

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

ЗАТВЕРДЖЕНО

На засіданні кафедри педагогіки,
іноземної філології та перекладу
Протокол № 9 від 01.09.2025



ПОГОДЖЕНО

Перший проректор

Василь ОТЕНКО

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

Галузь знань
Спеціальність
Освітній рівень
Освітня програма

D Бізнес, адміністрування та право
D3 Менеджмент
перший (бакалаврський)
Менеджмент креативних індустрій

Статус дисципліни
Мова викладання, навчання та
оцінювання

обов'язкова
англійська

Розробник:
викладач

Анжела НІКШІНА

Завідувач кафедри педагогіки,
іноземної філології та перекладу

Тетяна ПОГОРЕЛОВА

Гарант програми

Каріна НЕМАШКАЛО

Харків

2025

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS**

APPROVED
at the meeting of pedagogy,
foreign philology and
translation chair
Protocol № 9 of 01.09.2025



AGREED
The first vice-rector
Vasyl OTENKO

**FOREIGN LANGUAGE (FOR THE PROFESSIONAL PURPOSES)
Program of the course**

Field of knowledge D Business, administration, and law
Specialty D3 Management
Study cycle first (bachelor)
Study programme Management of Creative Industries

Course status mandatory
Language English

Developer:

Lecturer
Head of pedagogy,
foreign philology and
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Anzhela NIKISHYNA

Head of Study Programme

Tetiana POHORIELOVA

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Kharkiv
2025

INTRODUCTION

In the system of training specialists in creative industries, one of the main places is occupied by the discipline “Foreign language (for the professional purposes)”, complementing the block of mandatory educational components of the professional direction in the specialty D3 “Management” of the EP “Management of Creative Industries”, which offers not only a system of knowledge of vocabulary and grammar, but also helps future specialists to use a foreign language as a means of communication and make it a key tool for successful functioning in the global business environment. Knowledge of foreign languages allows access to additional information that may not be available in the native language, thus expanding knowledge and opportunities. In today's world, many companies operate internationally, so understanding another language helps businesses cope with intercultural challenges and expand their sphere of influence. Professionals who speak foreign languages are more likely to have better chances of finding high-paying jobs and can move up the career ladder faster. Knowledge of a foreign language makes it easier to communicate with colleagues, clients, and partners from all over the world, opening new opportunities for cooperation and business development.

The objectives of the course “Foreign language (for professional purposes)” are to deepen foreign language competence and develop professionally oriented foreign language communicative competence in the specialty.

The tasks of the course are:

Learning and using terms used in business communication through exercises, vocabulary, and real-life texts.

Improving writing skills by creating professional emails, business letters, reports, or proposals.

Developing oral communication skills through oral tasks such as presentations, role-plays, and discussions on topics related to the professional field.

Developing knowledge and skills to interact with representatives of other countries through the study of cultural peculiarities that affect professional communication.

Learning to use the language in real-life scenarios of the work environment, the ability to solve and perform tasks that may be encountered in a particular professional activity.

The object of the course is the professional context of forming students' professionally oriented foreign language communicative competence in a foreign language, which is formed on the basis of integration of four basic skills (reading, speaking, listening, writing, linguistic mediation)

The learning outcomes and competencies formed by the course are defined

in Table 1.

Table 1

The learning outcomes and competencies formed by the course

Learning outcomes	Competencies
LO2	GC7
LO3	GC7
LO11	GC7
LO13	GC7, GC14, SC9, SC11
PH21	GC8

Where,

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

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

LO11. Demonstrate skills in situation analysis and communication in various areas of the organisation.

LO13. Communicate orally and in writing in the state and foreign languages.

PH21. Demonstrate the ability to manage creative projects at all stages of their life cycle by applying methods of generating and evaluating ideas, planning, implementing, and controlling project solutions, taking into account resource constraints, risks, and uncertainty in the creative industries.

GC7. Ability to communicate in a foreign language.

GC8. Skills in using information and communication technologies.

GC14. Ability to work in an international context.

SC9. Ability to work in a team and establish interpersonal relationships when solving professional tasks.

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

COURSE CONTENT

Content module 1. Elements of business. Introduction to the specialty "Management of Creative Industries."

Topic 1. Elements of business.

1.1. Management basics.

Acquiring communicative competence in a foreign language on the following

topics: general information about management, history of management development. Acquaintance with the rules and requirements of business correspondence in a foreign language.

1.2. World economic systems.

Acquiring communicative competence in a foreign language on the following topics: different economic systems, the degree of involvement of different countries in the economic sphere, the economic systems of Ukraine, the USA, Great Britain and leading industries. Providing initial information about yourself and the place of future work related to business administration. The need to master SOFT SKILLS for a successful career. Writing and formatting business letters. Familiarisation with letters of information and letters of invitation.

1.3 Management at work.

Acquiring communicative competence in a foreign language on the following topics: management at work, establishing contacts, and business relations in professional activities. Day planning and responsibility. Writing letters of inquiry and letters of reply. Markets and market relations.

