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ФИО: Абдрахманов Данияр Мавляирович
Должность: ректор ГБОУ ВО «БашГУ»
Дата подписания: 09.06.2025 10:51:37
Уникальный программный ключ:
6caf317d71a2c7d2f749ed2578795b666901352dd

Государственное бюджетное образовательное учреждение
высшего образования

«Башкирская академия государственной службы и управления
при Главе Республики Башкортостан»

Кафедра политологии, социологии и философии

РАБОЧАЯ ПРОГРАММА

ДИСЦИПЛИНЫ

Б1.О.05 Иностранный язык

Уровень высшего образования

БАКАЛАВРИАТ

Направление подготовки
37.03.01 Психология

Направленность(профиль)
Организационная психология

Форма обучения
Очно-заочная

Уфа 2021

Рабочая программа дисциплины Б1.О.23 «Иностранный язык» /сост.
канд. филол. наук В. Р. Габдуллина - Уфа: ГБОУ ВО «БАГСУ», 2021 год

Рабочая программа предназначена для обучающихся очно-заочной
формы обучения по направлению подготовки 37.03.01 Психология

РЕКОМЕНДОВАНА заседанием кафедры политологии, социологии и
философии
протокол № 8 от 22 июня 2021 г.

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1 Цели и задачи освоения дисциплины

1 Цели и задачи освоения дисциплины

Целью дисциплины является:

формирование навыков устной и письменной речи на английском языке студентов факультета государственного и муниципального управления и экономики по подготовке бакалавров.

Задачи изучения дисциплины «Иностранный язык» состоят в следующем:

- 1) систематизация и расширение знаний по основным разделам грамматики, необходимым для понимания текстов по специальности;
- 2) развитие умений сознательно применять пройденный грамматический и лексический материалы в устной речи;
- 3) знание наиболее употребительной (базовой) грамматики и основных грамматических явлений, характерных для профессиональной речи;
- 4) владение лексическим минимумом в объеме 4000 учебных лексических единиц общего и терминологического характера;
- 5) владение навыками диалогической и монологической речи с использованием наиболее употребительных и относительно простых лексико-грамматических средств в основных коммуникативных ситуациях неофициального и официального общения;
- 6) понимание диалогической и монологической речи в сфере бытовой и профессиональной коммуникации;
- 7) ведение беседы на бытовые и профессиональные темы.

2 Требования к результатам обучения по дисциплине

Процесс изучения дисциплины направлен на формирование следующих результатов обучения:

Код компетенции	Содержание компетенции (или её части)	Индикаторы компетенций	Планируемые результаты обучения по дисциплине, характеризующие этапы формирования компетенций
УК-4	Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	ИУК-4.1. Осуществляет устную и письменную коммуникацию на иностранном языке. ИУК-4.2. Осуществляет устную и письменную коммуникацию на иностранном языке в сфере юриспруденции. ИУК-4.3. Осуществляет устную и письменную коммуникацию на русском языке в соответствии с правилами построения речевых фраз.	<u>Знать:</u> Низкий уровень освоения: Знать базовые правила грамматики; базовую лексику; Средний уровень освоения: Знать правила грамматики и особенности их употребления; знать нормы лексики и фонетики и функциональный словарный запас Высокий уровень освоения: Знать основные способы работы над языковым и речевым материалом; знать нюансы правил грамматики лексики и фонетики во всей полноте. <u>Уметь:</u> Низкий уровень освоения: Уметь высказываться по содержанию прочитанного или прослушанного текста с использованием ключевых слов; Средний уровень освоения: Уметь высказываться по содержанию текста, отвечая на вопросы преподавателя; докладывать о каком-либо событии или факте; рассказывать о себе и своей компании; Высокий уровень освоения: Уметь представлять в ролях различные бытовые и производственные ситуации; использовать новые лексико-грамматические единицы в ситуациях общения; составить текст выступления на основе прочитанного материала; пользоваться методами и приемами развития коммуникативных умений в четырех основных видах речевой деятельности. <u>Владеть:</u> Низкий уровень освоения: Владеть основными понятиями и положениями коммуникативистики. Средний уровень освоения: Владеть восприятия и понимания устной речи как самостоятельного вида речевой

			деятельности. Высокий уровень освоения: Н Владеть нвыками понимания устной речи; свободно понимать иностранную речь и уметь реагировать при аудировании.
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3 Структура и содержание дисциплины

3.1 Структура дисциплины

Очная форма обучения

Общая трудоемкость дисциплины составляет 8 зачетных единиц (288 академических часа).

Вид работы	Трудоемкость, академических часов		
	1 семестр	2 семестр	всего
Общая трудоёмкость	126	162	288
Контактная работа:	20	60	80
Практические занятия (ПЗ)	20	60	80
Промежуточная аттестация (экзамен)		36	36
Самостоятельная работа:	52	120	172
- Составление диалога в парах;	10	20	30
- Выполнение заданий, грамматических упражнений и тестов из учебно-методического комплекса;	10	20	30
- Заполнение бланков, написание деловых писем;	10	20	30
- Самоподготовка (проработка и повторение лекционного материала и материала учебников и учебных пособий);	10	20	30
- Подготовка к практическим занятиям;	12	40	52
- Подготовка к экзамену			
Вид итогового контроля	зачет	экзамен	

Разделы дисциплины, изучаемые в 1 семестре

№ раздела	Наименование разделов	Количество часов			
		всего	аудиторная работа		внеауд. работа
			Л	ПЗ	
1	Фонетика	8	-	4	4
2	Лексика и фразеология	16	-	4	12
3	Грамматика	16	-	4	12
4	Аспект «Общий язык»	16	-	4	12
5	Аспект «Язык для специальных целей»	16	-	4	12
Итого		72	-	20	52

Разделы дисциплины, изучаемые в 2 семестре

№ раздела	Наименование разделов	Количество часов			
		всего	аудиторная работа		внеауд. работа
			Л	ПЗ	
1	Фонетика	36	-	12	24
2	Лексика и фразеология	36	-	12	24
3	Грамматика	36	-	12	24
4	Аспект «Общий язык»	36	-	12	24
5	Аспект «Язык для специальных целей»	36	-	12	24
Итого		180	-	60	120

3.2 Содержание разделов дисциплины

1. Фонетика

Лексический материал. Нормативное произношение. Словесное ударение (одноударные, двуударные слова). Ударение в нестойких сложных словах и атрибутивных словосочетаниях. Ритм (ударные и неударные слова в потоке речи). Интонация стилистически нейтральной речи. Сравнение ее с интонацией стилистически маркированной.

Самостоятельная работа: Освоение новой лексики. Выполнение грамматических упражнений, прикрепленных в СДО.

2. Лексика и фразеология

Закрепление наиболее употребительной лексики, относящейся к общему языку и отражающей

широкую и узкую специализацию. Расширение словарного запаса за счет лексических единиц, составляющих основу регистра научной речи. Знакомство с отраслевыми словарями и справочниками. Устойчивые словосочетания, наиболее часто встречающиеся в профессиональной речи. Сочетаемость слов: свободные словосочетания, морфо-синтаксически и лексико-фразеологически связанные словосочетания (коллигация и коллокация), идиоматические выражения. Сравнение

«неидиоматической» (свободной) сочетаемости слов и идиоматических способов выражения мысли.

Самостоятельная работа: Освоение новой лексики. Выполнение грамматических упражнений, прикрепленных в СДО.

3. Грамматика Повторение системы времен английского глагола Present, Past, Future (Simple, Continuous, Perfect, Perfect Continuous). Пассивный залог. Модальные глаголы. Неличные формы глагола. Порядок слов в предложении. Отрицание. Вопросы. Придаточные предложения времени и условия. Прямая и косвенная речь. Согласование времен. Выполнение упражнений и тестов по

грамматике и пройденной лексике в СДО. Обзор грамматического материала и проверка ранее выполненных и прикрепленных в СДО заданий по грамматике английского языка: Present Simple, Continuous, Perfect, Perfect Continuous; Past Simple, Continuous, Perfect, Perfect Continuous; Future Simple, Continuous, Perfect, Perfect Continuous/

Самостоятельная работа: самостоятельное изучение и выполнение лексико-грамматических упражнений в СДО

4. Аспект «Общий язык»

Дальнейшее развитие навыков восприятия на слух разговорно-бытовой речи. Дальнейшее развитие навыков диалогической и монологической речи на бытовые и общепознавательные темы. Развитие навыков неофициального письма.

Самостоятельная работа: Выполнение упражнения по контролю на понимание текста, чтение текста, освоение новой лексики. Выполнение грамматических упражнений.

5. Аспект «Язык для специальных целей»

Развитие навыков восприятия на слух научной речи. Развитие основных навыков устной публичной речи (на материале по специальности). Развитие навыков чтения литературы по специальности с целью извлечения профессиональной информации. Знакомство с периодическими изданиями по специальности на данном иностранном языке (международными, национальными, отраслевыми и реферативными). Знакомство с отраслевыми словарями и справочниками на данном иностранном языке.

Овладение лексикой и фразеологией, отражающей основные направления широкой специальности и узкую специализацию. Развитие основных навыков письма для подготовки публикаций, тезисов и ведения переписки. Знакомство с функционально-стилистической неоднородностью научной речи. Развитие навыков реферирования, аннотирования и перевода.

Самостоятельная работа: Выполнение упражнения по контролю на понимание текста, чтение текста, освоение новой лексики. Выполнение грамматических упражнений.

