грамматики (таблица времён, модальные глаголы, условные придаточные предложения и т.д.). Для того чтобы повторить один из нужных разделов грамматики, следует проработать его по грамматическому справочнику, разобраться в объяснении, проанализировать примеры, а затем выполнить упражнения. Почти все виды упражнений, предлагаемые в пособиях, рекомендуется делать письменно.

Целесообразно делать грамматический анализ отрывков из изучаемых специальных текстов:

1) выбрать несколько предложений из текста, полностью разобрать по частям речи и членам предложения, объяснить все грамматические явления – употребление времён, глаголов, артиклей;

2) выбрать из текста предложения с определённым грамматическим явлением.

Как заключительный этап закрепления грамматического явления полезен перевод с русского языка на английский. Кафедрой также разработаны схемы, таблицы по грамматике, облегчающие понимание и запоминание конкретного грамматического материала. Особое внимание уделяйте порядку слов в английском предложении, поскольку в отличие от русского языка, имеющего достаточно свободный порядок слов, английский имеет чёткую структуру повествовательного, отрицательного и вопросительного предложений. Изучайте четыре типа вопросов для того, чтобы уметь поддерживать беседу с носителями языка.

## 5. МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО САМОСТОЯТЕЛЬНОЙ РАБОТЕ С ТЕКСТОМ НА АНГЛИЙСКОМ ЯЗЫКЕ

Правильное понимание и осмысление прочитанного текста, извлечение информации, перевод текста базируются на навыках по анализу иноязычного текста, умениях извлекать содержательную информацию из форм языка.

*При работе с текстом на английском языке рекомендуется руководствоваться следующими общими положениями:*

1. Сначала прочитайте текст целиком, обратите внимание на его заголовок, постарайтесь уловить основную мысль текста.

2. Переходите к работе на уровне отдельных предложений. Прочитайте предложение, определите его границы. Проанализируйте предложение синтаксически: определите, простое это предложение или сложное (сложносочинённое или сложноподчинённое), есть ли в предложении усложнённые синтаксические конструкции (инфинитивные группы, инфинитивные обороты, причастные обороты).

3. Простое предложение разберите по членам предложения (подлежащее, сказуемое, второстепенные члены), затем переведите на русский язык.

4. Сложносочинённое предложение разбейте на простые предложения, входящие в его состав, и анализируйте каждое предложение.

5. Сложноподчинённое предложение выполняет в сложном предложении функцию одного из членов предложения: подлежащего,менной части составного сказуемого, дополнения и обстоятельства. Определите по вопросу к придаточному предложению и союзу его тип и переведите сложноподчинённое предложение.

Чтобы развивать навыки чтения, необходимо учиться определять основное содержание текста по знакомым опорным словам (может помочь интернациональная лексика). С помощью лингвистического анализа (морфологической структуры слова, соотношения членов предложения и т.д.) надо научиться понимать значение слов по контексту или интернациональной лексике, выделять смысловую структуру текста, главную и второстепенную информацию, обобщать факты, приведённые в тексте, уметь сделать перевод всего текста или его фрагмента с помощью словаря, изложить результаты своей работы в устной или письменной форме (в зависимости от задания). При переводе незнакомых слов учитывайте многозначность и вариативность слов. Опираясь на содержание переводимого текста, необходи-

мо из представленного в словаре множества значений русского слова выбрать наиболее подходящее. Следует обратить внимание на устойчивые словосочетания, которые являются неразрывным целым, значение которого не всегда можно уяснить путём перевода составляющих его слов. Поэтому они не могут быть переведены буквально на русский язык. Такие словосочетания рекомендуется выписывать целиком и заучивать наизусть. Значение таких словосочетаний часто приходится искать в специальных словарях. При переводе с иностранного языка на русский важную роль играют предлоги, поскольку при наличии лишь небольшого количества окончаний они часто являются единственными выразителями отношений между словами в предложении. Эффективным средством расширения запаса слов служит знание способов словообразования в иностранном языке. Знание значения суффиксов и префиксов поможет легко справиться с переводом на русский язык незнакомого иностранного слова. Составление вопросов по тексту поможет лучше понять содержание и запомнить новые слова и словосочетания. Подробный пересказ текста с опорой на план (вопросы) и заменой идиоматических и образных средств выражения в тексте на более простые элементы, имеющие тот же смысл, способствует расширению словарного запаса и развитию навыков иноязычной речи.

## **6. МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО САМОСТОЯТЕЛЬНОЙ РАБОТЕ НАД УСТНОЙ РЕЧЬЮ НА АНГЛИЙСКОМ ЯЗЫКЕ**

При подготовке устного монологического высказывания по определённой теме изучайте тематические тексты образцы (они приведены ниже). Затем на основе изученных текстов нужно подготовить связное изложение, включающее наиболее важную и интересную информацию.

При этом необходимо произвести обработку материала для устного изложения с учётом ваших индивидуальных возможностей и предпочтений, например:

- 1) замените трудные для запоминания и воспроизведения слова известными лексическими единицами;
- 2) сократите длину предложений;
- 3) упростите грамматическую структуру;
- 4) сократите объём текста до оптимального уровня (не менее 12-15 предложений).

