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Муромский институт (филиал)
федерального государственного бюджетного образовательного учреждения высшего образования
**«Владимирский государственный университет
имени Александра Григорьевича и Николая Григорьевича Столетовых»
(МИ ВлГУ)**

Кафедра *ИЯ*

«УТВЕРЖДАЮ»
Заместитель директора по УР
_____ Д.Е. Андрианов
_____ 25.05.2021

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Иностранный язык в профессиональной деятельности

Направление подготовки

38.03.01 Экономика

Профиль подготовки

Финансы и экономика

Семестр	Трудоем- кость, час./зач. ед.	Лек- ции, час.	Прак- тиче- ские занятия, час.	Лабора- торные работы, час.	Консуль- тация, час.	Конт- роль, час.	Всего (контак- тная работа), час.	СРС, час.	Форма промежу- точного контроля (экз., зач., зач. с оц.)
5	108 / 3		48			0,25	48,25	59,75	Зач.
Итого	108 / 3		48			0,25	48,25	59,75	

Муром, 2021 г.

1. Цель освоения дисциплины

Цель дисциплины: овладение необходимым и достаточным уровнем коммуникативной компетенции для решения социально-коммуникативных задач в различных областях профессиональной деятельности.

Задачи дисциплины: развитие коммуникативных умений в области чтения, аудирования, говорения и письма в разнообразных ситуациях профессионального межкультурного общения.

2. Место дисциплины в структуре ОПОП ВО

Изучение дисциплины «Иностранный язык в профессиональной деятельности» базируется на изучении вузовского курса «Иностранный язык» для бакалавров. Углубление и расширение данного курса будет осуществляться в рамках дисциплины «Иностранный язык» для магистров и в дальнейшей профессиональной деятельности.

3. Планируемые результаты обучения по дисциплине

Планируемые результаты обучения по дисциплине, соотнесенные с планируемыми результатами освоения ОПОП (компетенциями и индикаторами достижения компетенций)

Формируемые компетенции (код, содержание компетенции)	Планируемые результаты обучения по дисциплине, в соответствии с индикатором достижения компетенции		Наименование оценочного средства
	Индикатор достижения компетенции	Результаты обучения по дисциплине	
УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	УК-4.2 Использует иностранный язык как средство делового общения и обмена информацией в устной и письменной форме	Знать средства осуществления профессионально ориентированной коммуникации на иностранном языке (УК-4.2) Уметь понимать и передавать информацию профессионально ориентированного характера на иностранном языке (УК-4.2)	Тест, устный перевод и устный реферат

4. Структура и содержание дисциплины

Общая трудоемкость дисциплины составляет 3 зачетные единицы, 108 часов.

4.1. Форма обучения: очная

Уровень базового образования: среднее общее.

Срок обучения 4г.

4.1.1. Структура дисциплины

№ п/п	Раздел (тема) дисциплины	Семестр	Контактная работа обучающихся с педагогическим работником							Самостоятельная работа	Форма текущего контроля успеваемости (по неделям семестра), форма промежуточной аттестации(по семестрам)
			Лекции	Практические занятия	Лабораторные работы	Контрольные работы	КП / КР	Консультация	Контроль		
1	Мировое экономическое развитие	5		24						30	Тестирование, устный опрос
2	Отрасли экономики	5		24						29,75	Тестирование, устный опрос
Всего за семестр		108		48				0	0,25	59,75	Зач.
Итого		108		48					0,25	59,75	

4.1.2. Содержание дисциплины

4.1.2.1. Перечень лекций

Не планируется.

4.1.2.2. Перечень практических занятий

Семестр 5

Раздел 1. Мировое экономическое развитие

Практическое занятие 1

Организация экономического сотрудничества и развития (ОЭСР). Лексика (2 часа).

Практическое занятие 2

Организация экономического сотрудничества и развития (ОЭСР). Лексика (2 часа).

Практическое занятие 3

Организация экономического сотрудничества и развития (ОЭСР). Перевод (2 часа).

Практическое занятие 4

Организация экономического сотрудничества и развития (ОЭСР). Перевод (2 часа).

Практическое занятие 5

Организация экономического сотрудничества и развития (ОЭСР). Реферирование (2 часа).

Практическое занятие 6

Организация экономического сотрудничества и развития (ОЭСР). Реферирование (2 часа).

Практическое занятие 7

Годовой отчет ОЭСР. Лексика (2 часа).

Практическое занятие 8

Годовой отчет ОЭСР. Лексика (2 часа).

Практическое занятие 9

Годовой отчет ОЭСР. Перевод (2 часа).

Практическое занятие 10

Годовой отчет ОЭСР. Перевод (2 часа).

Практическое занятие 11

Годовой отчет ОЭСР. Реферирование (2 часа).

Практическое занятие 12

Годовой отчет ОЭСР. Реферирование (2 часа).

*Раздел 2. Отрасли экономики***Практическое занятие 13**

Промышленность. Лексика (2 часа).

Практическое занятие 14

Промышленность. Лексика (2 часа).

Практическое занятие 15

Промышленность. Перевод (2 часа).

Практическое занятие 16

Промышленность. Перевод (2 часа).

Практическое занятие 17

Промышленность. Реферирование (2 часа).

Практическое занятие 18

Промышленность. Реферирование (2 часа).

Практическое занятие 19

Сельское хозяйство. Лексика (2 часа).

Практическое занятие 20

Сельское хозяйство. Лексика (2 часа).

Практическое занятие 21

Сельское хозяйство. Перевод (2 часа).

Практическое занятие 22

Сельское хозяйство. Перевод (2 часа).

Практическое занятие 23

Сельское хозяйство. Реферирование (2 часа).

Практическое занятие 24

Сельское хозяйство. Реферирование (2 часа).

4.1.2.3. Перечень лабораторных работ

Не планируется.

4.1.2.4. Перечень тем и учебно-методическое обеспечение самостоятельной работы

Перечень тем, вынесенных на самостоятельное изучение:

1. Прогноз развития мировой экономики.
2. Образование как отрасль экономики.

Для самостоятельной работы используются методические указания по освоению дисциплины и издания из списка приведенной ниже основной и дополнительной литературы.

4.1.2.5. Перечень тем контрольных работ, рефератов, ТР, РГР, РПР

Не планируется.

4.1.2.6. Примерный перечень тем курсовых работ (проектов)

Не планируется.

4.2 Форма обучения: очно-заочная

Уровень базового образования: среднее общее.

Срок обучения 5л.

Семестр	Трудоем- кость, час./ зач. ед.	Лек- ции, час.	Практи- ческие занятия, час.	Лабора- торные работы, час.	Консуль- тация, час.	Конт- роль, час.	Всего (контак- тная работа), час.	СРС, час.	Форма промежуточного контроля (экз., зач., зач. с оп.)
4	108 / 3		10			0,5	10,5	93,75	Зач.(3,75)
Итого	108 / 3		10			0,5	10,5	93,75	3,75

4.2.1. Структура дисциплины

№ п/п	Раздел (тема) дисциплины	Семестр	Контактная работа обучающихся с педагогическим работником							Самостоятельная работа	Форма текущего контроля успеваемости (по неделям семестра), форма промежуточной аттестации(по семестрам)
			Лекции	Практические занятия	Лабораторные работы	Контрольные работы	КП / КР	Консультация	Контроль		
1	Мировое экономическое развитие	4		6						47	Тестирование, устный опрос
2	Отрасли экономики	4		4						46,75	Тестирование, устный опрос
Всего за семестр		108		10		+		0	0,5	93,75	Зач.(3,75)
Итого		108		10					0,5	93,75	3,75

4.2.2. Содержание дисциплины

4.2.2.1. Перечень лекций

Не планируется.

4.2.2.2. Перечень практических занятий

Семестр 4

Раздел 1. Мировое экономическое развитие

Практическое занятие 1.

Организация экономического сотрудничества и развития (ОЭСР). Лексика. Перевод.
Реферирование (2 часа).

Практическое занятие 2.

Годовой отчет ОЭСР. Лексика. Перевод. Реферирование (2 часа).

Практическое занятие 3.

Годовой отчет ОЭСР. Лексика. Перевод. Реферирование (2 часа).

Раздел 2. Отрасли экономики**Практическое занятие 4.**

Промышленность. Лексика. Перевод. Реферирование (2 часа).

Практическое занятие 5.

Сельское хозяйство. Лексика. Перевод. Реферирование (2 часа).

4.2.2.3. Перечень лабораторных работ

Не планируется.

4.2.2.4. Перечень тем и учебно-методическое обеспечение самостоятельной работы

Перечень тем, вынесенных на самостоятельное изучение:

1. Прогноз развития мировой экономики.
2. Образование как отрасль экономики.