4 Учебно-методическое обеспечение дисциплины

4.1 Основная литература

1. Голицынский Ю.Б. Грамматика: Сборник упражнений. – 7-е изд., испр. и доп. – СПб.: КАРО, 2011. – 576 с.
- 2) Электронный словарь Мультитран. [Электронный ресурс]: – Мультитран. URL : <https://www.multitrans.ru/> (дата обращения: 22.09.2020)

- 3) Future-in-the-past. Sequence of tenses. URL: <https://langformula.ru/english-grammar/future-in-the-past/#6> (дата обращения 15.09.2020)
- 4) Herriot, P and Pemberton, C. 'Facilitating New Deals' Human Resource Management Journal, 1997, Vol 7, 45-56.
- 5) Higgs M. 'How can we make sense of leadership in the 21st century?' Leadership and Organisational Development Journal, 2003, Vol. 24 Issue 5.
- 6) Lilia Raitskaya, Stuart Cochrane. Macmillan. Guide to Economics. Student's Book. Macmillan Publishers Limited, 2007.
- 7) Lilia Raitskaya, Stuart Cochrane. Macmillan. Guide to Economics. Teacher's Book. Macmillan Publishers Limited, 2007.
- 8) Oxford Learner's Dictionaries [Электронный ресурс] <https://www.oxfordlearnersdictionaries.com> (дата обращения: 10.11.2020).
- 9) Raymond Murphy. Essential Grammar in Use. A self-study reference and practice book for elementary students of English. – Cambridge University Press, 2001. – 300 p.
- 10) Wolfe Helen. Business Models and change: the effect on employees and their psychological contracts Institute for Employment Studies, 2017. URL: http://explore.bl.uk/primo_library/libweb/action/search.do?menuitem=0&fromTop=true&fromPreferences=false&fromEshelf=false&vid=BLVU1# (дата обращения: 14.04.2021).
- 11) Статьи по теме «State and Municipal Administration». <https://may.alleng.org/engl-top/290.htm>

4.2 Дополнительная литература

1. Simon Clarke. Macmillan English Grammar In Use. Macmillan Education, 2008

4.3 Периодические издания

1. Public Administration Issues. <https://vgmu.hse.ru/en/>

4.4 Интернет-ресурсы

1. <http://www.quizlet.com>
2. <http://www.business-english.com/>
3. <http://www.better-english.com/exerciselist.html>
4. <https://business-ethics.com/>

4.5 Методические указания к практическим занятиям

Программа ориентирована на достижение следующих целей:

- дальнейшее развитие иноязычной коммуникативной компетенции (речевой, языковой, социокультурной, компенсаторной, учебно-познавательной):
- речевая компетенция – совершенствование коммуникативных умений в четырех основных видах речевой деятельности (говорении, аудировании, чтении и письме); умений планировать свое речевое и неречевое поведение;
- языковая компетенция – овладение новыми языковыми средствами в соответствии с отобранными темами и сферами общения: увеличение объема используемых лексических единиц; развитие навыков оперирования

языковыми единицами в коммуникативных целях;

- социокультурная компетенция – увеличение объема знаний о социокультурной специфике страны/стран изучаемого языка, совершенствование умений строить свое речевое и неречевое поведение адекватно этой специфике, формирование умений выделять общее и специфическое в культуре родной страны и страны изучаемого языка;
- компенсаторная компетенция – дальнейшее развитие умений объясняться в условиях дефицита языковых средств при получении и передаче иноязычной информации;
- учебно-познавательная компетенция – развитие общих и специальных учебных умений, позволяющих совершенствовать учебную деятельность по овладению иностранным языком, удовлетворять с его помощью познавательные интересы в других областях знания;
- развитие и воспитание способности и готовности к самостоятельному и непрерывному изучению иностранного языка, дальнейшему самообразованию с его помощью, использованию иностранного языка в других областях знаний; способности к самооценке через наблюдение за собственной речью на родном и иностранном языках; личностному самоопределению в отношении будущей профессии; социальной адаптации; формирование качеств гражданина и патриота.

В результате изучения дисциплины обучающийся должен знать/понимать:

- значения новых лексических единиц, связанных с тематикой данного этапа и с соответствующими ситуациями общения;
- языковой материал: идиоматические выражения, оценочную лексику, единицы речевого этикета, и обслуживающие ситуации общения в рамках изучаемых тем;
- новые значения изученных глагольных форм (видовременных, неличных), средства и способы выражения модальности; условия, предположения, причины, следствия, побуждения к действию;
- лингвострановедческую, страноведческую и социокультурную информацию, расширенную за счет новой тематики и проблематики речевого общения;
- тексты, построенные на языковом материале повседневного и профессионального общения, в том числе инструкции и нормативные документы по профессиям НПО и специальностям СПО;

В результате изучения дисциплины обучающийся должен уметь:

Говорение:

- вести диалог (диалог–расспрос, диалог–обмен мнениями/суждениями, диалог–побуждение к действию, этикетный диалог и их комбинации) в ситуациях официального и неофициального общения в бытовой, социокультурной и учебно-трудовой сферах, используя аргументацию, эмоционально-оценочные средства;
- рассказывать, рассуждать в связи с изученной тематикой, проблематикой прочитанных/прослушанных текстов; описывать события, излагать факты,

делать сообщения;

– создавать словесный социокультурный портрет своей страны и страны/стран изучаемого языка на основе разнообразной страноведческой и культуроведческой информации;

Аудирование:

– понимать относительно полно (общий смысл) высказывания на изучаемом иностранном языке в различных ситуациях общения;

– понимать основное содержание аутентичных аудио- или видеотекстов познавательного характера на темы, предлагаемые в рамках курса, выборочно извлекать из них необходимую информацию;

– оценивать важность/новизну информации, определять свое отношение к ней:

Чтение:

– читать аутентичные тексты разных стилей (публицистические, художественные, научно-популярные и технические), используя основные виды чтения (ознакомительное, изучающее, просмотровое/поисковое) в зависимости от коммуникативной задачи;

Письменная речь:

– описывать явления, события, излагать факты в письме личного и делового характера;

– заполнять различные виды анкет, сообщать сведения о себе в форме, принятой в стране/странах изучаемого языка;

-использовать приобретенные знания и умения в практической и профессиональной деятельности, повседневной жизни.

4.6 Методические указания к самостоятельной работе

Самостоятельная работа студентов по курсу дисциплины «Иностранный язык» включает изучение рекомендованной литературы, прослушивание/просмотр аудио- и видеоматериалов, перевод специальных текстов.

Самостоятельная работа студентов в курсе обучения иностранным языкам проявляется в формах:

- а) самостоятельная работа во внеаудиторное время (отработка разнообразных языковых явлений, тренировка произносительных навыков, выполнение домашних заданий, работа со словарем, работа с текстом, работа с аудио- и видеоматериалами и т.д.);
- б) выполнение творческих заданий, например написание рефератов и эссе на заданную тему, подготовка к выступлениям при проведении круглых столов, конференций и т. д.;
- с) самостоятельная работа под руководством преподавателя. Все выделенные в уроке слова и словосочетания предназначены для активного усвоения студентом и должны быть внесены в словарь.

Самостоятельная работа с текстом и новой лексикой требует от студента знания фонетических знаков (фонетической транскрипции), что также понадобится при ведении словаря. Помимо описанной выше методики работы с

лексикой, перевода и обсуждения текстов студенту предстоит освоить такие методы работы с научным текстом, как аннотирование и реферирование. Под рефератом понимается текст, построенный на основе смысловой компрессии текста оригинала и передающий его главное содержание. Причем реферирование может быть выполнено как на языке оригинала, так и на языке перевода. В отличие от реферата аннотация представляет собой краткое изложение главного содержания текста оригинала и передает в нескольких предложениях (4-6 предложений) представление о тематике данного текста.

Программой предусматривается выполнения следующих видов заданий:

- текущая работа с учебным материалом;
- поиск (подбор) и обзор литературы и электронных источников информации по индивидуально заданной проблеме курса;
- изучение материала, вынесенного на самостоятельную проработку;
- домашнее задание или домашняя контрольная работа, предусматривающие выполнение упражнений и т. п. и выдаваемые либо на каждом практическом занятии, либо одновременно ко всем практическим занятиям по теме или разделу дисциплины;
- регулярная подготовка к практическим занятиям;
- практикум по учебной дисциплине с использованием технических средств обучения;
- подготовка к контрольной работе;
- подготовка к зачету/экзамену;
- участие в научных конференциях и семинарах.

Форма и время отчетности выполнения самостоятельной работы – участие в практических занятиях, написание контрольной работы по расписанию, сдача выполненного задания на проверку преподавателю или проверка задания преподавателем в ходе занятия, участие в научных студенческих конференциях и т. д.

Виды самостоятельной внеаудиторной работы включают самостоятельное изучение разделов курса, повторение материала учебников и пособий, подготовка к практическим занятиям, выполнение домашних заданий, перевод учебных текстов, прослушивание аудиозаписей, работа с новыми словами и т.п.

Отработка произносительных навыков и навыков восприятия иностранной речи (аудирование). Приобретение и поддержание на должном уровне произносительных навыков требует значительных усилий со стороны студентов. Наиболее эффективным способом отработки произношения являются работа с аудиозаписями (дома или на кафедре во внеаудиторное время), а также ежедневная тренировка в чтении учебных текстов, разучивание диалогов, скороговорок и т.д. Работа с новым лексическим материалом и словарь студента. Все выделенные в уроке слова и словосочетания предназначены для активного усвоения студентом и должны быть внесены в словарь. Не рекомендуется учить отдельные слова списком. Гораздо более эффективно заучивать целые предложения, в которых встречается новая лексика

Работа с учебным текстом

Работу с учебным текстом рекомендуется строить по следующей схеме:

1. ознакомиться с комментариями и примечаниями;
2. выписать в словарь новые слова и словосочетания;
3. выполнить предтекстовые упражнения;
4. прочитать и перевести текст;
5. ответить на вопросы, следующие за текстом;
6. несколько раз прочитать текст вслух;
7. составить план текста, предварительно выделив ключевые слова;
8. подготовить пересказ содержания прочитанного.

Работа с грамматическим материалом

Перед тем как приступить к выполнению грамматических упражнений следует повторить соответствующий раздел грамматики по грамматическим справочникам и/или пособиям кафедры. После этого необходимо выполнить тренировочные упражнения и, при необходимости, провести работу над ошибками, а также сделать дополнительные грамматические упражнения для закрепления грамматических навыков.

