

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ  
ІМЕНІ СЕМЕНА КУЗНЕЦЯ

**ЗАТВЕРДЖЕНО**

на засіданні кафедри педагогіки, іноземної  
філології та перекладу

Протокол № 9 від 01.09. 2023 р.

**ПОГОДЖЕНО**

Проректор з навчально-методичної роботи

Каріна НЕМАШКАЛО



**ІНОЗЕМНА МОВА (ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ)**  
**робоча програма навчальної дисципліни (РПНД)**

Галузь знань *07 Управління та адміністрування*  
Спеціальність *073 Менеджмент*  
Освітній рівень *перший (бакалаврський)*  
Освітня програма *Логістика*

Статус дисципліни *обов'язкова*  
Мова викладання, навчання та оцінювання *англійська*

Розробник:  
ст. викладач  
кафедри педагогіки, іноземної  
філології та перекладу

В.о. завідувача кафедри педагогіки,  
іноземної філології та перекладу

Гарант програми

Ірина РЕШЕТНЯК

Тетяна ПОГОРСЛОВА

Тетяна КОЛОДІЗЄВА

Харків  
2023



## INTRODUCTION

The system of training specialists in management and logistics suggests knowledge and proficiency not only in these very fields but also the ability to communicate in a foreign language.

The working programme of the course “English (for specific purposes)” for Bachelor Degree students is compiled in accordance with the study programme of training students of the first level in the field of knowledge 07 “Management and Administration”, specialty 073 “Management”, study programme “Logistics”. The purpose of the course is to deepen the acquired speaking competences in a foreign language and to form professionally oriented foreign language communicative competence in the specialty.

The main tasks of the course are:

to master the basics of professional vocabulary;

to form the ability to navigate professional texts in a foreign language;

to conduct business correspondence, documentation;

to write a report, resume (CV) taking into account the existing norms of foreign written communication for professional purposes;

to develop listening skills in professional contexts;

to acquire presentation skills in a foreign language.

The object of the course is the professional context in which the foreign language communicative competence is formed on the basis of the integration of four fundamental skills (reading, speaking, listening, writing, lingual mediation).

The subject of the course is foreign language communication, which is optimized in real-time speech practices in a foreign language, in various professional (business) situations, which is carried out for the purpose of forming a holistic and personalized image of the world, the development of the student's creative activity and autonomy, and awareness of the intercultural characteristics of representatives of various linguistic and cultural communities.

Learning outcomes and competences formed by the course are given in Table 1.

Table 1

### Learning outcomes and competences formed by the course

Learning outcomes	Competences
LO2	GC7
LO3	GC7
LO8	SC11

LO2. Preserve moral, cultural, scientific values and multiply the achievements of society, use various types and forms of physical activity to lead a healthy lifestyle.

LO3. Demonstrate knowledge of theories, methods and functions of management, modern concepts of leadership.

LO8. Apply management methods to ensure the effectiveness of the organization's activities.

LO13. Communicate orally and in writing in national and foreign languages.

SC11. Ability to create and organize effective communications in the management process.

GC7. Ability to communicate in a foreign language.

GC14. Ability to work in an international context.

## **COURSE CONTENT**

### **Content module 1. Elements of business. Introduction to the specialty**

#### **Topic 1. Elements of business**

##### **1.1. Fundamentals of management and logistics.**

Acquisition of communicative competence in a foreign language on the topics: general information about management; history of management development; what makes a good manager; general information about logistics; acquaintance with the rules and requirements of business correspondence in a foreign language.

##### **1.2. World economic systems.**

Acquisition of communicative competence in a foreign language on the topics: different economic systems; the degree of involvement of different countries in economic activity – economic systems of Ukraine, the USA and Great Britain; drafting and writing a business letter; learning how to write a letter of acknowledgement, a letter of invitation.

##### **1.3. Economic resources.**

Acquisition of communicative competence in a foreign language on the topics: economic resources; factors of production; the law of supply; the law of demand; distribution channels and supply chains; drafting and writing letters of enquiry and replies to them, letters of complaint.