Для самостоятельной работы используются методические указания по освоению дисциплины и издания из списка приведенной ниже основной и дополнительной литературы.

4.2.2.5. Перечень тем контрольных работ, рефератов, ТР, РГР, РПР

1. Организация экономического сотрудничества и развития (ОЭСР): термины, перевод и реферирование.
2. Годовой отчет ОЭСР: термины, перевод и реферирование.
3. Прогноз развития мировой экономики: термины, перевод и реферирование.
4. Промышленность: термины, перевод и реферирование.
5. Сельское хозяйство: термины, перевод и реферирование.
6. Образование как отрасль экономики: термины, перевод и реферирование.

4.2.2.6. Примерный перечень тем курсовых работ (проектов)

Не планируется.

4.3 Форма обучения: очно-заочная

Уровень базового образования: среднее профессиональное.

Срок обучения 3г 6м.

Семестр	Трудоем- кость, час./ зач. ед.	Лек- ции, час.	Практи- ческие занятия, час.	Лабора- торные работы, час.	Консуль- тация, час.	Конт- роль, час.	Всего (контак- тная работа), час.	СРС, час.	Форма промежуточного контроля (экз., зач., зач. с оп.)
2	108 / 3		8			0,5	8,5	95,75	Зач.(3,75)
Итого	108 / 3		8			0,5	8,5	95,75	3,75

4.3.1. Структура дисциплины

№ п/п	Раздел (тема) дисциплины	Семестр	Контактная работа обучающихся с педагогическим работником							Самостоятельная работа	Форма текущего контроля успеваемости (по неделям семестра), форма промежуточной аттестации(по семестрам)
			Лекции	Практические занятия	Лабораторные работы	Контрольные работы	КП / КР	Консультация	Контроль		
1	Мировое экономическое развитие	2		4						48	Тестирование, устный опрос
2	Отрасли экономики	2		4						47,75	Тестирование, устный опрос
Всего за семестр		108		8		+		0	0,5	95,75	Зач.(3,75)
Итого		108		8					0,5	95,75	3,75

4.3.2. Содержание дисциплины

4.3.2.1. Перечень лекций

Не планируется.

4.3.2.2. Перечень практических занятий

Семестр 2

Раздел 1. Мировое экономическое развитие

Практическое занятие 1.

Организация экономического сотрудничества и развития (ОЭСР). Лексика. Перевод.
Реферирование (2 часа).

Практическое занятие 2.

Годовой отчет ОЭСР. Лексика. Перевод. Реферирование (2 часа).

Раздел 2. Отрасли экономики

Практическое занятие 3.

Промышленность. Лексика. Перевод. Реферирование (2 часа).

Практическое занятие 4.

Сельское хозяйство. Лексика. Перевод. Реферирование (2 часа).

4.3.2.3. Перечень лабораторных работ

Не планируется.

4.3.2.4. Перечень тем и учебно-методическое обеспечение самостоятельной работы

Перечень тем, вынесенных на самостоятельное изучение:

1. Прогноз развития мировой экономики.

2. Образование как отрасль экономики.

Для самостоятельной работы используются методические указания по освоению дисциплины и издания из списка приведенной ниже основной и дополнительной литературы.

4.3.2.5. Перечень тем контрольных работ, рефератов, ТР, РГР, РПР

1. Организация экономического сотрудничества и развития (ОЭСР): термины, перевод и реферирование.

2. Годовой отчет ОЭСР: термины, перевод и реферирование.

3. Прогноз развития мировой экономики: термины, перевод и реферирование.

4. Промышленность: термины, перевод и реферирование.

5. Сельское хозяйство: термины, перевод и реферирование.

6. Образование как отрасль экономики: термины, перевод и реферирование.

4.3.2.6. Примерный перечень тем курсовых работ (проектов)

Не планируется.

5. Образовательные технологии

В процессе изучения дисциплины "Иностранный язык в профессиональной деятельности" применяются интерактивные технологии.

6. Оценочные средства для текущего контроля успеваемости, промежуточной аттестации по итогам освоения дисциплины.

Фонды оценочных материалов (средств) приведены в приложении.

7. Учебно-методическое и информационное обеспечение дисциплины.

7.1. Основная учебно-методическая литература по дисциплине

1. Зайцева С.Е. Английский язык: экономика [Электронный ресурс]: учебно-методическое пособие по научно-техническому переводу, аннотированию и реферированию/ Зайцева С.Е.— Электрон. текстовые данные.— Москва: Издательский Дом МИСиС, 2010.— 85 с. - <http://www.iprbookshop.ru/97831.html>

2. Учебное пособие по переводу научно-технической литературы с английского языка на русский / Н. К. Яшина ; Владим. гос. ун-т им. А. Г. и Н. Г. Столетовых. – 2-е изд., испр. и доп. – Владимир: Изд-во ВлГУ, 2015. – 112 с. - <http://dspace.www1.vlsu.ru/bitstream/123456789/4247/1/01421.pdf>

7.2. Дополнительная учебно-методическая литература по дисциплине

1. Маркушевская Л.П., Цапаева Ю.А. Аннотирование и реферирование: Методические рекомендации для самостоятельной работы студентов. - СПбГУ ИТМО, 2008. - 51 с. - <https://books.ifmo.ru/file/pdf/334.pdf>
2. International journal of production economics (электронный научный журнал). - http://elibrary.ru/title_about.asp?id=513

7.3. Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине, включая перечень программного обеспечения и информационных справочных систем

В образовательном процессе используются информационные технологии, реализованные на основе информационно-образовательного портала института (www.mivlgu.ru/iop), и инфокоммуникационной сети института:

- предоставление учебно-методических материалов в электронном виде;
- взаимодействие участников образовательного процесса через локальную сеть института и Интернет;
- предоставление сведений о результатах учебной деятельности в электронном личном кабинете обучающегося.

Информационные справочные системы:

1. Онлайн словарь Мультитран, режим доступа: <http://www.multitrans.ru/c/m.exe?a=1&SHL=2>
2. Онлайн словари и энциклопедии на «Академике», режим доступа: <http://translate.academic.ru/>
3. Онлайн словарь Эбби Лингво, режим доступа: <https://www.lingvolive.com/ru-ru>
4. Онлайн словари английского языка Оксфордского университета, режим доступа: <https://en.oxforddictionaries.com/>
5. Онлайн словарь английского языка Кембриджского университета, режим доступа: <http://dictionary.cambridge.org/ru/>
6. Официальный сайт Организации экономического сотрудничества и развития, режим доступа: <http://www.oecd.org/>

Программное обеспечение:

7-Zip (GNU LGPL)

Microsoft Office Standard 2010 Open License Pack No Level Academic Edition
(Государственный контракт №1 от 10.01.2012 года)

Zoom (Свободно распространяемое ПО Freemium)

Free Commander XE (Лицензионное соглашение FreeCommander)

Adobe Reader XI (Общие условия использования продуктов Adobe)

Kaspersky Endpoint Security для бизнеса - Стандартный Russian Edition. 500-999 Node 2 year Educational Renewal (продление) (Гражданско-правовой договор бюджетного учреждения №2020.526633 от 23.11.2020 года)

Microsoft Windows 7 Professional (Программа Microsoft Azure Dev Tools for Teaching (Order Number: IM126433))

Open Office (Apache License 2.0)

7.4. Перечень ресурсов информационно-телекоммуникационной сети «Интернет», необходимых для освоения дисциплины

iprbookshop.ru

dSPACE.www1.vlsu.ru

books.ifmo.ru

elibrary.ru

multitrans.ru

translate.academic.ru

lingvolive.com
dictionary.cambridge.org
oecd.org
mivlgu.ru/iop

8. Материально-техническое обеспечение дисциплины

Кабинет иностранного языка

Комплект учебно-методических пособий, комплект проекционного оборудования (проектор NEC V302XG, проекционный экран), 11 компьютеров: монитор LCD 20" Philips, сист. блок Intel Core i5/3.1/10Гб/DVD-RW, клавиатура, мышь. Доступ к сети Интернет.

Кабинет английского языка

Комплект учебно-методических пособий; компьютер: монитор LCD 19" Samsung, сист. блок Intel E2160/1.8/2048Mb/DVD-RW, клавиатура, мышь. Доступ к сети Интернет.

9. Методические указания по освоению дисциплины

На практических занятиях пройденный материал закрепляется выполнением упражнений по основным темам дисциплины. Задания выполняются индивидуально или в группах с последующей проверкой, выявлением ошибок и работой над ними.

Самостоятельная работа оказывает важное влияние на формирование личности будущего специалиста, она планируется обучающимся самостоятельно. Каждый обучающийся самостоятельно определяет режим своей работы и меру труда, затрачиваемого на овладение учебным содержанием дисциплины. Он выполняет внеаудиторную работу и изучение разделов, выносимых на самостоятельную работу, по личному индивидуальному плану, в зависимости от его подготовки, времени и других условий.