Работа с тематическими материалами

Основная цель тематических материалов – в концентрированном виде ввести значительное количество лексического материала, необходимого для развития речевых умений по предусмотренным Программой темам. Новый лексический материал, встречающийся в темах, также заносится в словарь студента. Для удобства работы в словаре студента рекомендуется выделить специальные «тематические» разделы. Студентам рекомендуется не ограничивать работу над темой чтением аудиторных тематических текстов, а самостоятельно изучать материалы на английском языке на смежные темы, подготавливать собственные комментарии, опираясь на имеющиеся знания в данной области. Данный вид работы подготавливает студентов к проведению круглых столов, диспутов, дискуссий на изучаемую тему. Во время подготовки к экзамену или зачету студентам рекомендуется предварительно самостоятельно отработать интонационные и стилистические приемы воздействующей на слушателя речи.

4.7 Программное обеспечение, профессиональные базы данных и информационные справочные системы современных информационных технологий

Приложение: Microsoft Office 2010 Standart

(договор поставки программного обеспечения № 178-ПО/2010 от 30.11.2010 г. (ООО "Абсолют-Информ"). Кол-во лицензий: 55 шт.)

Учебные программы:

- Microsoft Project Standart 2007 (договор поставки программного обеспечения № 028 – ПО/2009 от 10.12.2009 г (ООО "Аир-Информ"). Кол-во лицензий: 12 шт.)
 - Диалог Nibelung (лицензионный договор № 0804/34 от 08.04.2015г. (ООО "Абсолют-Информ"). Кол-во лицензий: 11 шт.)
 - СПС "Консультант Плюс" (соглашение об информационной поддержке от 09.06.2016 г. (ООО Компания права "Респект", РИЦ 33). Кол-во лицензий: сетевая версия (неограниченно))
 - СДО "Прометей" (лицензия на право использования ПО по договору поставки программного обеспечения № 1/БАГСУ/02/07 от 14.03.2007 г. (ООО "Виртуальные технологии в образовании"). Кол-во лицензий: сетевая версия (неограниченно)).
- Аудитория 403ц.
- Приложение: Microsoft Office 2010 Standart (договор поставки программного обеспечения № 101-ПО/2010 от 27.05.2010 г. (ООО "Абсолют-Информ"). Кол-во лицензий: 46 шт.)
- СПС "Консультант Плюс" (соглашение об информационной поддержке от 09.06.2016 г. (ООО Компания права "Респект", РИЦ 33. Кол-во лицензий: сетевая версия (неограниченно)).

5. Материально-техническое обеспечение дисциплины

Лекционные и практические занятия будут проходить в специализированной аудитории, которая оборудована необходимым информационным обеспечением.

Аудитория 304.

Персональный компьютер – 13 шт. свыходом в Интернет

Принтер HP Color LJ Pro 200 M25 frw (CF147A) A4 цветной лазерный - 1 шт.

Проектор Beng MW526 DLP 3200Lm WXGA – шт.1

Экран на штативе 180x180см DinonTripod - 1 шт.

29 посадочных мест.

Доска маркерно - магнитная -1 шт.

Доска классная -1 шт.

Аудитория 403ц.

Ноутбук Acer Aspire A315-21-64EZ – 1шт.

Проектор EPSON EB-530 (2) – 1шт.

Доска магнитно-маркерная – 1шт.

Доска - флипчартмаркерно-магнитная – 1 шт.

15 посадочных мест

Государственное бюджетное образовательное учреждение
высшего образования
**«Башкирская академия государственной службы и управления при Главе
Республики Башкортостан»**

Кафедра политологии, социологии и философии

Фонд оценочных средств
по дисциплине «Иностранный язык»

Уровень высшего образования
БАКАЛАВРИАТ

Направление подготовки
37.03.01 Психология

Форма обучения
Очно-заочная

Уфа 2021

Фонд оценочных средств предназначен для контроля знаний обучающихся по направлению подготовки 37.03.01 Психология по дисциплине «Иностранный язык»

Составитель: В.Р. Габдуллина

Фонд оценочных средств обсужден на заседании кафедры политологии, социологии и философии

Фонд оценочных средств является приложением к рабочей программе по дисциплине «Иностранный язык»

Паспорт фонда оценочных средств по дисциплине «Иностранный язык»

1. Основные сведения о дисциплине «Иностранный язык»

Очная форма обучения

Общая трудоемкость дисциплины составляет 8 зачетных единиц (288 академических часа).

Вид работы	Трудоемкость, академических часов		
	1 семестр	2 семестр	всего
Общая трудоёмкость	126	162	288
Контактная работа:	20	60	80
Практические занятия (ПЗ)	20	60	80
Промежуточная аттестация (экзамен)		36	36
Самостоятельная работа:	52	120	172
- Составление диалога в парах;	10	20	30
- Выполнение заданий, грамматических упражнений и тестов из учебно-методического комплекса;	10	20	30
- Заполнение бланков, написание деловых писем;	10	20	30
- Самоподготовка (проработка и повторение лекционного материала и материала учебников и учебных пособий);	10	20	30
- Подготовка к практическим занятиям;	12	40	52
- Подготовка к экзамену			
Вид итогового контроля	зачет	экзамен	

2 Требования к результатам обучения по дисциплине «Иностранный язык», формы их контроля и виды оценочных средств

Процесс изучения дисциплины направлен на формирование следующих результатов обучения:

Формируемые компетенции	Планируемые результаты обучения по дисциплине, характеризующие этапы формирования компетенций	Типы контроля
УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и	Знать: Низкий уровень освоения: Знать базовые правила грамматики; базовую лексику; Средний уровень освоения: Знать правила грамматики и особенности их употребления; знать нормы лексики и фонетики и функциональный словарный запас Высокий уровень освоения: Знать основные способы работы над языковым и речевым материалом; знать нюансы правил грамматики лексики и фонетики во всей полноте.	Устное индивидуальное собеседование – опрос, входное тестирование общего владения иностранным языком, промежуточное тестирование полученных знаний, заключительное тестирование для зачета.

	Уметь: Уметь: Низкий уровень освоения: Уметь высказываться по содержанию прочитанного или прослушанного текста с использованием ключевых слов; Средний уровень освоения: Уметь высказываться по содержанию текста, отвечая Высокий уровень освоения: Уметь представлять в ролях различные бытовые и производственные ситуации; использовать новые лексико-грамматические единицы в ситуациях общения; составить текст выступления на основе прочитанного материала; пользоваться методами и приемами развития коммуникативных умений в четырех основных видах речевой деятельности.	Устное индивидуальное собеседование – опрос, входное тестирование общего владения иностранным языком, промежуточное тестирование полученных знаний, заключительное тестирование для зачета.
	Владеть: Низкий уровень освоения: Владеть основными Средний уровень освоения: Владеть восприятия и понимания устной речи как самостоятельного вида речевой деятельности. Высокий уровень освоения: Владеть навыками понимания устной речи; свободно понимать иностранную речь и уметь реагировать при аудировании.	Выполнение индивидуального творческого задания. Решение практических задач.

3 Организация и учебно-методическое обеспечение самостоятельной работы обучающихся

Самостоятельная работа обучающихся (СРО) направлена на закрепление и углубление освоенного учебного материала, развитие практических умений и навыков.

Виды СРО:

Самостоятельная работа студентов по курсу дисциплины «Иностранный язык» включает изучение рекомендованной литературы, прослушивание/просмотр аудио- и видеоматериалов, перевод специальных текстов.

4 Оценочные средства для проверки освоения изученных компетенций

(УК-4) Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

БЛОК 1

Тестовые задания.

Тип задания: выбор одного правильного варианта из предложенных вариантов ответов

Уровень базовый

Время 1-3 минуты

Выберите правильный вариант ответа

1. Even after 30 years of marriage he ... his wife.

- 1.1 Adores
- 1.2 Loves
- 1.3 Celebrates
- 1.4 Desire

Ключ: 1.2

2. The birth rate is very low now ... the number of schools is not enough.

- 2.1 However
- 2.2 Nevertheless
- 2.3 Though
- 2.4 Asthough

Ключ: 2.2

3. His aunt's ... on him was enormous. He always does what she says.

- 3.1 Affect
- 3.2 Effect
- 3.3 Include
- 3.4 Influence

Ключ: 3.4

4. Why does she like wearing all those ... and ridiculous clothes?

- 4.1 Ancient
- 4.2 Old-fashioned
- 4.3 Elderly
- 4.4 Old

Ключ: 4.2

5. In the end he ... his mind to leave all his money to charity.

- 5.1 Changed
- 5.2 Alternated
- 5.3 Madeup
- 5.4 Removed

Ключ: 5.1

6. The dictionary includes about 20,000 ... and 10,000 word combinations.

- 6.1 Titles
- 6.2 Entries
- 6.3 Headwords
- 6.4 Heads

Ключ: 6.2

7. She has always liked to ... and make herself a victim of the circumstances.

- 7.1 Amuse

- 7.2 Entertain
- 7.3 Amaze
- 7.4 Exaggerate

Ключ: 7.2

8. Such happy ending is ... possible in a situation like this.

- 8.1 Likely
- 8.2 Probable
- 8.3 Hardly
- 8.4 Sure

Ключ: 8.3

9. The fact that we met here was a mere ... I had no idea you were in the city.

- 9.1 Coincidence
- 9.2 Luck
- 9.3 Chance
- 9.4 Fate

Ключ: 9.1

10. I'm sorry, could you ... me a favor? Will you hold this for me for a moment?

- 10.1 Make
- 10.2 Produce
- 10.3 Affect
- 10.4 Do

Ключ: 10.4

Блок 2

Уровень сложности: базовый

Время не более 1 минуты

Тип задания: Соотнесение

Задание 1

The Nile River

The Nile River, one of the A_____ rivers in the world, flows through the heart of northeastern Africa, weaving its way through eleven B_____ before emptying into the Mediterranean Sea. This incredible waterway, stretching over 4,000 miles, is not just a river; it is a lifeline for millions of people and a storage of fascinating history and wildlife. The ancient Egyptians C_____ their grand pyramids and cities, relying on the D_____ yearly floods to water their crops. The river is home for crocodiles warming in the sun, graceful herons and schools of colourful fish E_____ beneath the surface. Alongside the river lush green flora flourishes, creating a vivid contrast to the surrounding desert.

