

Программа вступительных испытаний (иностранный язык).

1) Устное реферирование текста по специальности объемом 2500-3000 печатных знаков (со словарём). Время подготовки – 40 минут. Текст предоставляется экзаменатором.

Под устным реферированием текста понимается умение: 1) охарактеризовать прочитанный текст с точки зрения его тематики; 2) выделить главную мысль, выразить ее в четкой и сжатой форме; 3) кратко изложить содержание текста, опуская детали; 4) высказать свое отношение к прочитанному. (Г. А. Широкова. Приемы обучения аспирантов устному реферированию научно-популярных текстов на английском языке. https://iling-ran.ru/library/sborniki/for_lang/2019_11/15.pdf)

Образец текста к 1 вопросу.

On 28 June 1914 the assassination in Sarajevo of Franz Ferdinand, heir to the Austro-Hungarian throne, by a Bosnian Serb set light to the tinder box that was the Balkans. Fearful of the danger it faced from Slav nationalism, Austria saw the assassination as the moment to crush Serbian pretensions once and for all. With its relative position in decline, it calculated that so long as it could rely on Germany, the risk of a general war was worth taking. For their part the Germans reckoned that not to support Austria would be to allow Russia time to continue its military build-up and to thwart their aspiration to expand into Eastern Europe. When Russia threatened to mobilize against Austria, Germany warned that it would deem this sufficient grounds for war. On 26 July the tsar ordered military districts in European Russia to move onto a partial war footing, and this accelerated two days later when Austria-Hungary declared war on Serbia. Russia's mobilization prompted Germany to declare war on 1 August. Fearing encirclement, and with a war plan that envisaged taking out France before turning on Russia, the German government sent an ultimatum to Belgium on the same day, demanding passage through the country in order to attack France, Russia's great ally. Hanging back, in spite of a secret commitment to France, Britain declared war on 4 August, as German troops crossed into Belgium, violating its neutrality. All the belligerents claimed to be acting defensively. In reality all were bent on exploiting the war to further imperial ends. Following the entry of the Ottoman empire into the war, Russia committed to securing the Bosphorus as the fruit of victory, and in 1915 the Kadets and Octobrists in the duma added to this claims on Austrian-ruled Galicia and a chunk of Anatolia.

These manoeuvres proved to be the prelude to warfare on a scale never seen before, in which the capacity of states to mass-mobilize material and human resources was as critical as success on the battlefield. The war unleashed extermination too on a hitherto unprecedented scale, legitimizing mass slaughter, and destroying nineteenth-century confidence in progress and

civilization. Between 8 and 10 million soldiers died out of a total of roughly 65 million combatants, 21 million were wounded, and between 5 and 6 million civilians lost their lives.⁶⁴ Russia bore an enormous share of the military burden. By the end of the war her armed forces were 8.5 times larger than before the war (Germany's had grown ninefold, Austria-Hungary's eightfold, and France's fivefold). By June 1917, 288 out of 531 Allied divisions were Russian. Despite the barricades in the streets of St Petersburg the declaration of war brought working-class insurgency to a shuddering halt, unleashing a surge of patriotism across Russian society. On 20 July a vast crowd gathered along the banks of the Neva River in St Petersburg to await the arrival by yacht of Nicholas, Alexandra, and their daughters (the tsarevich was ill).

(S. A. Smith *Russia in Revolution*. Oxford University press, 2017. P. 80-81)

2) Просмотровое чтение текста по специальности без словаря и его краткий пересказ на иностранном языке или устный перевод. Объем текста 1000 — 1200 печатных знаков. Время на подготовку 5 минут.

Образец вопроса №2.

JOSEPH LANCASTER, a man of modest background and education, was responsible for transforming education for the poor in the early 19th century. <...> Today he is largely forgotten; historian Roy Porter attributed this to an ingrained Anglo-Saxon distrust of educational theorisings. But at the time, his nonconformist views brought him into conflict with the Church of England, which did its best to erase his significance. His 1803 book *Improvements in Education* was treated as a dangerously subversive tract by those who feared teaching the poor would lead to a French-style revolution and also by Anglican moralisers and reformers <...>

Aged 20, he started teaching the working-class children of Southwark in a room in his father's house. His dedication and charisma brought him more pupils than he could teach. He could not afford a teaching assistant and so developed the monitorial method, teaching trusted student 'monitors' to deliver simple, well-defined lessons. His economical methods included using sand for them to form their ABCs and standing around the enlarged pages of a single book to practise reading. (History Today. 2015 №2. P.5)

3) Монологическое высказывание о своем научном исследовании (10 — 15 предложений). Беседа с экзаменатором по темам, связанным с учебной и предполагаемой научной деятельностью поступающего в аспирантуру.

Литература

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