Форма заключительного контроля при промежуточной аттестации – зачет. Для проведения промежуточной аттестации по дисциплине разработаны фонд оценочных средств и балльно-рейтинговая система оценки учебной деятельности студентов. Оценка по дисциплине выставляется в информационной системе и носит интегрированный характер, учитывающий результаты оценивания участия студентов в аудиторных занятиях, качества и своевременности выполнения заданий в ходе изучения дисциплины и промежуточной аттестации.

Программа составлена в соответствии с требованиями ФГОС ВО по направлению
38.03.01 Экономика и профилю подготовки *Финансы и экономика*
Рабочую программу составил ст. преподаватель *Лебедев А.Р.*_____

Программа рассмотрена и одобрена на заседании кафедры *ИЯ*

протокол № 6 от 18.05.2021 года.

Заведующий кафедрой *ИЯ* _____ *Панкратова Е.А.*
(Подпись)

Рабочая программа рассмотрена и одобрена на заседании учебно-методической
комиссии факультета

протокол № 8 от 24.05.2021 года.

Председатель комиссии ФЭМ _____ *Терентьева И.В.*
(Подпись) (Ф.И.О.)

**Фонд оценочных материалов (средств) по дисциплине
Иностранный язык в профессиональной деятельности**

**1. Оценочные материалы для проведения текущего контроля успеваемости
по дисциплине**

Оценочные средства для текущего контроля включают следующее.

ТЕСТИРОВАНИЕ

Тема. Организация экономического сотрудничества и развития (ОЭСР).

Переведите сочетание “multilateral co-operation”

- a) многостороннее сотрудничество
- b) односторонняя кооперация

Тема. Годовой отчет ОЭСР.

Переведите сочетание “increased by 5%”

- a) уменьшилось на 5%
- b) увеличилось на 5%

Тема. Прогноз развития мировой экономики. (СРС)

Переведите сочетание “the next step will be to develop”

- a) следующим шагом будет развитие
- b) следующий шаг будет развивать

Тема. Промышленность.

Переведите сочетание “innovations must be encouraged ”

- a) инновации должны быть поощряющими
- b) необходимо поддерживать инновации

Тема. Сельское хозяйство.

Переведите сочетание “food rationing”

- a) карточная система распределения продуктов
- b) рацион

Тема. Образование как отрасль экономики. (СРС)

Переведите сочетание “debate on what should be taught”

- a) дискуссия о том, чему обучать
- b) следует дискутировать по вопросам обучения

УСТНЫЙ ОПРОС

1. Переведите текст.

Тема. Организация экономического сотрудничества и развития (ОЭСР).

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Working with partners to build a stronger, cleaner, fairer world economy

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Now, as the OECD turns 50, we are focusing on helping governments in five main areas: • First and foremost, governments need to restore confidence in markets and the institutions and companies that make them function. That will require improved regulation and more effective governance at all levels. • Second, governments must reestablish healthy public finances as a basis for future sustainable economic growth. • In parallel, we are looking for ways to foster new sources of growth through innovation, environmentally friendly 'green growth' strategies and the development of emerging economies. • To underpin innovation and growth, we need to ensure that people of all ages can develop the skills to work productively and satisfyingly in the jobs of tomorrow. • Finally, we need to promote inclusive growth and sustainable development in emerging and developing countries for a future in which no country will depend on aid. These issues are not confined to OECD countries, and tackling them will require reinforcing global governance and cooperation, notably through the G20. The OECD plays a key role in supporting the G20 with analysis and policy recommendations on challenges that include promoting stronger and more balanced growth and defining better and more effective approaches to development.

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Throughout 2015, the OECD remained at the forefront of efforts to advance a stronger, cleaner and fairer world, putting our work and standards at the core of the international community's determination to improve globalisation and restore economic dynamism. We also continued to put people's well-being at the centre of our agenda, including through new research on the links between growth and inequality. And we went on working to promote inclusive and sustainable growth, strengthen governance and rebuild social cohesion and the trust of citizens in their institutions. Perhaps nothing better illustrates this latter feature of our work than our efforts to create a more transparent international tax system through the historic Base Erosion and Profit Shifting (BEPS) agreement and the Automatic Exchange of Information (AEOI).

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Тема. Прогноз развития мировой экономики. (CPC)

Building the future

Boosting jobs and skills

Tackling high unemployment is one of the most pressing challenges facing governments. A jobs crisis in OECD countries has fanned fears that young people now entering the job market could become a “lost generation”. Most OECD countries have maintained or expanded programmes to help the unemployed find work during the crisis. Now, countries need to invest in training, especially for people with low or obsolete skills. The OECD has a long track record of advising governments on effective employment policies. The OECD Jobs Study, published in 1994, and the OECD Jobs Strategy, launched two years later, contributed to employment growth with a set of evidence-based

policy recommendations for how OECD countries could create more and better jobs. In addition to calling for greater adaptability in wages, working-time and retirement age and for the reform of employment security provisions and unemployment benefits, the OECD urged governments to be more proactive in mobilizing the unemployed back to work, taking measures to improve workers' skills and competences and to spread the use of new technology. In 2006, when an updated Jobs Strategy took stock of progress, its authors were able to point to lower average unemployment rates across OECD countries. More women were participants in the labour force and in many countries older people were staying longer in work. But some challenges remained. Unemployment rates among young people of 24 and under were three times higher than those for men aged between 25 and 54. The unemployment rate among children of immigrants was 1.6 times higher than among other children. Women, too, were at a disadvantage. On average, women in OECD countries still earn 18% less than men, only about one-third of managerial posts are held by a woman, and many more women work in part-time jobs than men. Now, well targeted measures are needed to help OECD economies reduce high unemployment and under-employment while starting to tackle unprecedented fiscal deficits. Tax breaks and other types of hiring subsidies for firms that recruit people who have been out of work for more than a year are only short-term palliatives. We need to facilitate mobility of workers and make it easier for them to move from declining to expanding sectors, and from one place to another. We need to develop societies in which diversity is an asset, rather than a hindrance, and to improve childcare facilities so that women don't have to face an either/or choice between employment and having a family. We need a better work/life balance so that all of us can achieve more creative, productive and fulfilling lives. Technology will help. One of the most marked changes of the past half century has been in the knowledge intensity of the economy. Electronics have changed the way people work in all sorts of locations, from supermarket checkouts, where laser scanners linked to computer networks calculate the bill and track inventory, to hospital operating theatres, where real-time imagery and robots enable medical teams to carry out brain surgery that would have been impossible or too risky only a few years ago. But as many workers in traditional industries know, technology, in addition to creating new jobs, can also destroy existing jobs. Rather than standing in the way of progress, the OECD's response is to encourage societies to gain the maximum from the opportunities that technological advances bring. One of the OECD's next steps, building on its Innovation and Jobs Strategies, will be to develop a Skills Strategy to help policy makers identify and assess essential skills for a future based on "lifelong employability and lifelong learning". New approaches in education, research and training will enable people to develop the skills and concepts needed to open the way for more productive ways of working. In today's global economy, we are on the threshold of amazing changes. Advances in knowledge and technology can benefit everyone, and an expanding world population brings many opportunities. New, more open education systems, focusing on creativity, are leading to more and better jobs. By drawing on the intellectual abilities of a healthier, more numerous and better-educated global population, we can increase prosperity and create a fairer, more inclusive world.

Тема. Промышленность.

Energy

Finding a better mix

Ensuring safe and clean supplies of energy has long been a priority for OECD countries. In 1958, the Council of the OEEC set up the European Nuclear Energy Agency (ENEA) to encourage the safe development of nuclear power. In 1972, it was renamed simply the Nuclear Energy Agency, to reflect its growing membership beyond Europe. A year later, the 1973 oil shock confronted OECD countries with the realisation of their vulnerability to an interruption of oil supplies, spurring efforts to save energy and find alternatives to traditional fossil fuels. In 1974, the International Energy Agency (IEA) was set up to promote energy security and long-term energy policy co-operation. Now, with demand for energy set to explode amid expanding prosperity worldwide, the world is still waiting for the new technologies that will bring the "electrical energy too cheap to meter" so confidently forecast in 1954 by Lewis Strauss, then Chairman of the United States Atomic Energy Commission. But the challenge posed by climate change makes the search for new energy solutions more urgent than ever. Of the more than 6 billion people on our planet, 1.4 billion still don't have

access to electricity. Population is expanding steadily, and current trends in energy use could see demand increasing by 40% between now and 2030. Without new technological breakthroughs, fossil fuels still look set to account for over three-quarters of this forecast extra demand. Pollution would worsen and temperatures could rise by up to 6°C by the end of the century. According to OECD simulations, such an outcome is avoidable if appropriate policies are put in place. Innovation must be encouraged to enable the development and exploitation of renewable energy sources. The cost of action to limit global warming could be at least partially offset by lower energy bills for transport, buildings and industry.