A	1) long	2) longer	3) longest
B	1) countries	2) countrys	3) country
C	1) built	2) build	3) builded
D	1) rivers'	2) river's	3) river'
E	1) swimmmed	2) swum	3) swimming

Ключ: A-3, B-1, C-1, D-2, E-3

Задание 2

The History of Bread

Bread A _____ a staple food in many cultures around the world for thousands of years, making it one of the oldest prepared food known to humanity. The journey of bread B _____ around 14,000 years ago when early humans discovered how to grind grains, such as wheat and barley, into a fine powder called flour. They mixed C _____ flour with water to create dough and baked it on hot stones, resulting in flatbreads, D _____ were simple but delicious. As time went on, different civilizations experimented with ingredients and cooking methods. Today, bread E _____ be found in countless varieties, from baguettes to sourdough, and remains an integral part of meals across the globe, symbolizing nourishment, community and tradition.

A	1) have been	2) has been	3) was
B	1) began	2) will begin	3) begins
C	1) these	2) this	3) those
D	1) who	2) whose	3) which
E	1) should	2) must	3) can

Ключ: A-2, B-1, C-2, D-3, E-3

Задание 3

London Fashion Week

London Fashion Week is a dazzling event that A _____ place twice a year, showing the latest and most imaginative designs from talented fashion designers around the world. On B _____ days the city is filled with colourful lights, stylish people and sweet sounds of music. Designers present C _____ fabulous collections on chic runways, where models glide gracefully in clothes that can be as eccentric as a fairy tale. Through this bright event, D _____ can learn that fashion isn't just about clothes; it's about E _____ their stories and feeling confident in who they are, just like the cool characters they read about in their favorite stories!

A	1) is taking	2) takes	3) will take
B	1) that	2) this	3) these
C	1) their	2) our	3) his
D	1) children	2) child	3) childs
E	1) tell	2) telling	3) to tell

Ключ: A-2, B-3, C-1, D-1, E-2

Задание 4

The Lift

In ancient times, around 2000 BC, clever engineers in Egypt A _____ simple lifts using ropes and blocks to move heavy stones to build the magnificent pyramids. B _____ early lifts were powered by people or animals, pulling on the ropes to carry the heavy loads up. Only in 1853, a smart inventor named Elisha Otis introduced a safety mechanism that made lifts much C _____, allowing them to be installed in tall buildings without fear of accidents. This innovation led to the D _____ passenger lift being installed in a New York City department store in 1857, revolutionizing urban living. Suddenly, E _____ could travel up and down quickly, making tall buildings popular! Today, lifts come in all shapes and sizes, from tiny ones that fit just a few

people to gigantic ones that can hold dozens without breaking a sweat.

A	1) designed	2) were designing	3) will design
B	1) this	2) that	3) these
C	1) safe	2) safer	3) safest
D	1) first	2) one	3) oneth
E	1) person	2) people	3) peoples

Ключ: A-1, B-3, C-2, D-1, E-2

Блок 3

Уровень сложности: высокий

Время 5-10 минут

Тип задания: Чтение, перевод текста на иностранном языке.

Задание 1. The Roots of American Government

By the year 1733 the English had owned thirteen separate colonies along the Atlantic coast of North America. All the English colonies in America shared a tradition of representative government. This means that in all of them people had a say in how they were governed. Each colony had its own government. At the head of this government was a governor, chosen in most cases by the English king. To rule effectively, these governors depended upon the cooperation of assemblies elected by the colonists. In most of the colonies all white men who owned some land had the right to vote.

The years from the 1750s until the mid-1770s were uneasy times in the colonies. First the colonists fought the French and American Indians to gain land. Then they argued with the British king about their rights and freedom.

Democracy in all the colonies grew rapidly. On July 2, 1776, the Continental Congress took the step that many Americans believed was inevitable. It cut all political ties with Britain and declared that "these United Colonies are free, and independent states". Two days later, on July 4, it issued the Declaration of Independence. The Declaration of Independence is the most important document in American history. It was written by Thomas Jefferson, a lawyer from Virginia.

After repeating that the colonies were now "free and independent states" it officially named them the United States of America. The Declaration of Independence was more than a statement that the colonies were a new nation. It said that governments should consist of representatives elected by the people; that the main reason that governments existed was to protect the rights of individual citizens.

In 1790 the Constitution of the USA was adopted and a year later, in 1791 ten amendments are known as the Bill of Rights were added to the Constitution. The Constitution gave the United States a "federal system of government". A federal system is one in which the power to rule is shared. The Constitution made arrangements for the election of a national leader called the President. He would head the "executive" side of the nation's government.

Эталонный ответ:

Корни американского правительства

К 1733 году англичане владели тринадцатью отдельными колониями вдоль Атлантического побережья Северной Америки. Все английские колонии в Америке разделяли традицию представительного правления. Это означает, что во всех них люди имели право голоса в том, как ими управляли. Каждая колония имела свое собственное правительство. Во главе этого правительства стоял губернатор, в большинстве случаев выбираемый английским королем. Для эффективного управления эти губернаторы зависели от сотрудничества собраний, избранных колонистами. В большинстве колоний все белые мужчины, владевшие землей, имели право голоса.

Годы с 1750-х до середины 1770-х годов были непростыми в колониях. Сначала колонисты сражались с французами и американскими индейцами, чтобы получить землю. Затем они обсуждали с британским королем свои права и свободу.

Демократия во всех колониях быстро росла. 2 июля 1776 года Континентальный конгресс предпринял шаг, который многие американцы считали неизбежным. Он разорвал все политические связи с Великобританией и заявил, что «эти Объединенные колонии являются свободными и независимыми штатами». Два дня спустя, 4 июля, он опубликовал Декларацию независимости. Декларация независимости является самым важным документом в истории Америки. Она была написана Томасом Джефферсоном, юристом из Вирджинии.

Повторив, что колонии теперь являются «свободными и независимыми штатами», он официально назвал их Соединенными Штатами Америки. Декларация независимости была больше, чем заявлением о том, что колонии являются новой нацией. В ней говорилось, что правительства должны состоять из представителей, избранных народом; что главная причина существования правительств — защита прав отдельных граждан.

В 1790 году была принята Конституция США, а год спустя, в 1791 году, в Конституцию были добавлены десять поправок, известных как Билль о правах. Конституция дала Соединенным Штатам «федеральную систему правления». Федеральная система — это система, в которой власть управлять разделена. Конституция предусматривала выборы национального лидера, называемого президентом. Он возглавит «исполнительную» часть правительства страны.

Задание 2. The State System of Russia

Russia is a democratic federative law-governed state with a republican form of government. The Russian Federation consists of 89 constituent entities (republics, territories, regions, cities of federal significance, the autonomous region and autonomous areas, which have equal rights). The laws and other normative legal acts of the subjects of the Russian Federation may not contradict federal laws. The President of the Russian Federation is the head of state. The President of the Russian Federation has the right to suspend the actions of acts of executive bodies of Russian Federation members if they contradict the Constitution of the Russian Federation, federal laws, or the international obligations of the Russian Federation.

State power in the Russian Federation is exercised on the basis of its separation into legislative, executive, and judicial branches. The Federal Assembly - the Parliament of Russia - is the supreme representative and legislative body of the

Russian Federation.

The President is elected to office for a term of four years by the citizens of the Russian Federation on the basis of universal, direct and equal suffrage by secret ballot. One and the same person cannot serve as President for more than two terms in succession. The President stops performing his duties ahead of time if he resigns, because of impeachment, or if he cannot continue to carry out his duties due to poor health. Elections of a new President are to take place within three months and in the meantime his duties are acted upon by the Chairman of the Government of the Russian Federation.

Эталонный ответ:

Государственное устройство России

Россия — демократическое федеративное правовое государство с республиканской формой правления. Российская Федерация состоит из 89 субъектов (республик, краев, областей, городов федерального значения, автономной области и автономных округов, имеющих равные права). Законы и иные нормативные правовые акты субъектов Российской Федерации не могут противоречить федеральным законам. Президент Российской Федерации является главой государства. Президент Российской Федерации вправе приостанавливать действие актов органов исполнительной власти субъектов Российской Федерации, если они противоречат Конституции Российской Федерации, федеральным законам или международным обязательствам Российской Федерации.

Государственная власть в Российской Федерации осуществляется на основе ее разделения на законодательную, исполнительную и судебную. Федеральное Собрание — Парламент России — высший представительный и законодательный орган Российской Федерации.

Президент избирается на должность сроком на четыре года гражданами Российской Федерации на основе всеобщего, прямого и равного избирательного права при тайном голосовании. Одно и то же лицо не может занимать пост Президента более двух сроков подряд. Президент досрочно прекращает исполнение своих обязанностей в случае отставки, импичмента или невозможности дальнейшего исполнения своих обязанностей по состоянию здоровья. Выборы нового Президента должны состояться в течение трех месяцев, а в это время его полномочия исполняет Председатель Правительства Российской Федерации.

Задание 3. New York

New York is not a very old city. It was founded some three hundred years after Henry Hudson came there in his search for a passage to the Indies.

Over three quarters of New York's inhabitants are foreigners. The thousands who have adopted New York as their home have crowded into districts known as "Little Italy", "Chinatown" and others; cities within the great city. They say that there are more Italians in New York than in Rome, and more Irishmen than in Dublin. Harlem, the Negro section, was inhabited mainly by Germans. As the Negroes moved in, however, the white people moved out; today it is inhabited almost exclusively by Negroes. It is the most densely populated district in the city, and the houses are in worse condition than

anywhere else.

It will be an interesting sight if you approach New York from the sea, and watch its skyline and the Statue of Liberty emerge from the morning mist. The Statue of Liberty was presented to America by France in 1884. It is so large that 40 people can stand in the head and 12 in the torch. It is almost 100 metres high. For a general survey of the city two excursions are recommended. A trip to the top of the Empire Building and a steamer tour around the Island of Manhattan. New York is the largest seaport of the U.S.A., highly developed in the manufacture of electrotechnical equipment and of various precise tools.

Эталонный ответ:

Нью-Йорк.

Нью-Йорк — не очень старый город. Он был основан примерно через триста лет после того, как Генри Хадсен прибыл туда в поисках прохода в Индию.