Обработанный для устного изложения текст необходимо записать в рабочую тетрадь (чтобы сработала моторная память), прочитать несколько раз вслух, запомнить логику изложения и пересказать. Владению устной речью способствуют подстановочные упражнения, содержащие микро-диалог с пропущенными репликами; пересказ текста от разных лиц; построение собственных высказываний в конкретной ситуации (в университете, в отеле; на занятии по английскому языку и т.д.); выполнение ролевых заданий.

Воспользуйтесь Интернетом и посмотрите аутентичный фильм, покопайтесь в словарях, прочитайте книги, найдите интересные адаптированные тексты, а также оригинальную литературу по специальности. Заведите иноязычного друга по переписке или побеседуйте с ним в Скайпе (это должен быть носитель языка, то есть человек, для которого английский – родной язык). И помните – если вы хотите научиться говорить на английском – начинайте ГОВОРИТЬ.

## 7. МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО САМОСТОЯТЕЛЬНОЙ РАБОТЕ НАД ПИСЬМЕННОЙ РЕЧЬЮ НА АНГЛИЙСКОМ ЯЗЫКЕ

Важно время от времени практиковать письменные упражнения на грамматическом и лексическом материале, составлять конспекты и планы к прочитанному, излагать содержание в письменной форме, писать доклады и сообщения по конкретным темам. Одним из видов письменных работ является написание эссе.

Эссе на английском языке – вид самостоятельной работы студентов по написанию сочинения небольшого объёма и свободной композиции на частную тему. Тематика сочинения должна быть актуальной, затрагивающей современные проблемы области изучения дисциплины. Кафедрой ДИЯ она разработана в соответствии с программой дисциплины и является этапом текущей аттестации студентов.

Важно, чтобы студент раскрыл не только суть проблемы, привёл различные точки зрения, но и выразил свою собственную. Этот вид работы требует от студента умения чётко выражать мысли в письменной форме. При раскрытии темы он должен проявить оригинальность подхода к решению проблемы, реалистичность, полезность и значимость предложенных идей, яркость, образность, художественную оригинальность изложения.

Рекомендации:

- 1) внимательно прочитайте задание и сформулируйте тему;
- 2) подберите и изучите источники по теме, содержащуюся в них информацию;
- 3) вычлените главное и второстепенное;
- 4) составьте план;
- 5) раскройте содержание проблемы;
- 6) приведите аргументы *за*;
- 7) приведите контраргументы;
- 8) обобщите и сделайте вывод;
- 9) выскажите свои подходы к решению проблемы (сделайте это кратко и чётко).

## 8. ТЕКСТЫ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ

При работе над текстом для самостоятельной работы на английском языке вначале внимательно прочитайте текст, затем выпишите в тетрадь все незнакомые слова, которые нужны для полного понимания данного текста. Далее с помощью англо-русского словаря найдите русские эквиваленты этих слов, выбирайте тот эквивалент, который лучше подходит в данном контексте.

Приступая к чтению и переводу текстового материала, следует помнить, что грамматические связи между словами в английском предложении осуществляются при помощи служебных слов, таких как предлоги, вспомогательные глаголы, артикли. Каждое слово английского предложения несёт в себе грамматическую и лексическую информацию и в отличие от русского предложения, где порядок слов свободный, английское предложение имеет строго фиксированный порядок слов, который можно представить следующим образом: подлежащее, сказуемое, дополнение, обстоятельство. Подлежащее и сказуемое являются обязательными членами в английском предложении, в то время как другие члены предложения могут отсутствовать.

### **Text 1** **History of Pedagogy**

The pedagogy got its name from the Greek words “paida” – “child” and “dodos” – “lead”. The direct translation of the word “paidagogos” means “child conductor”. Teachers in Ancient Greece were slaves who accompanied the child to school. These slaves accompanied the children of wealthy Romans to school, served them, taught. They were the first people who were called the teachers. Thus the name of the profession arose and the term “pedagogy” was formed. Gradually, this term began to be used in a broader sense, as the art of leading a child through life and development.

Pedagogy is not only art, but also science; it has its own objective laws and regularities. So, the definition is widespread in modern pedagogy. Pedagogy is the science of upbringing, education and training of people at all stages of their age development. Most briefly, pedagogy can be defined as the science of education. However, in order to better understand and explore the modern pedagogy, let us turn to the history of its formation as an independent scientific branch.

It is possible to distinguish three main stages of its formation, based on the degree of scientific development of pedagogical knowledge in the history of the development of pedagogical science:

**Stage I:** pre-scientific, lasted until the XVII century and was characterized by the accumulation of a significant fund of empirical material in the form of individual disparate pedagogical data, which was recorded in the form of beliefs, rules, requirements, traditions, customs, rituals, which now form the basis of folk pedagogy; theoretical understanding of empirical educational experience in philosophical treatises; the emergence and consolidation of a number of pedagogical concepts.