#### **Topic 2. Forms of business organisation and structure of business activity**

##### **2.1. Forms of business organisations.**

Acquisition of communicative competence in a foreign language on the topics: advantages and disadvantages of different forms of business organisations; advantages and disadvantages of sole-proprietorship; general and limited partnerships; practical experience of foreign entrepreneurs on setting up their own business; business plan and its underlying components; profit forecasting; writing

letters of enquiry.

### **2.2. Types of company.**

Acquisition of communicative competence in a foreign language on the topics: advantages and disadvantages of forming a company; limited liability companies; private and public limited companies; non-profit organisations; writing e-mails.

### **2.3. Franchising – advantages and disadvantages.**

Acquisition of communicative competence in a foreign language on the topics: advantages and disadvantages of selling and buying a franchise; a franchise agreement; famous franchise companies; writing a memo.

## **Content module 2. Human resources. Financing organisations.**

### **Topic 3. Personnel management**

#### **3.1. Characteristics of the personnel of enterprises.**

Acquisition of communicative competence in a foreign language on the topics: qualitative characteristics of labor resources; personnel of the enterprise; motivation to work. Organization and preparation of business meetings; rules for writing an agenda for business meetings.

#### **3.2. Recruitment.**

Acquisition of communicative competence in a foreign language on the topics: the main characteristics of recruitment; advantages and disadvantages of working at an enterprise; workers' rights; discipline and safety in the workplace; relationships with colleagues; employment rules. Holding business meetings; work in the office; rules for keeping and writing minutes of business meetings.

#### **3.3. Work and remuneration.**

Acquisition of communicative competence in a foreign language on the topics: organization of work; modern forms of working, analysis and comparative characteristics; compensation and additional remuneration; grounds for additional compensation and remuneration of employees; motivation and stimulation of employees; writing CVs and letters of application for job interviews.

### **Topic 4. Management and financing, control and accounting of organization's finances.**

#### **4.1. Financial and settlement control.**

Acquisition of communicative competence in a foreign language on the topics: financial control; control and audit at an enterprise, their significance; tasks, sources of information and areas of control of an enterprise; financial settlements; annual and quarterly financial statements; writing a short report.

#### **4.2. Sources of finance for sole proprietors.**

Acquisition of communicative competence in a foreign language on the topics: strategic aspects of financial resources; financial and monetary relations; methods of financing economic activity; internal and external sources of finance for sole proprietors; types of loans; writing a press release.

#### **4.3. Capital. Sources of finance for companies.**

Acquisition of communicative competence in a foreign language on the topics: financial activity and methods of financial management; financial capital; the place of capital in the system of economic relations; content and forms of capital; fixed assets; non-fixed assets; intangible resources; amortization and depreciation; short-term and long-term financing of the enterprise; sources of financing economic activities; writing a full report.

The list of practical (seminar) questions and tasks of the course is given in Table 2.

Table 2

**List of practical studies**

Name of the topic and/or task	Contents
Topic 1. Elements of business	Topic of the tutorial: “Insights into business. Fundamentals of management and logistics. Famous logistics companies and the key to their success. Different economic systems. Their advantages and disadvantages. Economies of Ukraine, Great Britain and the USA.”
Topic 2. Forms of business organisation and structure of business activity	Topic of the tutorial: “Different forms of business organisation. Their advantages and disadvantages. Sole proprietorships and partnerships. Types of company.”
Topic 3. Personnel management	Topic of the tutorial: “Characteristics of the personnel. Different recruitment techniques. Work and remuneration.”
Topic 4. Management and financing, control and accounting of organization’s finances	Topic of the tutorial: “Financial and settlement control. Sources of finance for sole proprietors. Sources of finance for companies.”

The list of self-study topics and tasks of the course is given in Table 3.