Более трех четвертей жителей Нью-Йорка — иностранцы. Тысячи людей, которые приняли Нью-Йорк как свой дом, переехали в районы, известные как «Лит-Италия», «Чайнатаун» и другие; города в пределах большого города. Говорят, что в Нью-Йорке больше итальянцев, чем в Риме, и больше ирландцев, чем в Дублине. Гарлем, негритянский район, был населен в основном немцами. Однако, когда негры переехали, большинство людей уехали; сегодня он населен исключительно неграми. Это самый густонаселенный район в городе, дома в худшем состоянии, чем где-либо еще.

Это будет интересное зрелище, если вы подъедете к Нью-Йорку со стороны моря и увидите его горизонт и Статую Свободы, появляющуюся из утреннего тумана. Статуя Свободы была подарена Америке Францией в 1884 году. Она настолько велика, что в ее голове могут стоять 40 человек, а в факеле — 12. Ее высота почти 100 метров. Для общего осмотра города рекомендуются две экскурсии. Поездка на вершину Эмпайр-Билдинг и экскурсия на пароходе вокруг острова Манхэттен. Нью-Йорк — крупнейший морской порт США, высокоразвитый в производстве электротехнического оборудования и различных точных инструментов.

Задание 4. Foreign Trade of Britain

Traditionally 'Britain has had to trade to live. But World War II stained the British economy to the utmost. Moreover, by the middle of the 1970 she had lost almost all her colonial markets, and her share of the world trade had dropped considerably. Still she remains one of the five largest trading nations and accounts for about 6 per cent of world trade.

Britain's economy is wholly dependent on imported raw materials. Without imported metal ores, cotton, timber and other raw materials her industry would come to a standstill. She is, in-turn, one of the largest exporters of aircraft, motor vehicles, electrical equipment, chemicals and many types of machinery. Today exports have risen to twice their mid-century volume and have changed in composition -with metals, machinery and vehicles making up half the total - and in geographical distribution - toward the Common Market countries.

"Export or die" is the slogan which spurs on the industry, and one of the main functions of the Cabinet is to watch over the state of the economy and the nation's foreign trade. But Britain imports far more goods than she exports. This increases the

national debt and seriously damages home industries.

Эталонный ответ: Внешняя торговля Великобритании

Традиционно «Британии приходилось торговать, чтобы жить. Но Вторая мировая война запятнала британскую экономику до предела. Более того, к середине 1970-х годов она потеряла почти все свои колониальные рынки, и ее доля в мировой торговле значительно сократилась. Тем не менее, она остается одной из пяти крупнейших торговых держав и составляет около 6 процентов мировой торговли.

Экономика Великобритании полностью зависит от импортного сырья. Без импортных металлических руд, хлопка, древесины и другого сырья ее промышленность остановилась бы. Она, в свою очередь, является одним из крупнейших экспортеров самолетов, автомобилей, электрооборудования, химикатов и многих видов машин. Сегодня экспорт вырос вдвое по сравнению с объемом середины века и изменился по составу — металлы, машины и транспортные средства составляют половину от общего объема — и по географическому распределению — в сторону стран Общего рынка. «Экспортируй или умри» — лозунг, который подстегивает промышленность, а одной из главных функций Кабинета министров является наблюдение за состоянием экономики и внешней торговли страны. Но Великобритания импортирует гораздо больше: больше товаров, чем экспортирует. Это увеличивает государственный долг и наносит серьезный ущерб отечественной промышленности.

Блок 4

Задания комбинированного типа повышенной сложности.

Время выполнения 15-20 минут.

Письмо делового характера.

Задание 1.

You work for a company. You have seen some information online about a training course that would be useful for your work.

Write a letter to your manager. In your letter

- give details of the course
- say how the course would be useful
- explain how the company could help you do this course.

Эталонный ответ:

Dear Martin

I have recently become aware of a course called Social Media Marketing Essentials and I am writing to ask for your support in taking this course. It is a five-day intensive program being offered by the Business Leadership Association and it starts on Monday 15 February. I believe the course would be of great benefit to our company as we have been recently considering how to build up our social media presence and attract more customers online. After reading reviews by former participants, I think this Social Media course will help me professionally in my capacity as Communications Manager and make a real difference to our company.

For these reasons, I am requesting paid leave from 15-20 February to attend the course. It would be helpful if other team members did not take leave at this time; so far nobody else has applied. I believe this will not be a particularly busy time at work, but I am prepared to spend some time working on those evenings if needed.

I look forward to hearing from you soon.

Best wishes

Neil MacFarlane

Задание 2.

You have decided to leave your current job and look for a new one.

Write a letter to a friend. In your letter

- explain why you want to leave your current job
- describe what kind of job you are looking for
- ask for some help or advice

Эталонный ответ:

Dear Luca,

I am writing to let you know about my current job situation, hoping that you can give me some advice. I have decided to leave my current position at the Swaneset Company. I have worked there for several years now, and I think I have advanced as far as possible in this company. I would like to work at a larger company where there are more opportunities for advancement.

As you know, my most recent position at Swaneset has been as a software engineer in the IT Department. I have learned a great deal about this type of work and am very interested in it. I am hoping to find a similar sort of position at a larger company. I do not mind starting at a new company at the same level as I am working at now, as long as I feel there are good opportunities to move up before too long.

Since you have a lot of experience in this field, I was hoping that you could help me identify some companies that might be a good fit for me. I would also appreciate some help with my resume, if you do not mind my asking. I hope to hear from you soon.

Your friend,

John

Задание 3.

You are currently taking a course at a college but you will need to have a week off during this course.

Write a letter to the college Principal. In the letter

- give details of your course
- explain why you need a week off
- say what you want the Principal to do.

Эталонный ответ:

Dear Sir/Madam,

I am an international student in my second year of the Computer Science course at the college. My tutor is Mr Johnson, and I am a full-time student, living in the college residence.

I am writing to request a week's leave from the college next month. My cousin's wedding is taking place in my home country and my family expect me to be there. Although this

will mean that I have to miss lectures for a week, I can arrange for one of my friends on the course to give me any notes concerning what I have missed.

I would be grateful if you would give me permission to be absent for the week beginning 25th May. If you are kind enough to allow me to do this, I will speak to Mr Johnson and arrange to make up for any work that I did not do while I was away.

Yours faithfully,
Jonah Smith

Задание 4.

You have seen an advertisement for a community college that needs teachers for night classes.

Write a letter to the community college. In your letter:

- say which advertisement you are answering
- describe which course(s) you want to teach, and what it/they would be about
- explain why you would be a suitable teacher

ЭТАЛОННЫЙ ОТВЕТ:

Dear Sir/Madame,

I am writing to City Evening College in reference to an advertisement I saw in The Vancouver Sun on May 14th for language teachers at your college.

I am interested in teaching Korean and Korean Cookery. I have seen that your guide for last term does not include these courses, but I understand there are now large numbers of second and third-generation Koreans living in this part of the city who may be keen to learn more about their language and culture.

I have a Bachelor of Science degree and a teaching diploma. I hold special qualifications in language teaching and cookery. I was a science teacher in Korea, but moved to San Francisco in 2010. There, I taught Korean for Beginners and Korean Cookery at two community colleges. The language course assumed students had no prior knowledge of Korean. It gave them simple everyday language, as well as recognition of the alphabet. The cookery course focused on easy meal preparation and the art of pickling, or kim chi. In Vancouver, I could teach the same courses as previously, or we could devise new ones, depending on what the college considered its market to be.

I look forward to hearing from you.

Yours faithfully,
Kim Stevenson

5 Вопросы к зачету

1. What was the first concert you ever attended, and how did it shape your appreciation for live music?

Ответ: The first concert I attended was a performance by a local band in my hometown. It took place in a small outdoor venue on a warm summer evening. I remember feeling excited as I arrived with my friends, surrounded by many people who also enjoyed music. The energy in the crowd was incredible, and as the band played, I felt a connection to the music and the performers. They played a mix of original songs and popular covers that everyone knew. I loved how everyone sang along, and we all

danced to the beat. Experiencing live music for the first time made me appreciate the unique atmosphere of concerts. It was more than just listening to music; it was about being part of a community that shared the same passion for it. This experience influenced my love for attending more concerts in the future and exploring different genres, allowing me to discover how music brings people together in such a special way.

2. If you could time travel to any concert in history, which one would you choose to attend and why?

OTBET: If I could choose to attend Woodstock in 1969, I would jump at the chance because it was a pivotal moment in music history. It was not just a concert; it was a cultural phenomenon. The festival became a symbol of peace, love, and counterculture during a time of great change in America. I imagine the atmosphere was electric, with thousands of people gathering to celebrate freedom and expression through music. Legendary artists like Jimi Hendrix and Janis Joplin performed, and I would love to see their incredible talent live. Woodstock represented a movement toward social change, and it shaped the future of music festivals. The idea of being part of such an iconic event, surrounded by others who shared similar beliefs about peace and equality, is inspiring. Attending Woodstock would mean experiencing powerful performances and being part of a historical moment that united people from all backgrounds. Learning about this festival has made me appreciate how music can influence society and bring people together for a common cause.

3. Do you have a specific genre that you associate with certain memories or events in your life? Can you share an example?

OTBET: I associate rock music with many fond memories from my childhood, particularly moments spent traveling with my family. My parents loved to play classic rock in the car during long road trips to various places, like national parks and the beach. The songs of legendary bands like The Rolling Stones and Fleetwood Mac filled our adventures, making those journeys memorable. I remember singing along with my siblings, feeling free and joyful as we drove through beautiful landscapes. Rock music always seemed to have a voice that resonated with our experiences, from happy moments to times of overcoming challenges. It created a soundtrack to our family life. Even now, when I hear those old songs, I am reminded of those carefree days and the bonds we shared. It brings warmth to my heart because it highlights how music can create lasting memories and evoke strong feelings. I continue to enjoy rock music today, not just for its sound but also for the nostalgia it brings to my life.

4. How do you think music influences society and culture? Can you think of a specific instance where it made a significant impact?