**Stage II:** conceptual, lasted from the end of XVII to the beginning of XX century and was characterized by the creation of separate theoretical concepts of education and training with the dominant role of the theory of education; accumulation of actual material and experience of pedagogical activity; allocation and justification of the leading components of scientific and pedagogical knowledge (principles, methods, forms of organization of educational process). However, the analysis of pedagogical literature of that time testifies to the absence of a clear distinction between the spheres of activity of the processes of education and training, identification of the concepts of “education”, “training”, the possibility of a holistic development of the scientific foundations of pedagogy in the context of the level of development of science of that time.

**Stage III:** systematic, lasts from the beginning of the XX century and is characterized by a high level of generalization, systematization and structuring of pedagogical empirical knowledge obtained as a result of numerous pedagogical experiments; further development of the categorical apparatus of science; creation of holistic scientifically based systems of organization of educational process; formation of pedagogy as a scientific system.

**Famous teachers and thinkers.** In Ancient Greece, the first pedagogical theories about the development of the individual were born; among the authors are Socrates, Plato, Aristotle, Democritus, Protagoras, etc. Philosophers of The Middle Ages are Augustine, Severin Boethius, Thomas Aquinas. In the Renaissance the most famous are Vittorino da Feltre, François Rabelais, Erasmus of Rotterdam.

In the XVII century pedagogy comes from the philosophy and begins to emerge as a separate science. This process is associated with the name of Jan Amos Komensky, an outstanding Czech teacher, who in his book “the Great didactics” theoretically substantiated the principles, methods

and forms of education, which became the basis of the class-arched system, which operates today.

The Age of Enlightenment started in the XVIII century. Particular attention to the problems of education was given by Francois Voltaire (1694–1778), Denis Diderot (1713–1784), Jean-Jacques Rousseau (1712–1778). In England the education of the virtuous and active gentleman was suggested by John Locke (1632–1704).

Further history of pedagogy is connected with Johann Pestalozzi (1746–1827) – the founder of the theory and practice of primary education and training, as well as the founder of special pedagogical education Johann Friedrich Herbart (1776–1841), who made an attempt to theoretically justify pedagogy through philosophy and psychology; Friedrich Adolph Wilhelm Diesterweg (1790–1866), who put forward the idea of universal education, etc.

World glory of Russian pedagogical science was brought by K.D. Ushinsky (1824–1870), A.S. Makarenko (1888–1939), V.A. Sukhomlinsky (1918–1970), and Sh.O. Amonashvili, V.F. Shatalov and others.

The systematic period of development of pedagogical knowledge, which began at the beginning of the XX century, continues to this day and is characterized by further development of all branches of pedagogy; high level of generalization and classification of the conceptual apparatus of science; development of pedagogy as a scientific system.

## **Text 2**

### **The Subject and Categories of Pedagogy**

The object of pedagogy is a person who develops through a specially organized process of education. The subject of pedagogy is the pedagogical process that ensures the development of a person throughout his life.

The pedagogical process is a specially organized interaction between the educator and the learner (senior and junior, experienced and less experienced) in order to transfer the development of cultural and historical experience (industrial, scientific, communicative, cultural), necessary for a person to live independently and work in society.

Thus, pedagogy is a science that studies the essence, laws, principles, methods and forms of organization of the pedagogical process as a factor and means of human development throughout his life.

Category is the largest and most general notion reflecting the essence of science, it is well-established and typical phenomena, performing a



leading role, pervading all of the scientific knowledge and connecting it into a coherent system.

The main categories of pedagogy are: upbringing, training, education, development.

Category “upbringing” is one of the most important in pedagogy. As a social phenomenon it is the transfer of cultural and historical experience to the younger generation in order to prepare it for independent social life and productive work.

Upbringing is purposeful formation of the personality by forming of:

- a certain attitude to the objects, phenomena of the surrounding world;
- outlooks;
- forms of behavior (as expression of relations and worldview).

It is possible to distinguish the following directions of upbringing: mental, moral, physical, labor, aesthetic, etc.

Pedagogy explores the essence of upbringing, its laws, trends and prospects of development, develops theories and technologies of education, and determines its principles, content, forms and methods.

Another category of pedagogy – training – is understood as a specially organized process of purposeful interaction of the teacher and students, as a result of which a certain system of knowledge, skills, ways of thinking and activity is provided, which ensures the development of the student. At the same time the teacher:

- teaches being focused on knowledge, life experience, ways of working, cultural change and scientific knowledge;
- manages the process of mastering knowledge, skills and abilities; creative experience;
- creates conditions for the development of the personality of students (memory, attention, thinking, etc.).

In turn, the student:

- learns mastering the information offered and performing educational tasks (with the help of a teacher, in a group or independently);
- carries out independent observations and performs mental operations (comparison, analysis, generalization, classification, etc.);
- takes the initiative in search of new knowledge, additional sources of information (handbook, textbook, Internet), engaged in self-education.