Тема. Сельское хозяйство.

Agriculture

From rationing to abundance

One of the first major topics of discussion in the OECD's early years was agriculture. Food rationing in Europe had ended only a few years previously, and governments' main objective was to encourage agricultural productivity. Today, worries about food supplies have again resurfaced, this time at a global level. Almost a billion people go hungry and the cost of food is a major worry for many more. There are concerns that growing wealth could make it harder to achieve global food security as more and more people adopt Western-style diets. Even under conservative assumptions regarding demographic, socio-economic and environmental trends, the demand for food will expand significantly for the foreseeable future. At the same time, the land available to produce food will be placed under greater strain from urbanisation, environmental degradation and factors such as the demand for biofuels. By collecting data on how much government support really costs, and proposing new approaches to deal with emerging problems, the OECD helped governments to overhaul their agriculture policies while allowing farmers to take advantage of new opportunities. Today, the OECD Producer Support Estimates show how much public funding goes to farmers, and are the only internationally recognised indicator of support available in a consistent and timely way. The OECD, together with the FAO, produces an annual medium term outlook for agricultural production, consumption trade and prices. The global reach of this exercise makes it extremely valuable to governments as they attempt to find the right policy solutions to pressing issues of food security, price volatility, resource scarcity and climate change. OECD also advises governments on sustainable fisheries resource management and analyses policy and economics for the fish sector, both for capture fisheries and the increasingly important aquaculture sector.

Тема. Образование как отрасль экономики. (CPC)

Education

Investing for a smarter future

Education is important for individuals, for the competitiveness of nations and for social progress. OECD studies show that higher scores in literacy tests are accompanied by higher per capita income and higher productivity. They also show that people with higher levels of education enjoy better health and greater civic participation. As the world economy becomes more integrated and competition more globalised, many OECD countries are shifting away from mass production of basic products in favour of goods and services that require high levels of knowledge, creativity and innovation. Education will continue to be crucial to such endeavours. But there is lively debate on what should be taught, how it should be taught and how education should be paid for. Many education systems were mainly designed to cope with the demands of mass industrialisation – providing basic skills for the majority and advanced competencies for an elite. Today, however, students need to learn how to learn, how to seek and assess information, and how to work and live with others, rather than acquire a fixed set of facts and skills that are not always fully relevant when they start looking for work. Global competition for talents is increasing and most OECD countries have adapted their migration policies to attract and retain international students. Skills are increasingly important in labour markets whereby “lifelong employability” and “lifelong learning” have replaced the notion of “lifetime employment”. The OECD's Programme for International Student Assessment, PISA, which compares the performances of schools in 34 OECD countries and 43 partner countries, challenges many assumptions on how to achieve quality education. The

influence of class size and per-student expenditure on performance might seem obvious. But PISA results are surprising. Some countries with a large number of pupils per teacher do much better than others where the ratio is far lower, just as some countries that spend less money per student have results that surpass bigger spenders. . Policy makers are re-thinking their education approaches in response to the opportunities and challenges of a global economy. The rapid pace of change in our societies accelerates the need for developing human capital to create, promote, diffuse and adopt the intellectual and material innovations that can bring greater prosperity and social inclusion.

2. Осуществите реферирование текста.

Тема. Организация экономического сотрудничества и развития (ОЭСР).

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Building the future

Boosting jobs and skills

Tackling high unemployment is one of the most pressing challenges facing governments. A jobs crisis in OECD countries has fanned fears that young people now entering the job market could become a “lost generation”. Most OECD countries have maintained or expanded programmes to help the unemployed find work during the crisis. Now, countries need to invest in training, especially for people with low or obsolete skills. The OECD has a long track record of advising governments on effective employment policies. The OECD Jobs Study, published in 1994, and the OECD Jobs Strategy, launched two years later, contributed to employment growth with a set of evidence-based policy recommendations for how OECD countries could create more and better jobs. In addition to calling for greater adaptability in wages, working-time and retirement age and for the reform of employment security provisions and unemployment benefits, the OECD urged governments to be more proactive in mobilizing the unemployed back to work, taking measures to improve workers’ skills and competences and to spread the use of new technology. In 2006, when an updated Jobs Strategy took stock of progress, its authors were able to point to lower average unemployment rates across OECD countries. More women were participants in the labour force and in many countries older people were staying longer in work. But some challenges remained. Unemployment rates among young people of 24 and under were three times higher than those for men aged between 25 and 54. The unemployment rate among children of immigrants was 1.6 times higher than among other children. Women, too, were at a disadvantage. On average, women in OECD countries still earn 18% less than men, only about one-third of managerial posts are held by a woman, and many more women work in part-time jobs than men. Now, well targeted measures are needed to help OECD economies reduce high unemployment and under-employment while starting to tackle unprecedented fiscal deficits. Tax breaks and other types of hiring subsidies for firms that recruit people who have been out of work for more than a year are only short-term palliatives. We need to facilitate mobility of workers and make it easier for them to move from declining to expanding sectors, and from one place to another. We need to develop societies in which diversity is an asset, rather than a hindrance, and to improve childcare facilities so that women don’t have to face an either/or choice between employment and having a family. We need a better work/life balance so that all of us can achieve more creative, productive and fulfilling lives. Technology will help. One of the most marked changes of the past half century has been in the knowledge intensity of the economy. Electronics have changed the way people work in all sorts of locations, from supermarket checkouts, where laser scanners linked to computer networks calculate the bill and track inventory, to hospital operating theatres, where real-time imagery and robots enable medical teams to carry out brain surgery that would have been impossible or too risky only a few years ago. But as many workers in traditional industries know, technology, in addition to creating new jobs, can also destroy existing jobs. Rather than standing in the way of progress, the OECD’s response is to encourage societies to gain the maximum from the opportunities that technological advances bring. One of the OECD’s next steps, building on its Innovation and Jobs Strategies, will be to develop a Skills Strategy to help policy makers identify and assess essential skills for a future based on “lifelong employability and lifelong learning”. New approaches in education, research and training will enable people to develop the skills and concepts needed to open the way for more productive ways of working. In today’s global

economy, we are on the threshold of amazing changes. Advances in knowledge and technology can benefit everyone, and an expanding world population brings many opportunities. New, more open education systems, focusing on creativity, are leading to more and better jobs. By drawing on the intellectual abilities of a healthier, more numerous and better-educated global population, we can increase prosperity and create a fairer, more inclusive world.

Тема. Промышленность.

Energy

Finding a better mix

Ensuring safe and clean supplies of energy has long been a priority for OECD countries. In 1958, the Council of the OEEC set up the European Nuclear Energy Agency (ENEA) to encourage the safe development of nuclear power. In 1972, it was renamed simply the Nuclear Energy Agency, to reflect its growing membership beyond Europe. A year later, the 1973 oil shock confronted OECD countries with the realisation of their vulnerability to an interruption of oil supplies, spurring efforts to save energy and find alternatives to traditional fossil fuels. In 1974, the International Energy Agency (IEA) was set up to promote energy security and long-term energy policy co-operation. Now, with demand for energy set to explode amid expanding prosperity worldwide, the world is still waiting for the new technologies that will bring the “electrical energy too cheap to meter” so confidently forecast in 1954 by Lewis Strauss, then Chairman of the United States Atomic Energy Commission. But the challenge posed by climate change makes the search for new energy solutions more urgent than ever. Of the more than 6 billion people on our planet, 1.4 billion still don’t have access to electricity. Population is expanding steadily, and current trends in energy use could see demand increasing by 40% between now and 2030. Without new technological breakthroughs, fossil fuels still look set to account for over three-quarters of this forecast extra demand. Pollution would worsen and temperatures could rise by up to 6°C by the end of the century. According to OECD simulations, such an outcome is avoidable if appropriate policies are put in place. Innovation must be encouraged to enable the development and exploitation of renewable energy sources. The cost of action to limit global warming could be at least partially offset by lower energy bills for transport, buildings and industry.

Тема. Сельское хозяйство.