OTBET: Music plays a significant role in influencing society by acting as a unifying force and a source of expression. Throughout history, songs have been used to bring awareness to critical social issues, inspire movements, and foster community. For example, during the civil rights movement in the 1960s, protest songs conveyed powerful messages of equality and justice. Artists like Sam Cooke, with songs like "A Change Is Gonna Come," inspired people to fight for their rights and advocate for a better future. Music has the ability to touch people's hearts and minds, encouraging them to take action. It can create a sense of belonging among listeners, promoting solidarity and empathy. In concert settings, audiences feel a shared energy, celebrating the same values and ideals. Music also helps to express emotions that are sometimes difficult to articulate. Thus, its influence extends beyond entertainment; it is a vital tool

for social change, connecting different generations and encouraging dialogue about important topics that affect us all.

5. What role does music play in your daily routine or activities, such as exercising, working, or relaxing?

OTBET: Music has become an essential part of my daily routine, significantly enhancing my day-to-day life. I find that listening to music helps me focus and boosts my mood, whether I am exercising, studying, or relaxing. For example, when I work out, I create playlists filled with upbeat songs that push me to keep going and make the experience enjoyable. I can feel my energy levels rise as my favorite tracks play, adding motivation to my workouts. During study sessions, soft instrumental music helps me concentrate, promoting a calm environment that allows me to absorb information better. I also love to unwind in the evenings by listening to my favorite artists or exploring new genres. Music creates a comforting atmosphere at home, making it a perfect way to relax after a busy day. It brings joy and helps me process my feelings, whether I want something upbeat or something to help me unwind. Overall, music constantly enriches my life, making everyday moments even more enjoyable.

6. Have you ever discovered an artist or song purely by chance? What was the song and how did it resonate with you?

OTBET: Recently, I discovered a song called "Stronger" by Kanye West, and it has become one of my favorites. The song's message of resilience and empowerment deeply resonates with me, especially during challenging times. I remember first listening to it while going through a tough period in my life, and it inspired me to push through and stay motivated. The beat is incredibly catchy, and the lyrics remind me that difficulties can make us stronger if we embrace them. I appreciate how music can change my perspective and uplift my spirit. The energy in the song encourages me to keep striving for my goals, no matter how difficult things may seem. It has also introduced me to a different genre of music, blending hip-hop and electronic elements. Since then, I have started exploring more of Kanye West's work, finding inspiration in his creativity and boldness. This experience reminds me of how songs often become personal anthems, motivating us and helping us navigate life's ups and downs.

7. What kind of music do you listen to when you need motivation or encouragement? Can you name a few tracks?

OTBET: When I need motivation, I tend to gravitate toward upbeat pop songs that energize me and lift my spirits. Two of my favorite tracks are "Happy" by Pharrell Williams and "Eye of the Tiger" by Survivor. "Happy" is so infectious with its rhythm and positive lyrics that it instantly puts me in a good mood, making me feel like I can take on any challenge. When I hear it, I often find myself dancing around my room or singing along, which helps to release stress and brings joy into my day. On the other hand, "Eye of the Tiger" is a classic anthem that motivates me to push through tough workouts or complete a difficult task. The powerful beat and inspiring lyrics remind me to stay determined and focused on my goals, making it perfect for those moments when I need an extra boost. I believe that music has the ability to influence our emotions significantly, and these songs always inspire me to be my best and keep moving forward, no matter the circumstances.

8. Do you believe that lyrics or melodies have a more significant impact on how we connect with a song? Why?

OTBET: I believe melodies have a more significant impact than lyrics in shaping our connection to music. While lyrics can convey a message or a story, it is often the

melody that evokes deeper emotions and memories within us. When I hear a beautiful melody, my heart reacts even before I understand the words being sung. A soothing tune can transport me back in time, reminding me of special moments in my life, like family gatherings or quiet evenings at home. For example, the melody of "Clair de Lune" by Debussy always brings a wave of nostalgia and calmness. It reminds me of evenings spent with my family, playing music together. On the other hand, some melodies make me want to dance and celebrate. This emotional connection goes beyond language, allowing people from different backgrounds to connect through shared feelings. Therefore, while lyrics are essential, it is often the melodies that linger in our hearts and minds long after the song has ended, creating a lasting impression on our lives.

9. How do you feel about music festivals? What is your ideal experience at one?

ОТВЕТ: I absolutely love music festivals because they offer a unique atmosphere that cannot be replicated anywhere else. The experience of being surrounded by thousands of people who share a love for music is exhilarating. I imagine my ideal music festival would be filled with good friends, laughter, and, of course, amazing performances. We would set up our spot on the grass, soaking up the sun while enjoying delicious food from various vendors. The excitement builds as each artist takes the stage, and I would lose myself in the rhythm, dancing and singing along with the crowd. There's something magical about the collective energy at these events; everyone is there to celebrate life and express joy through music. I think the beauty of a music festival lies not just in the performances, but also in the connections made with others. Each festival experience offers memories that last a lifetime, and I can't wait to discover new artists and share those moments with friends and fellow music lovers.

10. Can you describe a moment when a song brought you to tears or profoundly changed your mood?

ОТВЕТ: One powerful moment in my life was when I heard "Fix You" by Coldplay. The first time I listened to it, I couldn't help but feel overwhelmed with emotion. The song's beautiful melody and heartfelt lyrics struck a chord with me, especially because it reminded me of a time when I experienced loss and uncertainty in my life. The message of support and hope resonated deeply, encouraging me to embrace my feelings rather than hide from them. As I listened, I could feel the tears streaming down my face, but they were not just sad tears; they were also tears of relief. This song had a cathartic effect, and I felt understood in my pain. It showed me that music can be a powerful tool for healing and processing emotions. Since that day, "Fix You" has continued to be a source of comfort for me. Whenever I feel overwhelmed, I play the song, and it reminds me that it's okay to feel lost sometimes, but there's always a path to healing and hope.

11. What role does nostalgia play in your music choices? Are there particular songs that evoke strong memories for you?

ОТВЕТ: Nostalgia plays a significant role in my music choices because certain songs remind me of special moments in my life. For instance, whenever I listen to "Summer of '69" by Bryan Adams, it takes me back to my childhood summers spent with family and friends. This song brings back memories of carefree days, laughter, and adventure. Similarly, "I Will Always Love You" by Whitney Houston reminds me of my high school days when my friends and I would sing it at the top of our lungs. These songs evoke strong feelings of happiness and connection to my past. Nostalgic music is like a time machine that transports me back to moments that shaped who I am today, and it

helps me reflect on my growth and experiences. Therefore, I believe that nostalgia is a powerful tool that influences what I listen to, making my music choices more meaningful and impactful.

12. How has your taste in music evolved over the years? Were there any pivotal moments or influences that guided that change?

OTBET: My taste in music has changed a lot over the years. When I was younger, I mostly listened to pop music, mainly because it was what my friends liked. However, in my teenage years, I discovered rock and indie genres, which opened my mind to different sounds and lyrics. A pivotal moment was attending a live concert of a popular indie band; the energy and connection I felt with the music changed how I saw musical expression. I started exploring artists like Arctic Monkeys and Florence + The Machine, appreciating their unique styles and storytelling abilities. Now, I enjoy a mix of genres, including jazz and classic rock, finding beauty in all kinds of music. This evolution reflects my changing perspectives and experiences, as I have learned to appreciate the depth and complexity of different musical styles more than I used to.

13. Do you find comfort in music during difficult times? Are there specific songs you turn to for solace?

OTBET: Yes, I find a lot of comfort in music during difficult times. There are specific songs that help me when I am feeling down or stressed. For example, "Lean on Me" by Bill Withers is one of my go-to songs because its message about friendship and support always lifts my spirits. Whenever I hear it, I am reminded that I am not alone in my struggles. Another song I turn to is "Rise Up" by Andra Day, which is incredibly inspiring. The lyrics encourage resilience in tough situations. These songs allow me to express my feelings and provide reassurance that there's hope, no matter how difficult things may seem. Music acts like a friend that understands my emotions, helping me process them better and giving me the strength to keep going. This comfort is crucial for my mental well-being, enabling me to face challenges with a more positive attitude.

14. If you could create your ultimate playlist for a road trip, what themes or emotions would it capture?

OTBET: If I could create my ultimate playlist for a road trip, it would capture themes of adventure, freedom, and nostalgia. The playlist would start with upbeat songs to get everyone excited, like "Shut Up and Dance" by Walk the Moon. As we drive through beautiful landscapes, I would include mellow tracks like "Fast Car" by Tracy Chapman, which evokes a sense of longing and adventure. I'd also add nostalgic songs from our childhood to create a special connection, such as "Sweet Caroline" by Neil Diamond, which everyone loves to sing along to. The emotions in this playlist would flow from excitement to reflection and joy, creating a journey that feels alive and meaningful. This mix of energy and emotion would reflect the beauty of the open road and remind us of the great times we share together, making the trip unforgettable.

15. How do you feel about cover songs? Are there any covers that you prefer over the original?

OTBET: I have mixed feelings about cover songs. Some covers can be really amazing and breathe new life into the original. For example, I prefer the cover of "Hallelujah" by Jeff Buckley over Leonard Cohen's version. Jeff's emotional voice adds a special depth that I find incredibly moving. On the other hand, not all covers are successful; sometimes they feel unnecessary. I think covers can be a great way for artists to express their creativity and bring their unique touch to a well-known song. They can also introduce me to songs I have never heard before, showing how different artists interpret

music. As long as the cover does justice to the original, I truly enjoy hearing them. Cover songs can have the power to connect generations and showcase the versatility of music.

16. Have you ever used music as a way to express your feelings or emotions? How did you incorporate it into your life?

OTBET: Yes, I have used music as a way to express my feelings, and it has been an important part of my life. For example, during times of stress or sadness, I often write my own lyrics to reflect my emotions. This process allows me to explore my feelings more deeply and understand myself better. I also like to play the guitar, which helps me feel more connected to my thoughts. Creating music has been a form of therapy for me, as I can transform my emotions into something beautiful and tangible. Additionally, sharing my songs with friends has brought us closer; they often find the lyrics relatable. Music has allowed me to express what I sometimes struggle to say out loud, making it a crucial outlet for my emotions and helping me process different life experiences.