Table 3

**List of self-studies**

Name of the topic and/or task	Contents
Topic 1. Elements of business	Questions for self-study: 1. How do you understand the word “business”? 2. Why is management so important for any organisation? 3. What is logistics about? 4. Find information about the prominent logistics companies and present it to the class. What made them successful? 5. What does the role of manager suggest? 6. In your opinion, what is the ideal economic system like?
Topic 2. Forms of business organisation and structure of business activity	Questions for self-study: 1. Which form of business organisation appeals to you most and why? 2. Which is the most popular form of business organisation and why? 3. What does limited liability suggest? Why is it limited?
Topic 3. Personnel management	Questions for self-study: 1. What is human resources? 2. What should be taken into account while managing personnel?

	3. Advantages and disadvantages of on-line recruitment. 4. Why do companies employ a flexible system of fringe benefits? 5. What can motivate you most?
Topic 4. Management and financing, control and accounting of organization's finances	Questions for self-study: 1. What is management accounting? 2. What is financial accounting? 3. Which statements comprise any annual report? 4. Find information about prominent investors and present it to the class.

The number of hours for practical studies and hours for self-study is given in the work plan (technological card) for the course.

### TEACHING METHODS

In order to acquire certain learning outcomes while doing this course and to activate the process of teaching and learning, it is envisaged to use the following teaching and learning methods:

Verbal: Topic 1. Elements of business. (Discussion of the main points of the topic, learning and mastering new vocabulary, brainstorming); Topic 2. Forms of business organisation and structure of business activity. (Discussion of the main points of the topic, learning and mastering new vocabulary, case study, work in small groups ); Topic 3. Personnel management. (Discussion of the main points of the topic, learning and mastering new vocabulary, work in small groups); Topic 4. (Discussion of the main points of the topic, learning and mastering new vocabulary, case study, brainstorming).

Visual: presentations on Topics 1 – 4.

Practical: writing different kinds of business letters (letter of acknowledgement, letter of invitation, letter of complaint, letter of request, a memo) in Topics 1 – 4.

### FORMS AND METHODS OF ASSESSMENT

**Current control** is carried out at practical classes and is aimed at checking the level of readiness of the student to perform a specific task and is evaluated by the amount of points scored:

- for courses with a form of semester control as grading (1 semester): maximum amount is 100 points, minimum amount required is 60 points .
- for courses with a form of semester control as an exam (2 semester): maximum amount is 60 points, minimum amount required is 35 points.

**The final control** includes current control and assessment of the student (1 semester).

**The final control** includes current control and an exam (2 semester).

**Semester control** is carried out in the form of a semester exam (2 semester) or grading (1 semester).

*The final grade in the course* is determined:

- for disciplines with a form of grading, the final grade is the amount of all points received during the current control (1 semester)
- for disciplines with a form of exam, the final grade is the amount of all points received during the current control and the exam grade (2 semester).

During the teaching of the course, the following control measures are used:

Current control for disciplines with a form of grading (1semester): oral performance in class - 5 points, maximum score during the semester - 50 points; presentation (maximum score - 5 points, two presentations during the semester, total maximum score - 10 points)); control work (maximum score - 10 points, two control works during the semester, total maximum score - 20 points)); self-study work - 5 points, maximum score during the semester - 20 points.

Current control for disciplines with a form of exam (2 semester): oral performance in class - 5 points, maximum score during the semester - 20 points; presentation (maximum score - 5 points, two presentations during the semester, total maximum score - 10 points)); control work (maximum score - 10 points, two control works during the semester, total maximum score - 20 points)); self-study work - 5 points, maximum score during the semester - 10 points.

Semester control: Grading (1 semester) / Grading including Exam (40 points) (2 semester).

More detailed information on the assessment system is provided in technological card of the course.