Agriculture

From rationing to abundance

One of the first major topics of discussion in the OECD’s early years was agriculture. Food rationing in Europe had ended only a few years previously, and governments’ main objective was to encourage agricultural productivity. Today, worries about food supplies have again resurfaced, this time at a global level. Almost a billion people go hungry and the cost of food is a major worry for many more. There are concerns that growing wealth could make it harder to achieve global food security as more and more people adopt Western-style diets. Even under conservative assumptions regarding demographic, socio-economic and environmental trends, the demand for food will expand significantly for the foreseeable future. At the same time, the land available to produce food will be placed under greater strain from urbanisation, environmental degradation and factors such as the demand for biofuels. By collecting data on how much government support really costs, and proposing new approaches to deal with emerging problems, the OECD helped governments to overhaul their agriculture policies while allowing farmers to take advantage of new opportunities. Today, the OECD Producer Support Estimates show how much public funding goes to farmers, and are the only internationally recognised indicator of support available in a consistent and timely way. The OECD, together with the FAO, produces an annual medium term outlook for agricultural production, consumption trade and prices. The global reach of this exercise makes it extremely valuable to governments as they attempt to find the right policy solutions to pressing issues of food security, price volatility, resource scarcity and climate change. OECD also advises governments on sustainable fisheries resource management and analyses policy and economics for the fish sector, both for capture fisheries and the increasingly important aquaculture sector.

Тема. Образование как отрасль экономики. (СРС)

Education

Investing for a smarter future

Education is important for individuals, for the competitiveness of nations and for social progress. OECD studies show that higher scores in literacy tests are accompanied by higher per capita income and higher productivity. They also show that people with higher levels of education enjoy better health and greater civic participation. As the world economy becomes more integrated and competition more globalised, many OECD countries are shifting away from mass production of basic products in favour of goods and services that require high levels of knowledge, creativity and innovation. Education will continue to be crucial to such endeavours. But there is lively debate on what should be taught, how it should be taught and how education should be paid for. Many education systems were mainly designed to cope with the demands of mass industrialisation – providing basic skills for the majority and advanced competencies for an elite. Today, however, students need to learn how to learn, how to seek and assess information, and how to work and live with others, rather than acquire a fixed set of facts and skills that are not always fully relevant when they start looking for work. Global competition for talents is increasing and most OECD countries have adapted their migration policies to attract and retain international students. Skills are increasingly important in labour markets whereby “lifelong employability” and “lifelong learning” have replaced the notion of “lifetime employment”. The OECD’s Programme for International Student Assessment, PISA, which compares the performances of schools in 34 OECD countries and 43 partner countries, challenges many assumptions on how to achieve quality education. The influence of class size and per-student expenditure on performance might seem obvious. But PISA results are surprising. Some countries with a large number of pupils per teacher do much better than others where the ratio is far lower, just as some countries that spend less money per student have results that surpass bigger spenders. . Policy makers are re-thinking their education approaches in response to the opportunities and challenges of a global economy. The rapid pace of change in our societies accelerates the need for developing human capital to create, promote, diffuse and adopt the intellectual and material innovations that can bring greater prosperity and social inclusion.

Общее распределение баллов текущего контроля по видам учебных работ для студентов

Рейтинг-контроль 1	Тестирование, устный опрос	до 15
Рейтинг-контроль 2	Тестирование, устный опрос	до 15
Рейтинг-контроль 3	Тестирование, устный опрос	до 50
Посещение занятий студентом		до 5
Дополнительные баллы (бонусы)		до 5
Выполнение семестрового плана самостоятельной работы		до 10

2. Промежуточная аттестация по дисциплине

Перечень вопросов к экзамену / зачету / зачету с оценкой.

Перечень практических задач / заданий к экзамену / зачету / зачету с оценкой (при наличии)

УК-4

БЛОК 1 – ЗНАТЬ

ТЕСТИРОВАНИЕ

Тема. Организация экономического сотрудничества и развития (ОЭСР).

Переведите сочетание “multilateral co-operation”

а) многостороннее сотрудничество

b) односторонняя кооперация

Тема. Годовой отчет ОЭСР.

Переведите сочетание “increased by 5%”

a) уменьшилось на 5%

b) увеличилось на 5%

Тема. Прогноз развития мировой экономики.

Переведите сочетание “the next step will be to develop”

a) следующим шагом будет развитие

b) следующий шаг будет развивать

Тема. Промышленность.

Переведите сочетание “innovations must be encouraged”

a) инновации должны быть поощряющими

b) необходимо поддерживать инновации

Тема. Сельское хозяйство.

Переведите сочетание “food rationing”

a) карточная система распределения продуктов

b) рацион

Тема. Образование как отрасль экономики.

Переведите сочетание “debate on what should be taught”

a) дискуссия о том, чему обучать

b) следует дискутировать по вопросам обучения

БЛОК 2 – УМЕТЬ

УСТНЫЙ ОПРОС

Переведите текст.

Тема. Организация экономического сотрудничества и развития (ОЭСР).

The OECD

Working with partners to build a stronger, cleaner, fairer world economy

What is the OECD? The letters stand for Organisation for Economic Co-operation and Development. Those words, broadly speaking, sum up what we do. In today's globalised, interdependent world, multilateral co-operation is more important than ever. In simple terms, our mission is to promote policies that will improve the economic and social wellbeing of people around the world. Our origins date back to 1960, when 18 European countries plus the United States and Canada joined forces to create an organisation dedicated to global development. Today, our 34 member countries span the globe, from North and South America to Europe and the Asia-Pacific region. We also work closely with more than 100 countries, including emerging giants like China, India, Brazil, as well as Indonesia and South Africa and developing economies in Africa, Asia, Eurasia, Latin America and the Caribbean. Together, our goal continues to be to build a stronger, cleaner, fairer world. The OECD provides a forum in which governments can work together to share experiences and seek solutions to common problems. We work with governments to examine what drives economic, social and environmental change. We produce high-quality internationally comparable data and indicators and develop key statistics used to understand the economy. We measure productivity and global flows of trade and investment. We analyse and compare data to predict future trends. We track dynamics of growth and development at the international scale, at countries' and at the regional level. We set international standards on all sorts of things, from the safety of chemicals and nuclear power plants to the quality of cucumbers. We look, too, at how much people pay in taxes and social security, and how much leisure time they have. We compare how school systems are readying young people for modern life, and how pension systems will look after

citizens in old age. And we look at governments themselves, at all levels; how they shape the economic, social and environmental landscape for business and citizens, how open and transparent they are in their practices, how they produce and deliver goods and services, and how responsible they are in managing their budgets and finances. Drawing on facts and real-life experience, we recommend policies designed to make the lives of ordinary people better. We work with business, through the Business and Industry Advisory Committee to the OECD, and with labour, through the Trade Union Advisory Committee. We consult with other civil society organisations, notably through the annual OECD Forum. The common thread of our work is a shared commitment to sustainable growth, employment and trade, based on international co-operation, and focused on the well-being of all citizens. Along the way, we also set out to make life harder for the terrorists, tax dodgers, and others whose actions undermine a fair and open society.

Now, as the OECD turns 50, we are focusing on helping governments in five main areas: • First and foremost, governments need to restore confidence in markets and the institutions and companies that make them function. That will require improved regulation and more effective governance at all levels. • Second, governments must reestablish healthy public finances as a basis for future sustainable economic growth. • In parallel, we are looking for ways to foster new sources of growth through innovation, environmentally friendly ‘green growth’ strategies and the development of emerging economies. • To underpin innovation and growth, we need to ensure that people of all ages can develop the skills to work productively and satisfyingly in the jobs of tomorrow. • Finally, we need to promote inclusive growth and sustainable development in emerging and developing countries for a future in which no country will depend on aid. These issues are not confined to OECD countries, and tackling them will require reinforcing global governance and cooperation, notably through the G20. The OECD plays a key role in supporting the G20 with analysis and policy recommendations on challenges that include promoting stronger and more balanced growth and defining better and more effective approaches to development.

Тема. Годовой отчет ОЭСР.

Throughout 2015, the OECD remained at the forefront of efforts to advance a stronger, cleaner and fairer world, putting our work and standards at the core of the international community’s determination to improve globalisation and restore economic dynamism. We also continued to put people’s well-being at the centre of our agenda, including through new research on the links between growth and inequality. And we went on working to promote inclusive and sustainable growth, strengthen governance and rebuild social cohesion and the trust of citizens in their institutions. Perhaps nothing better illustrates this latter feature of our work than our efforts to create a more transparent international tax system through the historic Base Erosion and Profit Shifting (BEPS) agreement and the Automatic Exchange of Information (AEOI).