17. Do you have a favorite music-related movie or documentary? What about it resonated with you?

OTBET: One of my favorite music-related movies is "A Star Is Born." This film resonated with me because it beautifully portrays the journey of an artist and the struggles they face. The story of love and ambition is both heartbreaking and inspiring, especially how it explores the highs and lows of fame. I was particularly moved by the incredible performances and the powerful soundtrack, which included emotional songs that reflected the characters' feelings. The chemistry between the leads made their struggles feel real and relatable. I also appreciated the message about the importance of following your dreams despite challenges. This film not only showcases the power of music but also emphasizes the connections we create through art. It reminded me of the impact that music has on our lives and relationships, making it one of my all-time favorites.

18. How do you think different cultures express their identity through music? Can you think of an example?

OTBET: I believe different cultures express their identity through music in unique and powerful ways. For example, in India, traditional music plays an essential role in celebrations and rituals, such as weddings and festivals. The use of instruments like the sitar and tabla creates sounds that are deeply rooted in history and spirituality. In addition, genres like reggae in Jamaica reflect the struggles and triumphs of its people, often addressing social issues and promoting messages of unity. This music not only entertains but also serves as a voice for cultural identity and community. Music can help preserve traditions and share stories that define who we are. It showcases how diverse communities bond and share their experiences, allowing them to connect with one another and celebrate their unique heritages through rhythm and melody.

19. What song lyrics do you find particularly powerful or relatable? How do they speak to your experiences?

OTBET: One song lyric that I find particularly powerful is from "Fight Song" by Rachel Platten. The lines about being strong and not giving up resonate deeply with me. They remind me of moments in my life when I faced challenges but managed to push through. The message of fighting for what you believe in speaks to anyone who has ever felt beaten down or discouraged. It encourages me to keep going, even when times are tough. Lyrics that empower and motivate can have a tremendous impact on our emotions and mindset. This song is a reminder that we all have the strength to

overcome obstacles and emerge stronger. It's these kinds of relatable lyrics that offer comfort and inspiration, helping me feel connected to others who share similar struggles and experiences.

20. Have you ever participated in music-making, such as playing an instrument or singing in a group? What was that experience like?

OTBET: Yes, I have participated in music-making by playing the piano and joining a choir in school. Playing the piano has been a joy for me since I was a child. It allows me to express my creativity and emotions through music. I remember practicing for hours to learn my favorite songs, which was both challenging and rewarding. Joining the choir was a different experience; singing with others made it feel even more special. It was exciting to harmonize and create beautiful music together. Performing at school events was nerve-wracking but exhilarating, as it built my confidence. These experiences taught me the importance of teamwork and discipline while deepening my love for music. Making music has been a joyful journey, allowing me to connect with others and share moments of happiness through sound, which continues to enrich my life in many ways.

21. How do you think social media has changed the way artists and fans interact? Do you see it as a positive or negative influence?

OTBET: Social media has fundamentally transformed the way artists and fans interact. Platforms like Instagram, Twitter, and TikTok allow artists to connect directly with their fans, bypassing traditional media gatekeepers. This direct interaction fosters a sense of intimacy, making fans feel personally connected to artists as they share behind-the-scenes glimpses into their creative processes, personal lives, and thoughts. For fans, this connection can enhance their loyalty and engagement, allowing them to participate in discussions, share their interpretations, and promote their favorite artists. However, the influence of social media can also have negative aspects; it can create pressure for artists to maintain a certain image or to constantly engage, which may impact their mental well-being. Additionally, the overwhelming amount of content can lead to superficial engagement rather than meaningful connections. Overall, while social media provides unprecedented opportunities for interaction and community-building, it is crucial to navigate its challenges thoughtfully to ensure that the relationship between artists and fans remains genuine and supportive.

22. Can you recall a time when music helped you connect with someone on a deeper level? What was the situation?

OTBET: There was a memorable moment when music helped me connect deeply with a friend during a difficult time. We both attended a concert of our favorite band, and while listening to their songs, we found ourselves reminiscing about shared experiences, particularly moments of joy and sorrow. One song, in particular, spoke to our feelings about loss and the struggles we faced in our lives. After the concert, we discussed how the lyrics resonated with us, allowing us to open up about our personal challenges and emotions. This shared experience created a bond that deepened our friendship, as we realized how music can articulate feelings that sometimes words alone cannot express. It was powerful to see how the combination of live music, shared passion, and vulnerability could foster a deep connection. From that point on, music became not just a form of entertainment but a catalyst for empathy and understanding in our friendship, illustrating how it can bridge emotional gaps and strengthen relationships.

23. What do you think about the role of music in shaping political movements or social

change? Can you give an example?

Ответ: Music has historically played a significant role in shaping political movements and social change, serving as a powerful tool for expression and solidarity. One notable example is the civil rights movement in the United States during the 1960s. Songs like "We Shall Overcome" became anthems of hope and resilience, reflecting the struggles and aspirations of those fighting for racial equality. These songs galvanized individuals, fostering a sense of unity and purpose among protesters. Additionally, artists such as Bob Dylan and Nina Simone used their music to highlight social injustices, influencing public opinion and raising awareness. In more recent times, music continues to be a driving force for social change, with artists like Kendrick Lamar and Beyoncé addressing issues like racial inequality and police brutality in their work. Overall, music has the capacity to inspire action, provoke thought, and mobilize communities, demonstrating its critical role in advocating for justice and promoting social awareness throughout history.

24. Are there any local musicians or bands you're particularly proud of? What makes them stand out to you?

Ответ: I'm particularly proud of a local band called "The River Tides." They stand out to me for several reasons. Firstly, their unique blend of folk and rock creates a captivating sound that resonates with a wide audience. The lead singer's passionate lyrics often draw from personal experiences and local stories, bridging the gap between the band and the community. Moreover, their commitment to supporting local causes sets them apart; they often perform at charity events and collaborate with other local artists, fostering a spirit of camaraderie in our music scene. I've attended several of their live performances, and each one feels like a shared experience, charged with energy and meaningful connections among the audience. Their music not only entertains but also encourages community engagement, making them more than just a band. The River Tides exemplify how local musicians can impact their surroundings, enriching our cultural landscape while promoting positive change and connection among people.

25. If you could host a listening party for your favorite album, what would it be and what atmosphere would you create for your guests?

Ответ: If I could host a listening party for my favorite album, it would undoubtedly be for "Rumours" by Fleetwood Mac. This timeless masterpiece deserves an atmosphere that mirrors its emotional depth and rich harmonies. I envision the gathering taking place in a cozy living room adorned with warm lighting, perhaps fairy lights draped around the room to create a soft, inviting glow. A comfortable seating arrangement with plush cushions and blankets would encourage intimacy and conversation among guests. As the album plays, I'd provide themed snacks like a selection of cheeses and fruits, alongside signature cocktails inspired by the band members. This mixture of cozy decor and delicious food would foster a relaxed environment for guests to share their thoughts. I would also invite them to discuss their favorite tracks and what the music means to them personally, creating a space for connection through storytelling. Ultimately, the goal of the listening party would be to celebrate the album's magic while building community around a shared love for music.

6 Вопросы к экзамену.

1. What is your favorite genre of music, and why does it resonate with you?

OTBET: My favorite genre of music is indie rock. It resonates with me because it often blends raw emotional honesty with diverse sounds, creating an intimate atmosphere that connects deeply with listeners. The genre's emphasis on experimentation allows for a unique expression of artistry, which I find refreshing and inspiring. Songs often tackle relatable topics like love, loss, and existential contemplation in a way that feels personal and authentic. Additionally, the indie rock community tends to embrace a DIY ethic, fostering a sense of belonging among fans. This emphasis on individuality and creativity aligns with my values, making indie rock not just a genre I enjoy, but a cultural movement I feel part of.

2. Who is your all-time favorite artist or band, and what do you admire about them?

OTBET: My all-time favorite band is Radiohead. I admire them for their ability to constantly reinvent their sound while maintaining a profound emotional depth in their music. Each album they release offers a fresh perspective, pushing boundaries in both production and lyrical content. Their exploration of themes such as alienation, technology, and human emotion resonates deeply with me. Radiohead's willingness to experiment and tackle complex subjects has inspired countless artists and cultivated a dedicated fanbase. Their commitment to artistic integrity in an industry often driven by commercialism is something I greatly respect, reinforcing the idea that music can be both innovative and thought-provoking.

3. Can you recall a specific song that has a significant impact on your life? What's the story behind it?

OTBET: A specific song that has significantly impacted my life is "Fix You" by Coldplay. I first heard it during a particularly challenging time when I was struggling with personal issues and feelings of hopelessness. The song's message of support and reassurance resonated deeply with me, reminding me that it's okay to seek help and that healing is possible. The poignant lyrics and the powerful crescendo struck a chord, encouraging me to push through my difficulties. At a time when I felt lost, the song instilled a sense of hope and strength in me. It has since become my anthem during tough times, reminding me of the importance of resilience and connection.

4. How do you usually discover new music? Are you more inclined to explore on your own or rely on recommendations?

OTBET: I usually discover new music through a mix of personal exploration and recommendations from friends. I enjoy diving into music streaming services, where algorithms suggest tracks based on my listening history. However, I equally value word-of-mouth recommendations from friends who share similar tastes. This combination allows me to curate a diverse range of songs, while still having the opportunity to connect with others over shared favorites. Additionally, I often explore various playlists, music blogs, and social media platforms to find emerging artists. This ongoing adventure of discovery keeps my playlists fresh and exciting, and I find joy in being part of the ever-evolving music landscape.

5. Have you ever attended a memorable concert or live performance? What made it special for you?

OTBET: I attended a memorable concert by The National that stands out for its emotional intensity and connection between the band and the audience. The venue was relatively intimate, which allowed for a close-up experience with the performers. The lead singer's heartfelt lyrics seemed to resonate with everyone in the room. As the band played their hits, I felt a powerful collective energy among the audience; it was as if we

were all sharing a deeply personal experience together. The emotional depth of the songs coupled with their mesmerizing stage presence made it a night to remember. I left that concert feeling invigorated and deeply connected, not just to the music but to everyone around me.

6. How has your taste in music evolved over the years? Are there genres or artists you didn't like in the past that you appreciate now?