The learning process includes two parts: teaching (activity of the teacher), during which the transfer (transformation) of systems of know-

ledge, skills, experience of activity is carried out; and learning (activity of the student) by obtaining experience through perception, understanding, transformation and use.

But man is not a vessel, where the experience of mankind is placed, he is able to acquire this experience and create a new one. Therefore, the main factors of human development are self-upbringing, self-education, self-education, and self-improvement.

The next category of pedagogy – “education” – is understood as:

- value of the developing person and society, means of personal development, social consciousness and society as a whole;
- a common learning process and the education of a man;
- a result of the learning process;
- a system.

Education as a system is a specially organized set of educational, cultural and educational institutions, institutions of advanced training and re-training. It carries out the educational process in accordance with the goals, standards, curricula and programs with the help of specially trained teachers. All educational institutions in the state are united in a single system of education.

“Development” is an objective process of internal, consistent quantitative and qualitative change of physical and spiritual forces of a person. It is possible to allocate physical development, mental, social, and spiritual.

### **Text 3**

#### **Methods of Upbringing and Their Classification**

Classification is a system of methods built on a certain basis. Currently, the most objective and convenient is the classification of upbringing methods by G.I. Shchukina.

There are 3 groups of methods of upbringing:

a) Methods of forming the consciousness of the individual:

- ✓ conviction – story – explanation – clarification – lecture – ethical conversation
- ✓ suggestion – coaching – dispute – report – example

b) Methods of activity organization and experience formation of public behavior:

- ✓ exercises – training – pedagogical requirement – public opinion
- ✓ order – educational situation

c) Methods to stimulate behavior

✓ competitions – encouragement – punishment.

*The story of an ethical subject* is a vivid, emotional statement of the specific facts and events that have moral content, influencing the sense, the story helps students to understand and grasp the meaning of moral values and norms of behavior.

*Clarification* is a method of emotional, verbal influence on pupils. It is an important feature of the orientation of the impact on the group or individual. It is applied only when the pupil really needs explanation of something, one way or another to affect his mind.

*Suggestion* is penetrating unnoticed into the psyche and influencing the identity of the person. The motives of action are created. They are used when the pupil has to accept a certain attitude (to enhance the effects of other parenting methods).

*Ethical conversation* is a method of systematic and consistent discussion of knowledge, involving educators and students. The educator listens and takes into account the opinion of interlocutors.

*Example* is an educational method of exceptional power. Its impact is based on the fact that the phenomena perceived by vision are quickly and easily imprinted in the mind. The example gives concrete role models, and thereby actively shapes the minds, feelings and activity. The psychological basis of the example is imitation. Thanks to it, people acquire social and moral experience.

*Exercise* is a practical method of education, the existence of which consists in the repeated execution of the required actions, bringing them to automatism. The result of exercise is the resistant qualities, skills and habits.

The effectiveness of the exercise depends on:

- systematics of exercises;
- content;
- volume;
- availability and passivity;
- repetition rate;
- control and correction;
- personal characteristics of the student;
- combination of individual, group and collective forms of exercise;
- motivation and incentives.

It is necessary to begin exercise as early as possible, the younger the organism, the faster it roots the habits.

*Requirement* is a method of education by which the skills of behavior, expressed in personal relationships, cause stimulation or inhibit certain activities of the pupil and show certain qualities in him. The requirements can be divided:

*By submission form:*

- ✓ direct;
- ✓ indirect.

Indirect can be:

- requirement-advice;
- requirement in the form of a game;
- requirement-trust;
- requirement-request;
- requirement-hint;
- requirement-approval.

*According to the results of education:*

- ✓ positive;
- ✓ negative.

*According to the method of presentation:*

- ✓ direct;
- ✓ mediated.

Training is an intensive exercise. It is used when it is necessary to formulate the required quality quickly and at a high level often accompanied by painful processes, causes discontent. It is used at all stages of the educational process.

*Assignment.* The students are taught to do positive things with its help. Instructions are given in order to develop the necessary qualities.

*Encouragement* expresses a positive assessment of the actions of pupils. It reinforces positive skills and habits. The promotion action is based on the excitement of positive emotions. It inspires confidence, increases responsibility.

Types of incentives:

- ✓ approval;
- ✓ encouragement;
- ✓ praise;
- ✓ gratitude;
- ✓ awarding a diploma or a gift.

*Competition* is the natural needs of students to compete and to get the qualities necessary to the person and society.

*Punishment* is a method of pedagogical influence, which is not a desirable behavior, to slow down students, causing a sense of guilt towards themselves and others.

Types of punishment:

- ✓ related to the imposition of additional duties;
- ✓ deprivation or restriction of rights;
- ✓ expression of moral censure and condemnation.

Forms of punishment are disapproval, comment, warning, discussion at the meeting, suspension, exclusion.