By November, this had already provided EUR 48 billion in additional revenue to countries that had established voluntary disclosure programmes. When UN Secretary-General Ban Ki-moon visited the OECD in April, he stressed that 2015 was the most important year in the history of the United Nations. Our Organisation is proud to have contributed to this unprecedented international agenda through the support we provided to the Addis Ababa Conference on Development Finance in July, the new Sustainable Development Goals approved in New York in September, and the successful agreement reached at the Paris COP21 Conference in December, for which our report on climate finance was a defining building block. Now, we look at 2016 with the firm conviction that the ultimate success of these landmark agreements relies on their adequate implementation. The OECD is ready to contribute to this with our indicators, benchmarking and demonstrated experience in the design and implementation of policies and practices. Our engagement with the G20 and G7 epitomise this capacity. During 2015 we supported the Turkish and German presidencies, and we are already assisting China and Japan to ensure that their 2016 G20 and G7 chairmanships are even more successful. Our ability to impact the global agenda is equally matched by the targeted policy advice and support that we provide to our member and partner countries. Throughout the year countries like Greece, France, Italy, Mexico, Slovenia or Canada, as well as many others, turned to us for help in advancing their specific reforms. The increasing number of leaders who visit us also shows that we are becoming the “go-to institution” for policy advice on promoting growth, development and well-

being. Over the course of 2015 we had the opportunity to welcome 19 Heads of State or Government, including President Hollande, President Obama and Premier Li Keqiang. Many more ministers, high-level officials and opinion leaders attended our various meetings and seminars, not only in Paris but all over the world. Our global reach, which now expands to 147 non-member countries, was also heightened with the opening of formal accession talks with Costa Rica and Lithuania, as well as the encouraging breakthroughs in our collaboration with China, Brazil and Indonesia, where we opened an OECD office. In addition, we are increasingly showing the Organisation's ability to rapidly pull its knowledge together to understand and address emerging challenges in need of an immediate response. The refugee crisis in Europe tested us in this regard, and we managed to respond promptly by drawing on the OECD's more than 40 years of accumulated expertise in the field of migration, as well as our most recent work on integration indicators and best practices. We also responded categorically to the barbarism that affected our very own city, Paris, during the course of the year. In 2015 we held a very successful OECD Week, chaired by the Netherlands, under the title Unlocking Investment for Sustainable Growth and Jobs. We updated our Innovation Strategy and Policy Framework for Investment, presented a joint OECD, IEA, ITF and NEA report on meeting the challenge of climate change, Aligning Policies for a Low-carbon Economy, and adopted the OECD Principles on Water governance. Our work on inclusiveness took great strides with All on Board for Inclusive Growth and the subsequent launch of the OECD Centre for Opportunity and Equality (COPE). Also, with the delivery of the NAEC Synthesis Report, we have continued advancing a "NAEC state of mind" in all of the work we do. During the year, we also continued improving our communications, visibility and impact, as well as our management and administrative practices to put the OECD at the leading edge in this realm. Besides further strengthening procurement, human resources, financial management, audit and evaluation systems, we took the decisive step of beginning to consolidate our office space into two main sites – OECD (La Muette) and OECD (Boulogne) – a long-standing aspiration that provides value for money and can further foster the spirit of horizontality, co-operation and cross-fertilisation that we aim to promote. Now we look at 2016 as the year in which the implementation of many of these agreements begins. Other new initiatives will be developed. I am sure that we will again rise to this task. I am honoured that members gave me their confidence and renewed my mandate at the helm of the OECD until 2021. We will continue our tireless efforts in helping them confront their priorities and those of the international community. Together, we can continue designing, developing and delivering "better policies for better lives".

Тема. Прогноз развития мировой экономики.

Building the future

Boosting jobs and skills

Tackling high unemployment is one of the most pressing challenges facing governments. A jobs crisis in OECD countries has fanned fears that young people now entering the job market could become a "lost generation". Most OECD countries have maintained or expanded programmes to help the unemployed find work during the crisis. Now, countries need to invest in training, especially for people with low or obsolete skills. The OECD has a long track record of advising governments on effective employment policies. The OECD Jobs Study, published in 1994, and the OECD Jobs Strategy, launched two years later, contributed to employment growth with a set of evidence-based policy recommendations for how OECD countries could create more and better jobs. In addition to calling for greater adaptability in wages, working-time and retirement age and for the reform of employment security provisions and unemployment benefits, the OECD urged governments to be more proactive in mobilizing the unemployed back to work, taking measures to improve workers' skills and competences and to spread the use of new technology. In 2006, when an updated Jobs Strategy took stock of progress, its authors were able to point to lower average unemployment rates across OECD countries. More women were participants in the labour force and in many countries older people were staying longer in work. But some challenges remained. Unemployment rates among young people of 24 and under were three times higher than those for men aged between 25 and 54. The unemployment rate among children of immigrants was 1.6 times higher than among other children. Women, too, were at a disadvantage. On average, women in OECD countries still earn 18%

less than men, only about one-third of managerial posts are held by a woman, and many more women work in part-time jobs than men. Now, well targeted measures are needed to help OECD economies reduce high unemployment and under-employment while starting to tackle unprecedented fiscal deficits. Tax breaks and other types of hiring subsidies for firms that recruit people who have been out of work for more than a year are only short-term palliatives. We need to facilitate mobility of workers and make it easier for them to move from declining to expanding sectors, and from one place to another. We need to develop societies in which diversity is an asset, rather than a hindrance, and to improve childcare facilities so that women don't have to face an either/or choice between employment and having a family. We need a better work/life balance so that all of us can achieve more creative, productive and fulfilling lives. Technology will help. One of the most marked changes of the past half century has been in the knowledge intensity of the economy. Electronics have changed the way people work in all sorts of locations, from supermarket checkouts, where laser scanners linked to computer networks calculate the bill and track inventory, to hospital operating theatres, where real-time imagery and robots enable medical teams to carry out brain surgery that would have been impossible or too risky only a few years ago. But as many workers in traditional industries know, technology, in addition to creating new jobs, can also destroy existing jobs. Rather than standing in the way of progress, the OECD's response is to encourage societies to gain the maximum from the opportunities that technological advances bring. One of the OECD's next steps, building on its Innovation and Jobs Strategies, will be to develop a Skills Strategy to help policy makers identify and assess essential skills for a future based on "lifelong employability and lifelong learning". New approaches in education, research and training will enable people to develop the skills and concepts needed to open the way for more productive ways of working. In today's global economy, we are on the threshold of amazing changes. Advances in knowledge and technology can benefit everyone, and an expanding world population brings many opportunities. New, more open education systems, focusing on creativity, are leading to more and better jobs. By drawing on the intellectual abilities of a healthier, more numerous and better-educated global population, we can increase prosperity and create a fairer, more inclusive world.

Тема. Промышленность.

Energy

Finding a better mix

Ensuring safe and clean supplies of energy has long been a priority for OECD countries. In 1958, the Council of the OEEC set up the European Nuclear Energy Agency (ENEA) to encourage the safe development of nuclear power. In 1972, it was renamed simply the Nuclear Energy Agency, to reflect its growing membership beyond Europe. A year later, the 1973 oil shock confronted OECD countries with the realisation of their vulnerability to an interruption of oil supplies, spurring efforts to save energy and find alternatives to traditional fossil fuels. In 1974, the International Energy Agency (IEA) was set up to promote energy security and long-term energy policy co-operation. Now, with demand for energy set to explode amid expanding prosperity worldwide, the world is still waiting for the new technologies that will bring the "electrical energy too cheap to meter" so confidently forecast in 1954 by Lewis Strauss, then Chairman of the United States Atomic Energy Commission. But the challenge posed by climate change makes the search for new energy solutions more urgent than ever. Of the more than 6 billion people on our planet, 1.4 billion still don't have access to electricity. Population is expanding steadily, and current trends in energy use could see demand increasing by 40% between now and 2030. Without new technological breakthroughs, fossil fuels still look set to account for over three-quarters of this forecast extra demand. Pollution would worsen and temperatures could rise by up to 6°C by the end of the century. According to OECD simulations, such an outcome is avoidable if appropriate policies are put in place. Innovation must be encouraged to enable the development and exploitation of renewable energy sources. The cost of action to limit global warming could be at least partially offset by lower energy bills for transport, buildings and industry.

Тема. Сельское хозяйство.

Agriculture

From rationing to abundance

One of the first major topics of discussion in the OECD's early years was agriculture. Food rationing in Europe had ended only a few years previously, and governments' main objective was to encourage agricultural productivity. Today, worries about food supplies have again resurfaced, this time at a global level. Almost a billion people go hungry and the cost of food is a major worry for many more. There are concerns that growing wealth could make it harder to achieve global food security as more and more people adopt Western-style diets. Even under conservative assumptions regarding demographic, socio-economic and environmental trends, the demand for food will expand significantly for the foreseeable future. At the same time, the land available to produce food will be placed under greater strain from urbanisation, environmental degradation and factors such as the demand for biofuels. By collecting data on how much government support really costs, and proposing new approaches to deal with emerging problems, the OECD helped governments to overhaul their agriculture policies while allowing farmers to take advantage of new opportunities. Today, the OECD Producer Support Estimates show how much public funding goes to farmers, and are the only internationally recognised indicator of support available in a consistent and timely way. The OECD, together with the FAO, produces an annual medium term outlook for agricultural production, consumption trade and prices. The global reach of this exercise makes it extremely valuable to governments as they attempt to find the right policy solutions to pressing issues of food security, price volatility, resource scarcity and climate change. OECD also advises governments on sustainable fisheries resource management and analyses policy and economics for the fish sector, both for capture fisheries and the increasingly important aquaculture sector.