An example of the Exam Test and assessment criteria

### **Exam Test Sample**

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

Simon Kuznets Kharkiv National University of Economics

Department of Pedagogy, Foreign Philology and Translation

Exam Test for the 1st-year students

Specialty “Management”

Study Programme “Logistics”

English for Specific Purposes

#### **Task 1. Choose the correct form of the verb to fill each of the gaps.**

1. The company, which ... for oil since 2001, found small amounts of oil near Swansea last month.

A is drilling

B has been drilling

C was drilling

2. The bank ... you money if you show your business plan.

A will lend

B lend

C has lent

3. Teamwork ... to give each employee a greater responsibility.

- |        |               |         |
|--------|---------------|---------|
| A help | B have helped | C helps |
|--------|---------------|---------|
4. By the time he came to the office, we ... for two hours.
- |                        |                   |                  |
|------------------------|-------------------|------------------|
| A had been negotiating | B were negotiated | C had negotiated |
|------------------------|-------------------|------------------|
5. When I entered the room, the secretary ... to a new client.
- |              |               |          |
|--------------|---------------|----------|
| A had talked | B was talking | C talked |
|--------------|---------------|----------|
6. They ... the contract by the end of last week.
- |          |              |                |
|----------|--------------|----------------|
| A signed | B had signed | C were signing |
|----------|--------------|----------------|
7. Small businesses ... lots of problems now.
- |        |              |              |
|--------|--------------|--------------|
| A face | B have faced | C are facing |
|--------|--------------|--------------|
8. Mr. Smith ... his company 3 years ago.
- |          |              |                   |
|----------|--------------|-------------------|
| A bought | B had bought | C had been bought |
|----------|--------------|-------------------|
9. Attitudes to training ... .
- |        |              |              |
|--------|--------------|--------------|
| A vary | B is varying | C has varied |
|--------|--------------|--------------|
10. Bonuses ... for production beyond an agreed amount.
- |       |            |        |
|-------|------------|--------|
| A pay | B are paid | C pays |
|-------|------------|--------|

**Task 2. Put a question to the underlined words in each sentence (1-5). Use the question word given in brackets.**

- Last week they all attended the seminar on business planning. (When?)
- People make a profit on their part of the deal (How?)
- Exchange depends upon the use of money. (What?)
- When I entered the room, my boss was talking on the phone. (Who?)
- I have been missing my colleagues since my retirement. (How long?)

**Task 3. Fill in the gaps (1-10) with appropriate words provided below:**

*Expansion; CEO; operations; health and safety; income; growth; bank loans; sales; delegate; experience.*

- The tax people pay on their wages and salaries is called ... tax.
- Because of the increasing complexity of business, managers have had to ... tasks to people at lower levels.
- Before leaving the country, the ... will stop to give a short speech at Head Office.
- The capital of the company consisted entirely of ... and personal investment of the owners.
- Of the original group of founders only one member had management ... .
- Division Group PLC has now reached the stage where further ... will be limited.

7. She's been in charge of all aspects of the company's ... .
8. The Internet, which enables the open and free exchange of information, is critical to our future economic ... .
9. Last month our company increased ... by 5 per cent.
10. We must review our ... regulations as soon as possible.

**Task 4. Read the text and choose the best sentence below (A - G) to fill each gap. Do not use any sentence more than once. There is one extra sentence. There is an example at the beginning (0).**

A director of the advertising agency owned by tycoon Bob Jacoby once grumbled that he wasn't enjoying his work. Jacoby's reply was, "I don't pay you good money to enjoy yourself. If you enjoy working here, you should be paying me money." Jacoby's sentiments used to be common. .... **G**.... Happily, things have changed. Most organisations now undertake regular staff appraisals, at which employees have the opportunity to discuss one-to-one with their line manager their ambitions and hopes, their strengths and weaknesses, their achievements and their disasters. But it is worth remembering how new all this is, and why.

For a start, appraising isn't something many managers do naturally, of their own accord. They often find appraisals difficult to handle and have to be made to carry them out. Appraisal systems have become widespread partly as a result of employment legislation, but more particularly because companies have learned that such assessments can work to their advantage. **(1)** ... . The company can improve its collective performance by helping employees to improve their individual performance.

Managers who use appraisals need to approach them very carefully. They should bear in mind their own experiences of being appraised when in junior positions, recalling which appraisals were helpful, which were not, and why. In most cases, their own bosses did their homework, checking out the job specification, the C.V. and any previous reports. **(2)** ... . As a result, a lot of time would have been wasted, debating exactly what had happened and when.