## **Text 4**

### **Methods of Training and Their Classification**

An essential component of pedagogical technologies is represented by training methods that are the methods of ordered interrelated activities of teachers and students. In the pedagogical literature there is no consensus on the role and definition of the “training method” concept. So, Yu.K. Babansky believes that “the training method is the method of ordered interrelated activities of the teacher and students, aimed at solving the problems of education”. T.A. Ilyina understands by the training method “the way of organization of cognitive activity of pupils”. In the history of didactics there were various classifications of teaching methods, the most common of which are:

- by external signs of activity of the teacher and pupils:
  - ✓ lecture;
  - ✓ conversation;
  - ✓ story;
  - ✓ instruction;
  - ✓ demonstration;
  - ✓ exercises;
  - ✓ the solution of problems;
  - ✓ working with a book;
- by source of knowledge:
  - ✓ verbal;
  - ✓ visual:
    - demonstration of posters, charts, tables, diagrams, models;
    - use of technical means;

- movies and television programmes;
- ✓ practical:
  - practical task;
  - trainings;
  - business game;
  - analysis and resolution of conflict situations, etc.;
- by the degree of activity of students' cognitive activity:
  - ✓ explanatory;
  - ✓ illustrative;
  - ✓ problematic;
  - ✓ partial-search;
  - ✓ research;
  - ✓ consistency of approach:
    - ✓ inductive;
    - ✓ deductive;
    - ✓ analytical;
    - ✓ synthetic.

Close to this classification adjoins the classification of training methods, compiled by the criterion of the degree of independence and creativity in the activities of students. Since the success of training depends crucially on the orientation and internal activity of the trainees, on the nature of their activities, it is the nature of the activity, the degree of independence and creativity that should serve as an important criterion for choosing the method. In this classification, it is proposed to identify five training methods:

- explanatory and illustrative method;
- reproductive method;
- problem statement method;
- partial search or heuristic method;
- research method.

In each of the following methods, the degree of activity and independence in the activities of students increases.

*The explanatory and illustrative method* of training is the method in which students gain knowledge in the lecture, from the educational or methodical literature, through the on-screen guide in the “ready” form. Perceiving and comprehending facts, assessments, conclusions, students remain within the framework of reproductive (reproducing) thinking. In high

school, this method is widely used to transmit a large amount of information.

*The reproductive method of training* is the method where the application of the studied is based on a sample or rule. Here the activity of the trainees is algorithmic, i.e. it is performed according to the instructions, regulations, rules in similar situations, similar to the model shown.

*The method of problem statement* in training is the method in which, using a variety of sources and means, the teacher, before presenting the material, poses a problem, formulates a cognitive task, and then, revealing a system of evidence, comparing points of view, different approaches, shows a way to solve the problem. Students would become witnesses and partners of scientific research. Both in the past and in the present, this approach has been widely adopted.

*The partial search or heuristic method* is the method of training that consists in the organization of active search of the solution put forward in training (or independently formulated) cognitive tasks or under the guidance of the teacher, or on the basis of heuristic programs and instructions. The process of thinking becomes productive, but it is gradually directed and controlled by the teacher or the students themselves on the basis of work on programs (including computer) and teaching aids.

*The research method* is a method in which after the analysis of the material, identification of the problems and tasks and short oral or written instruction, students independently study literature, sources, conduct observations and measurements and perform other actions exploratory nature. Initiative, independence, creativity manifested in research activities more fully. Methods of educational work directly develop into methods of scientific research.

In the learning process, the method acts as an ordered way of interrelated activities of the teacher and students to achieve certain educational goals, as a way of organizing educational and cognitive activity of students. The use of each method of training is usually accompanied by techniques and tools. In this case, the admission of training is only an element, an integral part of the method of training, and the means of training (pedagogical tools) are all the materials by which the teacher carries out the educational impact (educational process).

## **Text 5**

### **Psychology (Subject, Object)**

The object of psychology study and the object of the psychological knowledge application is a person. The object of knowledge and application of knowledge of general psychology is a healthy person. The object of the study of clinical psychology and the use of its knowledge is a sick person.

What is now the system of knowledge that represents the subject of psychological science? This is the mentality of humans and animals that includes a wide variety of subjective (or psychic) phenomena. One of them man uses to know the world and him in it. Therefore, they are called cognitive processes. These include: 1) sensation; 2) perception; 3) attention; 4) memory; 5) imagination; 6) thinking; 7) speech.

Other phenomena determine the direction of human activity, his attitude to the world and people; control the actions of a man. They are called motivational processes. These include: 1) needs; 2) motives; 3) goals; 4) interests.

There is a class of phenomena that determine the process of human activity, set its performing repertoire. These are skills, habits, style (“individual handwriting”), activities, temperament. Together these processes constitute the instrumental sphere of a man.

There are also such integral phenomena (characteristics), which deal with a holistic person, his individual characteristics and which are expressed in his relationship with the world, regulate his communication with people. They are called mental properties and conditions. These include: 1) will; 2) feelings; 3) emotions; 4) propensity; 5) ability; 6) knowledge; 7) consciousness; 8) personality; 9) individuality, character.

In addition, psychology studies human communication and behavior, their dependence on mental phenomena and, in turn, the dependence of the formation and development of mental phenomena on them.