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Education

Investing for a smarter future

Education is important for individuals, for the competitiveness of nations and for social progress. OECD studies show that higher scores in literacy tests are accompanied by higher per capita income and higher productivity. They also show that people with higher levels of education enjoy better health and greater civic participation. As the world economy becomes more integrated and competition more globalised, many OECD countries are shifting away from mass production of basic products in favour of goods and services that require high levels of knowledge, creativity and innovation. Education will continue to be crucial to such endeavours. But there is lively debate on what should be taught, how it should be taught and how education should be paid for. Many education systems were mainly designed to cope with the demands of mass industrialisation – providing basic skills for the majority and advanced competencies for an elite. Today, however, students need to learn how to learn, how to seek and assess information, and how to work and live with others, rather than acquire a fixed set of facts and skills that are not always fully relevant when they start looking for work. Global competition for talents is increasing and most OECD countries have adapted their migration policies to attract and retain international students. Skills are increasingly important in labour markets whereby “lifelong employability” and “lifelong learning” have replaced the notion of “lifetime employment”. The OECD's Programme for International Student Assessment, PISA, which compares the performances of schools in 34 OECD countries and 43 partner countries, challenges many assumptions on how to achieve quality education. The influence of class size and per-student expenditure on performance might seem obvious. But PISA results are surprising. Some countries with a large number of pupils per teacher do much better than others where the ratio is far lower, just as some countries that spend less money per student have results that surpass bigger spenders. . Policy makers are re-thinking their education approaches in response to the opportunities and challenges of a global economy. The rapid pace of change in our societies accelerates the need for developing human capital to create, promote, diffuse and adopt the intellectual and material innovations that can bring greater prosperity and social inclusion.

Осуществите реферирование текста.

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Throughout 2015, the OECD remained at the forefront of efforts to advance a stronger, cleaner and fairer world, putting our work and standards at the core of the international community's determination to improve globalisation and restore economic dynamism. We also continued to put people's well-being at the centre of our agenda, including through new research on the links between growth and inequality. And we went on working to promote inclusive and sustainable growth, strengthen governance and rebuild social cohesion and the trust of citizens in their institutions.

Perhaps nothing better illustrates this latter feature of our work than our efforts to create a more transparent international tax system through the historic Base Erosion and Profit Shifting (BEPS) agreement and the Automatic Exchange of Information (AEOI).

By November, this had already provided EUR 48 billion in additional revenue to countries that had established voluntary disclosure programmes. When UN Secretary-General Ban Ki-moon visited the OECD in April, he stressed that 2015 was the most important year in the history of the United Nations. Our Organisation is proud to have contributed to this unprecedented international agenda through the support we provided to the Addis Ababa Conference on Development Finance in July, the new Sustainable Development Goals approved in New York in September, and the successful agreement reached at the Paris COP21 Conference in December, for which our report on climate finance was a defining building block. Now, we look at 2016 with the firm conviction that the ultimate success of these landmark agreements relies on their adequate implementation. The OECD is ready to contribute to this with our indicators, benchmarking and demonstrated experience in the design and implementation of policies and practices. Our engagement with the G20 and G7 epitomise this capacity. During 2015 we supported the Turkish and German presidencies, and we are already assisting China and Japan to ensure that their 2016 G20 and G7 chairmanships are even more successful. Our ability to impact the global agenda is equally matched by the targeted policy advice and support that we provide to our member and partner countries. Throughout the year countries like Greece, France, Italy, Mexico, Slovenia or Canada, as well as many others, turned to us for help in advancing their specific reforms. The increasing number of leaders who visit us also shows that we are becoming the “go-to institution” for policy advice on promoting growth, development and well-being. Over the course of 2015 we had the opportunity to welcome 19 Heads of State or Government, including President Hollande, President Obama and Premier Li Keqiang. Many more ministers, high-level officials and opinion leaders attended our various meetings and seminars, not only in Paris but all over the world. Our global reach, which now expands to 147 non-member countries, was also heightened with the opening of formal accession talks with Costa Rica and Lithuania, as well as the encouraging breakthroughs in our collaboration with China, Brazil and Indonesia, where we opened an OECD office. In addition, we are increasingly showing the Organisation’s ability to rapidly pull its knowledge together to understand and address emerging challenges in need of an immediate response. The refugee crisis in Europe tested us in this regard, and we managed to respond promptly by drawing on the OECD’s more than 40 years of accumulated expertise in the field of migration, as well as our most recent work on integration indicators and best practices. We also responded categorically to the barbarism that affected our very own city, Paris, during the course of the year. In 2015 we held a very successful OECD Week, chaired by the Netherlands, under the title Unlocking Investment for Sustainable Growth and Jobs. We updated our Innovation Strategy and Policy Framework for Investment, presented a joint OECD, IEA, ITF and NEA report on meeting the challenge of climate change, Aligning Policies for a Low-carbon Economy, and adopted the OECD Principles on Water governance. Our work on inclusiveness took great strides with All on Board for Inclusive Growth and the subsequent launch of the OECD Centre for Opportunity and Equality (COPE). Also, with the delivery of the NAEC Synthesis Report, we have continued advancing a “NAEC state of mind” in all of the work we do. During the year, we also continued improving our communications, visibility and impact, as well as our management and administrative practices to put the OECD at the leading edge in this realm. Besides further strengthening procurement, human resources, financial management, audit and evaluation systems, we took the decisive step of beginning to consolidate our office space into two main sites – OECD (La Muette) and OECD (Boulogne) – a long-standing aspiration that provides value for money and can further foster the spirit of horizontality, co-operation and cross-fertilisation that we aim to promote. Now we look at 2016 as the year in which the implementation of many of these agreements begins. Other new initiatives will be developed. I am sure that we will again rise to this task. I am honoured that members gave me their confidence and renewed my mandate at the helm of the OECD until 2021. We will continue our tireless efforts in helping them confront their priorities and those of the international community. Together, we can continue designing, developing and delivering “better policies for better lives”.

Тема. Прогноз развития мировой экономики.

Building the future

Boosting jobs and skills

Tackling high unemployment is one of the most pressing challenges facing governments. A jobs crisis in OECD countries has fanned fears that young people now entering the job market could become a “lost generation”. Most OECD countries have maintained or expanded programmes to help the unemployed find work during the crisis. Now, countries need to invest in training, especially for people with low or obsolete skills. The OECD has a long track record of advising governments on effective employment policies. The OECD Jobs Study, published in 1994, and the OECD Jobs Strategy, launched two years later, contributed to employment growth with a set of evidence-based policy recommendations for how OECD countries could create more and better jobs. In addition to calling for greater adaptability in wages, working-time and retirement age and for the reform of employment security provisions and unemployment benefits, the OECD urged governments to be more proactive in mobilizing the unemployed back to work, taking measures to improve workers’ skills and competences and to spread the use of new technology. In 2006, when an updated Jobs Strategy took stock of progress, its authors were able to point to lower average unemployment rates across OECD countries. More women were participants in the labour force and in many countries older people were staying longer in work. But some challenges remained. Unemployment rates among young people of 24 and under were three times higher than those for men aged between 25 and 54. The unemployment rate among children of immigrants was 1.6 times higher than among other children. Women, too, were at a disadvantage. On average, women in OECD countries still earn 18% less than men, only about one-third of managerial posts are held by a woman, and many more women work in part-time jobs than men. Now, well targeted measures are needed to help OECD economies reduce high unemployment and under-employment while starting to tackle unprecedented fiscal deficits. Tax breaks and other types of hiring subsidies for firms that recruit people who have been out of work for more than a year are only short-term palliatives. We need to facilitate mobility of workers and make it easier for them to move from declining to expanding sectors, and from one place to another. We need to develop societies in which diversity is an asset, rather than a hindrance, and to improve childcare facilities so that women don’t have to face an either/or choice between employment and having a family. We need a better work/life balance so that all of us can achieve more creative, productive and fulfilling lives. Technology will help. One of the most marked changes of the past half century has been in the knowledge intensity of the economy. Electronics have changed the way people work in all sorts of locations, from supermarket checkouts, where laser scanners linked to computer networks calculate the bill and track inventory, to hospital operating theatres, where real-time imagery and robots enable medical teams to carry out brain surgery that would have been impossible or too risky only a few years ago. But as many workers in traditional industries know, technology, in addition to creating new jobs, can also destroy existing jobs. Rather than standing in the way of progress, the OECD’s response is to encourage societies to gain the maximum from the opportunities that technological advances bring. One of the OECD’s next steps, building on its Innovation and Jobs Strategies, will be to develop a Skills Strategy to help policy makers identify and assess essential skills for a future based on “lifelong employability and lifelong learning”. New approaches in education, research and training will enable people to develop the skills and concepts needed to open the way for more productive ways of working. In today’s global economy, we are on the threshold of amazing changes. Advances in knowledge and technology can benefit everyone, and an expanding world population brings many opportunities. New, more open education systems, focusing on creativity, are leading to more and better jobs. By drawing on the intellectual abilities of a healthier, more numerous and better-educated global population, we can increase prosperity and create a fairer, more inclusive world.