Topic 2. Forms of organisation and structure of business activity

2.1. Management in a private enterprise.

Acquiring communicative competence in a foreign language on the following topics: positive and negative aspects of working in companies of various forms of organisations, SWOT-analysis of work in enterprises, practical experience of foreign entrepreneurs and creating one's own business, rules for writing an email, and creating presentations.

2.2 Form of conducting business.

Acquiring communicative competence in a foreign language on the following topics: the most successful companies and their form of ownership, positive and negative aspects of their functioning, and private enterprise. A franchise is one of the forms of business organisation. Correspondence within one company, writing memos.

2.3. Management in a business company.

Acquiring communicative competence in a foreign language on the topic: recruitment, rules of CV writing, and interviewing, requirements for writing a fax.

Content module 2. Human resources of the enterprise. Financing of the organisation's activities.

Topic 3. Personnel management.

3.1 Characteristics of enterprise personnel.

Acquiring communicative competence in a foreign language on the topic: qualitative characteristics of labor resources, enterprise personnel, labor motivation, systems of motivation and incentives for personnel, bonus systems, and career opportunities. Organisation and preparation of business meetings. Rules for

writing agendas for business meetings and gatherings.

3.2. Recruitment.

Acquiring communicative competence in a foreign language on the following topics: analysis of the company's personnel needs, promotion of vacancies and screening of candidates, references, assessment of cultural fit, and development of the process of integrating employees into the team. Rules of conducting and writing minutes of business meetings.

3.3 Remuneration.

Acquiring communicative competence in a foreign language on the subject matter: ensuring a fair and competitive remuneration system, fixed and hourly wages, perks, bonuses, incentive systems, flexible forms of compensation, and social packages. Preparation of documentation for job interviews.

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

4.1 Financial and settlement control.

Acquiring communicative competence in a foreign language on the topic:

a system of measures aimed at ensuring the efficient use of financial resources of the enterprise and tracking financial activities. Budgeting, cost monitoring, financial analysis, internal control procedures, auditing, and liquidity management. Establishing business contacts, telephone communication, and business travel. Writing reports of negotiations.

4.2 Sources of funding for the organisation.

Acquiring communicative competence in a foreign language on the subject:

Choosing a source of funding depends on the type of organisation, its capital needs, development strategy, and available resources. Equity, loans and borrowings, crowdfunding, venture capital, leasing, and factoring. Business meetings, conferences, seminars, their venues, socializing, eating during breaks, and the rules of etiquette. Keeping minutes and notes during conferences and seminars.

4.3. Capital. Forms of calculation of organisations.

Acquiring communicative competence in a foreign language on the topic:

types of capital and forms of calculation, their advantages, and compliance with the specific needs and goals of the enterprise, as well as their impact on financial stability and business efficiency. Financial activities and methods of financial management. Preparation of conferences and seminars, speeches, and filling in application forms for participation in international business events. Investing, business plans, and their main components. Writing a press release, report, or essay. Information systems in organisations.

The list of practical (seminar) questions and assignments for the discipline is given in Table 2.

Table 2

Name of the topic and/or task	Contents
Topic1. Elements of business.	The practical lesson topic “Introduction to the elements of business”. Writing and formatting a business letter. Introduction to the letters of information, invitation letters, order letters, and complaint letters of the marketing business.
Topic 2. Forms of organisation and structure of business activity.	The practical lesson topic “Forms of doing business and business activities - to learn the basic rules for making presentations and conducting business correspondence. Rules for writing a CV.
Topic 3. Personnel management.	The practical lesson topic “Personnel characteristics, recruitment and remuneration”. Introduction to the rules of conducting and writing minutes of business meetings and business documentation.
Topic 4. Management and financing, control, and accounting of the organisation's finances.	The practical lesson topic “Financial control, sources of funding and forms of payment”. Organisation of discussions.

The list of self-studies in the course is given in Table 3.

Table 3

The list of self-studies

Name of the topic and/or task	Contents
Topic1. Elements of business.	Tasks for independent study. Work on the glossary, work on sentence structure, and use of clichés according to the type of the business letter.
Topic 2. Forms of organisation and structure of business activity.	Tasks for independent study. Revision of lexical and grammatical structures. Making a presentation, according to the basic requirements for creating a

	presentation. Writing a CV.
Topic 3. Personnel management.	Tasks for independent study. Writing an agenda for a business meeting. Work on lexical and grammatical structures.
Topic 4. Management and financing, control, and accounting of the organisation's finances.	Tasks for independent study. Writing a press release. Discussion on the content of the topic.

The number of hours for lectures, practical (seminar) studies, and self-study is specified on the course's technological card.

TEACHING METHODS

In the process of teaching the course, in order to acquire certain learning outcomes, to activate the educational process, it is envisaged to use such teaching methods as:

A communicative method designed to develop communication skills. Students learn the language through communication, role-playing, discussing topics, presenting projects, and organising student conferences (Topics 1.3; 2.2; 2.3; 3.1; 4.3).