Currently, there is a rapid development of psychological science, due to the variety of theoretical and practical problems facing it.

The main objectives of psychology are: 1) identification of the laws of psychology; 2) disclosure of the links and relationships that could be classified as natural; 3) the establishment of mechanisms of mental activity; 4) the study of the nature and action of these mechanisms in conjunction with other sciences.



Thus, *psychology is a science that studies the facts, laws and mechanisms of the psyche, the originality of the course of mental phenomena, depending on the conditions of activity and individual-typological features of the person.* Modern psychology is a system of sciences in which the central place belongs to general psychology.

## **Text 6**

### **Categories in Psychology**

Category is the most common fundamental concept that reflects the essential properties and relations of objects and phenomena of the objective reality.

*The category of image* characterizes psychological reality from cognition and is a basis of formation of individual and socially-group pictures of the world. This is a sensual form of mental phenomenon. Being always sensual in the form the image in content can be both sensual (image of perception, image of performance, sequential image) and rational (image of atom, image of world, image of war, etc.). Image is an important component of the subject's actions, orienting it in a specific situation, aiming at achieving the goal.

*The category of motive.* The motive is 1) a material or ideal "object" that motivates and directs itself, activity or action; 2) mental image of the subject. In a broad sense it is something inside the subject, inducing him to act, and conscious meaning of a person's actions. With the help of the motive, human behavior, goals, values, decision-making mechanisms can be described.

*The category personality.* There are quite a lot of approaches to understanding and explaining the person. This is due to the fact that the concept of "personality" is integral and any, existing earlier and now definition, distinguishes only some of its aspects. Personality in a broad sense is a specific person, as a subject of activity, in the unity of its individual properties and social roles. In the narrow sense it is the quality of the individual, which is formed by human life in society, in the process of its social development. Personality is the most important among meta-psychological categories. It integrates all the basic categories: individual, image, action, motive, attitude, experience.

*The category of action* is a unit of activity analysis aimed at achieving a perceived goal. The action like the deed, is the true human being, it is an expression of individuality. The action can be relatively independent or

be an integral a component of broader structures of activities. The structure of the action includes 3 main components: a) decision-making; b) implementation; c) control and correction.

Psychological categories are divided into 2 groups:

- Basic (image, motive, action, attitude, experience, individual);
- Meta-psychological (consciousness, value, activity, communication, feeling, “ I”).

Psychological categories do not exist separately, independently of each other; there is a relationship and correlation between them.

## **Text 7**

### **Methods of Psychology**

Methods of psychology represent a set of methods and techniques of studying mental phenomena. There are different classifications of psychological methods. One of the most popular is the classification of B. G. Ananiev. According to it there are 4 groups of psychological methods.

*1-st group – organizational methods.* It is a group of psychological methods which determine the general way of organizing psychological research. They include comparative, longitudinal and complex methods. The comparative method of research organization is based on comparison of data of different age samples. Longitudinal study involves a long-term study of the phenomenon of interest. The complex method involves interdisciplinary study of the subject.

*2-nd group – empirical methods.* It is a group of psychological methods, allowing to obtain primary data on the phenomenon under study. Therefore, these methods are known as “methods of primary information collection”. Empirical methods include observation and experiment.

*3-rd group – methods of data processing.* They involve quantitative (statistical) and qualitative analysis of primary data (differentiation of material into groups, comparison, etc.).

*4-th group – interpretation methods.* These are various methods of explaining the revealed as a result of data processing laws and their comparison with previously established facts. There is a genetic method of interpretation (analysis of the material in terms of development with the allocation of individual phases, stages, critical moments, etc.) and structural method (the establishment of a structural relationship between all the characteristics of the individual).

The main methods of obtaining psychological information are observation and experiment.

*Observation* is one of the basic methods of primary information collection, consisting in systematic and purposeful perception and fixation of mental phenomena in certain conditions. The necessary conditions for the use of the method are: a clear plan of observation, recording of the observation results, the construction of a hypothesis explaining the observed phenomena, and testing the hypothesis in subsequent observations.

*Experiment* (from Latin “experimentum” – “sample”, “experience”) is one of the fundamental methods of collecting primary information, characterized by the fact that the researcher systematically manipulates one or more variables (or factors) and records related changes in the manifestation of the phenomenon under study. Laboratory experiment is carried out in special conditions, the actions of the subject are determined by the instructions, the subject knows that the experiment is carried out, although the end of the true meaning of the experiment may not be known.

## **Text 8**

### **Education in Russia**

The education system in Russia is federal and centralized. Today, the Russian education system consists of such structural elements:

1. Preschool education. It allows children to acquire basic knowledge but does not equate to schooling. Children begin to attend kindergartens mainly from one and a half years and are there till six years.

2. Primary school is responsible for the education of children aged from six to ten years.

3. Incomplete secondary education in general education schools, lyceums and gymnasiums have been received for five years. At the end of the nine grades in these schools, young people have the right to obtain a document of general secondary education.