Тема. Промышленность.

Energy

Finding a better mix

Ensuring safe and clean supplies of energy has long been a priority for OECD countries. In 1958, the Council of the OEEC set up the European Nuclear Energy Agency (ENEA) to encourage

the safe development of nuclear power. In 1972, it was renamed simply the Nuclear Energy Agency, to reflect its growing membership beyond Europe. A year later, the 1973 oil shock confronted OECD countries with the realisation of their vulnerability to an interruption of oil supplies, spurring efforts to save energy and find alternatives to traditional fossil fuels. In 1974, the International Energy Agency (IEA) was set up to promote energy security and long-term energy policy co-operation. Now, with demand for energy set to explode amid expanding prosperity worldwide, the world is still waiting for the new technologies that will bring the “electrical energy too cheap to meter” so confidently forecast in 1954 by Lewis Strauss, then Chairman of the United States Atomic Energy Commission. But the challenge posed by climate change makes the search for new energy solutions more urgent than ever. Of the more than 6 billion people on our planet, 1.4 billion still don’t have access to electricity. Population is expanding steadily, and current trends in energy use could see demand increasing by 40% between now and 2030. Without new technological breakthroughs, fossil fuels still look set to account for over three-quarters of this forecast extra demand. Pollution would worsen and temperatures could rise by up to 6°C by the end of the century. According to OECD simulations, such an outcome is avoidable if appropriate policies are put in place. Innovation must be encouraged to enable the development and exploitation of renewable energy sources. The cost of action to limit global warming could be at least partially offset by lower energy bills for transport, buildings and industry.

Тема. Сельское хозяйство.

Agriculture

From rationing to abundance

One of the first major topics of discussion in the OECD’s early years was agriculture. Food rationing in Europe had ended only a few years previously, and governments’ main objective was to encourage agricultural productivity. Today, worries about food supplies have again resurfaced, this time at a global level. Almost a billion people go hungry and the cost of food is a major worry for many more. There are concerns that growing wealth could make it harder to achieve global food security as more and more people adopt Western-style diets. Even under conservative assumptions regarding demographic, socio-economic and environmental trends, the demand for food will expand significantly for the foreseeable future. At the same time, the land available to produce food will be placed under greater strain from urbanisation, environmental degradation and factors such as the demand for biofuels. By collecting data on how much government support really costs, and proposing new approaches to deal with emerging problems, the OECD helped governments to overhaul their agriculture policies while allowing farmers to take advantage of new opportunities. Today, the OECD Producer Support Estimates show how much public funding goes to farmers, and are the only internationally recognised indicator of support available in a consistent and timely way. The OECD, together with the FAO, produces an annual medium term outlook for agricultural production, consumption trade and prices. The global reach of this exercise makes it extremely valuable to governments as they attempt to find the right policy solutions to pressing issues of food security, price volatility, resource scarcity and climate change. OECD also advises governments on sustainable fisheries resource management and analyses policy and economics for the fish sector, both for capture fisheries and the increasingly important aquaculture sector.

Тема. Образование как отрасль экономики.

Education

Investing for a smarter future

Education is important for individuals, for the competitiveness of nations and for social progress. OECD studies show that higher scores in literacy tests are accompanied by higher per capita income and higher productivity. They also show that people with higher levels of education enjoy better health and greater civic participation. As the world economy becomes more integrated and competition more globalised, many OECD countries are shifting away from mass production of basic products in favour of goods and services that require high levels of knowledge, creativity and innovation. Education will continue to be crucial to such endeavours. But there is lively debate on what should be taught, how it should be taught and how education should be paid for. Many

education systems were mainly designed to cope with the demands of mass industrialisation – providing basic skills for the majority and advanced competencies for an elite. Today, however, students need to learn how to learn, how to seek and assess information, and how to work and live with others, rather than acquire a fixed set of facts and skills that are not always fully relevant when they start looking for work. Global competition for talents is increasing and most OECD countries have adapted their migration policies to attract and retain international students. Skills are increasingly important in labour markets whereby “lifelong employability” and “lifelong learning” have replaced the notion of “lifetime employment”. The OECD’s Programme for International Student Assessment, PISA, which compares the performances of schools in 34 OECD countries and 43 partner countries, challenges many assumptions on how to achieve quality education. The influence of class size and per-student expenditure on performance might seem obvious. But PISA results are surprising. Some countries with a large number of pupils per teacher do much better than others where the ratio is far lower, just as some countries that spend less money per student have results that surpass bigger spenders. . Policy makers are re-thinking their education approaches in response to the opportunities and challenges of a global economy. The rapid pace of change in our societies accelerates the need for developing human capital to create, promote, diffuse and adopt the intellectual and material innovations that can bring greater prosperity and social inclusion.

Методические материалы, характеризующие процедуры оценивания

5 СЕМЕСТР

Промежуточная аттестация (зачет)

Зачет проводится в двух формах в соответствии с контролируемыми результатами образования:

1) электронная форма – тестирование в ИОП MOODLE (УК-4. Блок 1 – знать);

Индивидуальный тест формируется в автоматическом режиме на основе типовых заданий.

2) устная форма – устный перевод (УК-4. Блок 2 – уметь);

3) устная форма – устное реферирование (УК-4. Блок 2 – уметь).

Темы, выносимые на зачет

1. Организация экономического сотрудничества и развития (ОЭСР).

2. Годовой отчет ОЭСР.

3. Прогноз развития мировой экономики.

4. Промышленность.

5. Сельское хозяйство.

6. Образование как отрасль экономики.

ОЦЕНИВАНИЕ РЕЗУЛЬТАТОВ

Блок 1 – Знания – 10 баллов

Блок 2 – Умения – 30 баллов

Максимальная сумма баллов, набираемая студентом по дисциплине равна 100.

Оценка в баллах	Оценка по шкале	Обоснование	<i>Уровень сформированности компетенций</i>
Более 80	«Отлично»	Содержание курса освоено полностью, без пробелов, необходимые практические навыки работы с освоенным материалом сформированы, все предусмотренные программой обучения учебные задания	<i>Высокий уровень</i>

		выполнены, качество их выполнения оценено числом баллов, близким к максимальному	
66-80	«Хорошо»	Содержание курса освоено полностью, без пробелов, некоторые практические навыки работы с освоенным материалом сформированы недостаточно, все предусмотренные программой обучения учебные задания выполнены, качество выполнения ни одного из них не оценено минимальным числом баллов, некоторые виды заданий выполнены с ошибками	<i>Продвинутый уровень</i>
50-65	«Удовлетворительно»	Содержание курса освоено частично, но пробелы не носят существенного характера, необходимые практические навыки работы с освоенным материалом в основном сформированы, большинство предусмотренных программой обучения учебных заданий выполнено, некоторые из выполненных заданий, возможно, содержат ошибки	<i>Пороговый уровень</i>
Менее 50	«Неудовлетворительно»	Содержание курса не освоено, необходимые практические навыки работы не сформированы, выполненные учебные задания содержат грубые ошибки	<i>Компетенции не сформированы</i>

3. Задания в тестовой форме по дисциплине

Примеры заданий:

Пример задания закрытого типа.

Прочитайте текст и выберите подходящее название.

Inflation is an increase in the average price level of the goods and services produced and sold in an economy. Inflation typically occurs in a market economy for one of two reasons: either people increase their spending faster than producers are able to increase the supply of the goods and services, or there is a decrease in the supply of goods and services.

Price level

Market economy

Supply and demand

Inflation

Пример задания открытого типа.

Впишите одно подходящее по смыслу слово для данных предложений.

The _____ of a product are the quantity of it that is sold.

A _____ clerk is a person who works in a shop selling things to customers and helping them to find what they want.

A _____ representative is a person or organization designated by a company to solicit business on its behalf in a specified territory or foreign country.

Полный перечень тестовых заданий с указанием правильных ответов, размещен в банке вопросов на информационно-образовательном портале института по ссылке <https://www.mivlgu.ru/iop/question/edit.php?courseid=770>

Оценка рассчитывается как процент правильно выполненных тестовых заданий из их общего числа.