OTBET: My taste in music has evolved quite a bit over the years. In my teenage years, I primarily listened to mainstream pop and rock, often dismissing genres like hip-hop and jazz as not being for me. However, as I grew older, my appreciation for diverse musical expressions deepened. I've come to admire the complexity of jazz, the storytelling in hip-hop, and the emotional resonance of folk music. Artists I once overlooked, like Janelle Monáe and Miles Davis, have become favorites of mine. This evolution reflects a broader mindset that values creativity and authenticity over mere popularity, allowing me to enjoy and understand music on a more profound level.

7. Do you play any musical instruments? If so, when did you start, and what do you enjoy about it?

OTBET: I play the guitar, a passion I picked up in my early teens. What I enjoy most about playing is the sense of freedom it offers; it allows me to express my emotions and thoughts in a unique way. The process of learning new chords and songs is both challenging and rewarding, fostering a constant sense of growth. Playing guitar also provides a wonderful outlet during stressful times, letting me unwind and channel my feelings into music. Additionally, it encourages creativity, as I occasionally dabble in writing my own songs. Overall, the guitar has become an integral part of my life, enriching my relationship with music significantly.

8. Have you ever created your own music or written lyrics? What inspired you to do so, if applicable?

OTBET: I have written my own lyrics, inspired by personal experiences and emotions. My songwriting journey began as a way to process feelings during turbulent times. I would often find myself jotting down thoughts or stories that felt significant to me. One particular song emerged from a period of introspection, reflecting on relationships and personal growth. The act of creating music was cathartic, allowing me to explore themes I found difficult to articulate otherwise. While I'm not a professional musician, the joy of putting pen to paper and crafting melodies remains one of my favorite ways to connect with myself and my experiences.

9. How does music fit into your daily routine? Do you listen while working, studying, exercising, or relaxing?

OTBET: Music is an essential part of my daily routine. I often listen while working, as it helps me focus and boosts my productivity. Upbeat instrumental music is my go-to during work hours, creating a pleasant background that complements my tasks without being distracting. When I exercise, I switch to high-energy tracks that motivate and energize me, making workouts more enjoyable. Additionally, I love using music to unwind; at the end of the day, I might listen to softer melodies or acoustic songs as I relax. Ultimately, music weaves through various aspects of my life, enhancing my mood and enriching my experiences.

10. Are there any lyrics or songs that motivate you or serve as a mantra during challenging times?

OTBET: One song that serves as a mantra during challenging times is "Rise Up" by Andra Day. The lyrics emphasize perseverance and resilience, reminding me to keep

pushing forward despite adversities. Whenever I encounter difficult situations or feel overwhelmed, I turn to this song for motivation. Its powerful message about strength and hope resonates deeply with me. The inspiring tone and poignant delivery reinforce the idea that I can overcome obstacles, serving as a reminder that setbacks are a part of growth. The combination of uplifting lyrics and a soulful melody makes it a source of comfort and empowerment whenever I need encouragement.

11. In your opinion, how does music influence emotions? Can you share an experience where music significantly affected your mood?

OTBET: Music profoundly influences emotions by evoking feelings that can range from joy to sadness, often reflecting or enhancing our mood. For instance, I remember attending a concert of an artist whose songs resonated deeply with my personal experiences. As the music played, I felt an overwhelming sense of nostalgia and connection, leading to tears during certain songs. This experience not only uplifted my spirits but also provided catharsis, allowing me to express emotions I had been holding back. The power of the music to mirror my feelings and create a collective experience with others in the audience left me feeling understood and supported, highlighting how music can serve as an emotional anchor.

12. If you could attend any music festival or event, past or present, which would you choose and why?

OTBET: If I could attend any music festival, it would be the Woodstock Festival of 1969. This event symbolizes a significant cultural moment, celebrating peace, love, and music during a time of great social upheaval. The lineup of legendary artists including Jimi Hendrix, Janis Joplin, and The Who embodies the spirit of an era that transformed music and society. Attending Woodstock would be a fascinating glimpse into not only the music but also the profound messages of unity and change that resonated then and continue to inspire today. The festival represented a movement, and experiencing that would be unforgettable.

13. Have you ever had a transformative experience related to music, such as connecting with someone through a shared love of a song or artist?

OTBET: I once had a transformative experience when I bonded with a stranger over our shared love for a particular band. At a small concert, we started discussing our favorite songs and realized we had similar tastes and memories associated with the music. This conversation blossomed into a friendship based on our mutual appreciation for the band and their impact on our lives. Sharing playlists and attending concerts together deepened our connection, demonstrating how music can create meaningful relationships. It was a reminder of the power music has to bring people together, transcending barriers and forming lasting bonds through shared experiences.

14. What role does music play in your cultural or family traditions? Are there specific songs that are important during celebrations or gatherings?

OTBET: Music plays a vital role in my family traditions, particularly during celebrations and gatherings. Specific songs are significant during occasions like birthdays and holidays, where we often reminisce while singing along to familiar tunes. For example, our family gathers around for Thanksgiving dinners, where we play traditional songs that have been passed down through generations. These songs evoke nostalgia and create a warm, inviting atmosphere that strengthens our connections. Additionally, during weddings, certain tracks hold sentimental value, representing love and togetherness. Thus, music not only enriches our celebrations but also reinforces our cultural heritage and family bonds.

15. Do you prefer listening to music alone, or do you enjoy sharing it with friends and family? Why?

OTBET: I enjoy both listening to music alone and sharing it with friends and family, though I lean slightly towards sharing. Listening alone allows for introspection and personal connection with the music, offering moments of solitude and reflection. However, sharing music enhances the experience, fostering discussions about favorite artists and genres. It creates a sense of community, especially during gatherings where everyone can jam to a shared playlist or explore new artists together. Moments spent discovering music with loved ones often lead to collective memories that deepen our relationships. Ultimately, the joy of music is amplified when experienced in connection with others.

16. How do you feel about the way streaming services have changed the way we consume music compared to traditional methods?

OTBET: Streaming services have revolutionized music consumption, offering unparalleled accessibility and variety compared to traditional methods like CDs and radio. With a few clicks, listeners can explore vast libraries and discover new artists, removing the barriers of physical media. While this convenience fosters the discovery of diverse music, it can also lead to shorter attention spans as listeners quickly skip tracks. Additionally, streaming's algorithm-driven suggestions can sometimes limit exposure to niche or lesser-known artists. Despite these drawbacks, the ability to create personalized playlists and share music instantaneously enhances the overall listening experience, making it easier to connect with others through music.

17. Is there a particular song or album that you believe everyone should listen to at least once in their lifetime? What is it and why?

OTBET: I believe that everyone should listen to “The Dark Side of the Moon” by Pink Floyd at least once in their lifetime. This album represents a masterpiece of musical composition, exploring themes of human experience, mental health, and existentialism. The seamless transitions between tracks and innovative production techniques create an immersive experience, inviting listeners to embark on a journey. Every song resonates with deep emotional intensity, encouraging reflection and connection. Additionally, its cultural impact has shaped the music landscape, influencing countless artists. Listening to it is not just an auditory experience but a profound exploration of life’s complexities.

18. How do you think advances in technology have impacted the music industry and how artists connect with their audience?

OTBET: Advances in technology have significantly impacted the music industry, transforming how artists connect with their audience. From social media platforms to streaming services, technology has democratized music distribution, allowing independent artists to reach global audiences without major label backing. Musicians can now engage directly with fans through platforms like Instagram and Twitter, fostering a sense of intimacy and community. Moreover, the rise of virtual concerts and livestreams has allowed artists to perform for fans worldwide during challenging times. While these changes present unprecedented opportunities for connection and creativity, they also introduce challenges related to copyright, revenue distribution, and maintaining artistic integrity in a fast-paced digital landscape.

19. If you could collaborate with any musician, living or deceased, who would it be and what kind of project would you envision?

OTBET: If I could collaborate with any musician, it would be Freddie Mercury. His extraordinary vocal prowess and captivating stage presence are legendary and would

make for an incredible partnership. I envision a project that combines theatrical elements with eclectic musical styles—something that embodies the grandeur of Queen's performances while incorporating contemporary influences. Collaborating with Mercury would allow me to explore theatricality in music, creating an album that tells a vivid story through powerful melodies and lyrics. The fusion of our artistic visions would undoubtedly lead to a groundbreaking project, celebrating the magic of music while pushing creative boundaries.

20. Have you ever found yourself deeply moved by movie soundtracks or scores? Can you name a few that you particularly love?

OTBET: I have indeed been moved by various movie soundtracks and scores, with certain pieces leaving lasting impressions. For instance, Hans Zimmer's score for "Inception" brilliantly captures the film's complexities and emotional depth, enhancing the narrative's surreal quality. Similarly, the soundtrack of "The Lord of the Rings" by Howard Shore evokes epic feelings of adventure and camaraderie, perfectly accompanying the film's themes. Additionally, the emotional resonance of "Interstellar's" score reminds me of the profound connections we have with time and loved ones. These scores not only elevate their respective films but also evoke powerful emotions, illustrating the impactful relationship between music and storytelling.

21. What's a hidden gem—an artist or album—that you believe deserves more attention? Why do you recommend it?

OTBET: A hidden gem I believe deserves more attention is the album "Awaken, My Love!" by Childish Gambino. This project showcases Gambino's evolution as an artist, blending elements of funk, soul, and R&B in a way that's both refreshing and captivating. The production is rich and layered, and the lyrics address themes of love, identity, and disillusionment. Despite its brilliance, many listeners haven't fully explored this album. I recommend it for its unique soundscape and emotional depth, encouraging listeners to appreciate an artist breaking genre boundaries and redefining contemporary music. It's an exceptional work that invites multiple listens to uncover its intricacies.

22. How do you think music and hobbies, in general, contribute to personal growth and mental well-being?

OTBET: Music and hobbies are vital to personal growth and mental well-being. Engaging in musical activities, whether playing an instrument or simply listening, provides an outlet for expression and creativity. This engagement can lead to improved mood and reduced stress, serving as a form of therapy for many. Hobbies, like crafting or sports, complement music, allowing individuals to explore different facets of themselves while promoting relaxation and enjoyment. Together, they foster resilience, enhance cognitive skills, and cultivate social connection through shared interests. Ultimately, both music and hobbies enrich lives, contributing positively to overall mental health and personal development.