4. Full secondary or vocational education entitles to college, and other vocational training institutions. After completion of education, graduates of the 10-th and 11-th grades of the gymnasium, school or lyceum have the right to receive a document confirming full secondary education, followed by its filing with the university. Similar rights by the education system in Russia are given to any person who graduated from a professional educational institution.

5. Higher education is associated with obtaining a Bachelor's degree, Specialist's or Master's degree. In 1992, after the adoption of the relevant law of the Russian Federation, the reform of domestic higher education began.

Another law of the Russian Federation responsible for higher education in 1996 defined three stages of its acquisition:

- ✓ incomplete higher, for which you need to study for two years;
- ✓ basic higher (Bachelor) with a period of four years;
- ✓ Specialist (training period of five years);
- ✓ Master (training period of six years).

So, let's stop in more detail at each level of higher education. Bachelor is a graduate of the University, who was trained for four years and received fundamental training in general specialization. At the same time, he has the right to hold positions, the requirement for which is the availability of higher education. The system of education in Russia provides for raising the level of Bachelor through additional training (another year) and qualification "Specialist". However, the best option for a Bachelor is to obtain a qualification of "Master" (training for two years with the defense of a Master's thesis).

The system of continuing education in Russia deserves special attention today. On the one hand, this system reflects the objective needs of society. On the other hand, with the help of such a system of training, the basic level of knowledge is constantly updated and special skills are acquired, which are so necessary in the modern economy. We can also say that continuing education is a kind of teaching about the constant improvement of human life and the development of his abilities. The system of education in Russia from the standpoint of the concept of continuity should be "completed" with new steps that would be designed for all periods of human life. The main goal of management in this system of training should be considered as the constant development of creative thinking and human potential. The person himself should be at the center of this system, his desires and, the development of his abilities (so-called student-centered approach).

## **Text 9**

### **Vocational Training Option**

Vocational education in the Russian Federation is an integral part of the continuing education system. In vocational education institutions, in

essence, the human resources potential for socio-economic reforms in Russia, which will determine the future of the country, is being formed.

The changed socio-economic conditions at the present stage of society development have led to progressive innovations in vocational education. One of the features of the modern stage of development of professional education is the training of highly qualified specialists who speak foreign languages, are psychologically ready for professional activity in new conditions, are able to make balanced independent decisions adequate to real situations, to see the prospects and to plan the strategy and tactics of development of modern production and their professional activities.

A characteristic feature of modern educational programs is their appeal to the personality of each individual, focus on the implementation of its educational needs, regardless of age and level of education, thereby contributing to the implementation of the social order imposed by society to the educational system.

Intensive changes in the socio-cultural and economic life of the Russian society require a qualitative transformation of the nature and content of vocational training of students of primary vocational education institutions, students of secondary and higher professional education institutions: deepening mobility and competitiveness in various professional fields, expanding the professional field of this activity, the emergence of the need for qualified specialists, able to adequately respond to the ever-changing priorities in the intellectual labor market.

Vocational education can be considered within the framework of different approaches (pedagogical, psychological, economic, and sociological) as a special type of education, process, system, activity, value, social institute.

The main task of professional educational institutions is the professional formation and development of the individual in accordance with the interests, abilities and socio-economic needs of society. Vocational training is identified as a necessary element of the formation of professional orientation of students in terms of standardization of education.

The main trends that determine the development of vocational education are continuity, integration, regionalization, standardization, democratization and pluralization.

## **Text 10**

### **Business Environment**

The business environment is a set of external forces, factors and institutions that influence the functioning and development of corporations, enterprises, firms in various sectors of the economy.

These include: consumers, competitors, suppliers, government, as well as social, political, technological and legislative factors.

Some of these elements of the business environment have a direct impact on the activities of companies, others indirect. For example, changes in tax legislation directly affect the operation of enterprises (management has no right to choose whether to follow or not the new regulations), and changes in consumer preferences indirectly (top management can adjust its marketing strategy to the new market realities or leave it as it is).

Have a look at several definitions of the concept of “business environment” by foreign management experts.

The business environment of the organization is the set of all elements that are external to the companies of the sectors of the economy and have an influence on it (Bayard O. Wheeler).

The business environment is the climate or a set of economic, political, social and institutional conditions in which the Corporation operates (Arthur M. Weimer).

The business environment is a set of factors that can lead to both opportunities and threats to the firm (Barry M. Richman, Melvyn Copen).

*The characteristics of the business environment:*

- ✓ Business environment differs from place to place, region, country.
- ✓ Changes in the business environment are unpredictable. Predicting future events in the economic and social environment is extremely difficult due to the large number of variables.
- ✓ The business environment is dynamic in nature. This means that it is constantly changing.

*Importance of business environment for companies:*

There is close and continuous interaction between companies and the business environment. It helps to strengthen market positions, effectively use resources. Monitoring, analysis and understanding of the business environment is important for the following reasons:

1. Strengths and weaknesses. The business environment allows to define individual strengths and weaknesses of the company in the context

of technological and other changes. For example, a company may have a high-quality product and low cost, but a low level of marketing personnel.