Being prepared and appreciating what it is like to be on the receiving end are, indeed, the keys to successful appraising. It is important to begin an appraisal by giving members of staff a chance to express their own views about their performance. **(3)** Any information gained from colleagues is normally given in a positive spirit, since nowadays everyone understands appraisals and appreciates that they are carried out with good intentions.

The atmosphere in the appraisal should be one of positive and open discussion about how the employee is performing in the company. **(4)** Some individuals will feel unjustly criticised when their boss makes comments on their performance. Others will respond fiercely to a critical assessment - although if they defend themselves passionately, that is no bad thing!

Finally, it is important to regard appraisals as part of a continuing process.

(5) ... . Instead, they should be followed up with friendly questions from time to time, making it clear to employees that new goals and strategies suggested in them are to be taken seriously and are to be acted upon.

If these pieces of advice are followed, it is hoped that both the employees and the company as a whole will benefit from the experience.

- A. However, managers must take great care in this respect.
- B. Only after that should managers put forward their own points, which are likely to include comments collected from others in the organisation.
- C. They should not be forgotten as soon as they are over.
- D. Like many other aspects of free enterprise, appraisals are an excellent example of underlying self-interest.
- E. Sometimes the appraiser goes too far the other way and fails to communicate problem areas and scope for improvement.
- F. If they relied on memory, they probably got things wrong.
- G. Employees were paid, and they obeyed; if they didn't like it, they could leave.

**Task 5. Match the terms with their definitions.**

1. Performance	a) an official list of the work and responsibilities you have in your job.
2. C/V	b) companies or businesses.
3. Dividend	c) the way that someone does their job, and how well they do it.
4. Staff appraisals	d) payment from a company's profits to its shareholders.
5. Job specification	e) the general conditions that influence something.
6. Environment	f) meetings between an employee and a manager to discuss the quality of the employee's work, and areas for future progress.
7. Enterprises	g) a document giving details of your education & past employment, used when you are applying for a job.
8. Applicants	h) the amounts of money coming into and going out of a company.
9. Qualifications	i) skills, personal qualities or types of experience that make you suitable for a particular job.
10. Cash-flow	j) people who apply for a job.

**Task 6. Write a letter of invitation.** You are Ken May the director of a small business school (311 Oxford Street, London W1C 2HP, UK). You are writing to Regina Smith, the lecturer in the London Business School (26 Sussex PI, London NW1 4SA, UK). Ask her to come and give a talk to the students on some business aspect, suggest a possible date.

## Evaluation criteria

The examination work consists of 6 tasks, of which 5 tasks correspond to the level of heuristic productive activity, the 6th task has a creative nature. Evaluation is carried out according to the 40-point system.

**Task 1. Choose the correct form of the verb in each sentence. (10 sentences)**

The maximum score is 5 points, 1 sentence is 0.5 points.

**Task 2. Put a question to the underlined word/words in each sentence. Use the question word given in brackets. (5 sentences – 5 questions)**

Maximum score – 5 points, 1 question – 1 point.

**Task 3. Complete the sentences with one of the given economic terms (10 sentences and 10 terms).**

The maximum score is 5 points, 1 sentence is 0.5 points.

**Task 4. Read the text of the general economic content of 2,000 characters, fill in the gaps with the sentences provided (5 sentences).**

Maximum score – 10 points, 1 sentence – 2 points.

**Task 5. Match the economic term to the given definitions (10 terms and 10 definitions).**

Maximum score – 5 points, 1 sentence – 0.5 points.

**Task 6. Write a business letter on the topic specified in the task.**

The maximum score - 10 points - is given for a business letter written in the correct format without lexical and grammatical errors and in accordance with the stylistic norms of business documents.

Points are allocated according to the following criteria:

meaningful content (elaboration of all conditions specified in communicative situations) – 5 points,

the structure of the text and its coherence - 3 points,

absence of lexical and spelling errors - 1 point,

grammatical correctness - 1 point.

## RECOMMENDED LITERATURE

### Main

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### **Additional**

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10. Straka M. Distribution and Supply Logistics / M. Straka. – Cambridge Scholars Publishing, 2019. – 627 p.