2. Threats and opportunities. In the process of interaction between corporations and the business environment, potential opportunities and threats are identified. This makes it possible to develop a set of effective measures. For example, the arrival on the market of a foreign competitor can be a threat to the company, and it will be forced to look for ways to effectively compete.

3. Direction of growth. Interaction with the business environment allows management to determine the general course of the company development.

4. Branding. The business environment allows the company management to analyze its image and reputation, as well as to build effective public relations.

5. Competitive analysis. Nothing stimulates the brain activity of corporate management as much as the actions of competitors. They force to move forward, to develop more sophisticated and ingenious strategies to bypass the rivals in a market race.

## **Text 11**

### **Business Etiquette and Ethics in Different Countries**

Globalization has led to an increase in business relations with foreigners. A good specialist should always take into account local traditions, and most importantly taboos during business trips abroad. Sometimes the reluctance to see differences in cultural characteristics can have fatal consequences. We tried to give examples of differences in business etiquette in some countries.

#### *China*

It is not customary in China to negotiate having meals. Give your partners a small souvenir at the meeting and you will immediately be taken for a decent person. In order to establish contact with Chinese colleagues, be sure to exchange business cards, but this must be done at the beginning of the meeting. Only friends can call a person in China by name, so try to call your name and position when you introduce yourself. If you hand over a business card, be sure to make sure it is written in simplified Chinese.

#### *Japan*

Japan can rightly be considered to be the country most demanding business etiquette. Japanese will always strive to speak their native lan-

guage. If you want produce a good impression, make sure you give them your business card with two hands during an initial meeting: this rule is relevant for all items passed from hand to hand in Japan. Do not be afraid if your Japanese partner suddenly closes his eyes during the negotiations – this means that he is trying to listen even more carefully. In Japan, it is customary to save paper: you can make a good impression on the Japanese partners using FineScanner – an application that will make a photo document scanner quality in PDF or JPG, and then be able to recognize the text from it, thereby eliminating the need to spend a new sheet for printing and carrying extra paper. Don't forget to put on watches for the meeting: in Japan the lack of watches is conspicuous. Unlike the Chinese, the Japanese negotiate in restaurants. It's not customary to tip here.

#### *Arab countries*

If you want to succeed in the Arab countries, the key to success will be your desire to show yourself as a restrained person loyal to the traditions.

During the negotiations you will be treated to tea, brewed in a teapot, pouring it over and over again. If one cup is enough for you, just turn it over. During negotiations it is considered appropriate to ask you about your health and family health. Keep your answers brief, don't ask questions. As in China, business cards in Arab countries are usually printed in English on the one hand, and in the local language on the other. Following the traditions in Muslim countries is easily combined with the use of high technologies. Do not underestimate their culture, because the Middle East is the birthplace of the exact sciences: algebra and geometry. Arabs will be very interested in you scanning a business card with Business Card Reader right in front of their eyes.

#### *The USA*

Often we think that we know almost everything about Western countries, but still it is worth remembering the specifics of doing business with potential partners in the United States. Before the trip, be sure to explore the state to which you are going, as each of them has its own traditions. There is no official language in America there are companies in which the official language can be Spanish, so you should always be fully prepared, for example, using TextGrabber – it instantly recognizes printed text in 60 languages and will translate it into your native language or other 70 languages. At the talks, you should behave very confidently and accurately tell about your company, and why you should cooperate with your partners. Americans, as a rule, stop the negotiations, which they consider un-



productive. As a rule, Americans want cooperation to be as transparent as possible. The time you save by using a creative approach to work is very much appreciated in the USA: quickly scan all the documents with FineScanner on your smartphone and then offer to send them by mail.

## **Text 12**

### **Presentation of the Bachelor Paper**

Dear Chairman of the State Attestation Board! Dear members of the State Attestation Board!

Allow me to present to your attention the Bachelor paper “-----  
-----“

This problem is of great importance today because (of)-----  
-----

The object of my research is-----

The subject of my research is-----

The tasks of the Bachelor paper writing are as follows:-----  
-----

- to study the theoretical material on the problem;
- to analyze the company financial condition;
- to-----
- to-----

In my research I have used such methods as: SWOT-analysis, PESTLE-analysis, and ...

First of all I would like to say a few words about the educational institution. It is located in Krasnoyarsk, its address is-----.

The educational institution has been working on the Krasnoyarsk market for----- years since----- . Today it trains -----

Now I would like to say a few words about the financial condition of the institution.

At present it is stable (unstable, crises). We can say that on the basis of the following data:

Now about the competitors of the educational institution. The main competitor of the institution is-----

On the basis of the conducted analysis we can draw the following conclusions:

We are offering the following actions to improve the situation:

My report is over. Thank you for your attention. I am ready to answer all your questions.

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# **АНГЛИЙСКИЙ ДЛЯ ПРОФЕССИОНАЛЬНЫХ ЦЕЛЕЙ**

*Методические указания для самостоятельной работы студентов*

**Шмелёва Жанна Николаевна**

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