The grammatical-transformational method focuses on grammar, language rules, and structures, and is used to teach business correspondence and documentation (Topics 1-4).

The audio-visual method, which utilizes audio and video materials such as films, songs, and videos, enables students to develop the ability to listen to and understand the speech of native speakers, and is also used to prepare for job interviews (Topics 1.3; 3.2).

The general integrated teaching method combines various approaches to language teaching, including case studies, brainstorming, lesson combinations, discussions, and group work (Topics 1.2; 4.2).

The interactive method emphasizes the use of technology, promoting active student engagement and the development of effective communication skills (Topics 1.1; 2.2; 4.2).

FORMS AND METHODS OF ASSESSMENT

The University uses a 100-point cumulative system to assess students' learning outcomes.

Current control is carried out during lectures, practical and seminar classes and is aimed at checking the level of readiness of the student to perform a specific job and is evaluated by the number of points scored:

– in the first semester, the maximum amount is 100 points; the minimum amount that allows a student to receive the credit is 60 points.

– in the second semester, the maximum amount is 60 points; the minimum amount that allows a student to take an exam is 35 points.

The final control is carried out in the form of a credit in the first semester and an exam in the second semester, in accordance with the educational process schedule.

Semester control is conducted through a semester test (first semester) and a semester exam (second semester). The semester examination (exam) is held during the examination session.

The maximum amount of points that a higher education student can receive during the exam is 40 points. The minimum score for an exam (examination) to be considered passed is 25 points.

The final grade in the course is determined by adding up the points for the current and final control.

The following control measures are used during the teaching of the course:

Current control of the first semester: practical lessons on the topics (50 points),

Presentation of the topical material (10 points)

Self-study work (20 points)

Current tests (20 points),

Semester control: grading

Current control of the second semester: practical lessons on the topics (20 points),

Presentation of the topical material (10 points)

Self-study work (10 points)

Current tests (20 points),

Semester control: Grading including Exam (40 points)

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

An example of an exam card and assessment criteria.

An example of an examination card

Simon Kuznets Kharkiv National University of Economics

First (Bachelor) cycle of higher education

Specialty D3 “Management”

Study programme “Management of Creative Industries”

Semester II

Study course "Foreign language (for professional purposes)

EXAMINATION CARD № 1

Task 1. Choose the correct form of the verb to fill each of the gaps.(5 points)

1. Last week, everybody in the department ... to work overtime.

- A. has had B. had C. had had
2. I ... in a hotel for the last ten days, but I hope to find an apartment of my own soon.
- A. have been staying B. stayed C. has been staying
3. Our Sales Director ... abroad three or four times a year.
- A. will go B. go C. goes
4. At the moment we ... a survey to find what sort of after-sales service our customers want.
- A. carry out B. are carrying out C. will be carrying out
5. By the middle of April, we ... golf course and other sporting facilities.
- A. will have finished B. will finish C. finish
6. This report is a nightmare. I ... it for two weeks, and it still isn't finished.
- A. have written B. has been written C. have been writing
7. If the shipment ... tomorrow, I will collect it.
- A. will arrive B. arrives C. arrive
8. Sales are low this spring, but they will improve when the summer
- A. will start B. start C. starts
9. We ... more and more graduates.
- A. recruit B. is recruiting C. are recruiting.
10. I'm feeling rather nervous. I never ... a presentation to so many people.
- A. gave B. have never given C. has never given

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

- Unemployed people often find themselves viewed by others as failures. (Who?)
- Professional employees value work as a way of life. (What?)
- In some firms employers have been given pay rises for good work this month (Where?)
- The migration to large cities occurred because high wages paid to workers. (Why?)
- The black economy is growing fast, encouraged by the high rate of unemployment. (How...?)

Task 3. Fill in the gaps (1-10) with appropriate words (5 points):

entrepreneur, multinational, family firm / business, self-employed, state-owned, child labour, charities, equal opportunities, shareholders, made redundant

- I am I had my own company for a while, but I did not enjoy managing other people.
- What I like about working for a ... company is the chance to work abroad. I spent three years in France and am now back at our head office in China.
- The company I work for belongs to the country. People often say that ... companies are badly-run, but we are working hard to make the company as efficient as

we can.

4. I like starting companies, but when everything is going well, I sell them, move on and start another one. I am much better at being an ... than a manager.

5. My grandfather started the company and now my father runs it. I am studying management at a business college, and when I finish my course I am going to join the

6. When I went out to visit our factory there, I discovered they were using ...: some of the workers were as young as ten years old!

7. The company believes in ..., and I think it's done well in that area – when I joined ten years ago only two of the managers were women, and now we have eight female managers.

8. I work for a construction company. Most of our work involves building houses, so I think it's appropriate that we give some of our profits to ... for homeless people.

9. The company was hoping to win a big contract in Saudi Arabia, but they didn't get it, so that was it – all of the factory workers were ..., even the ones who'd worked there for twenty years or more.

10. My boss persuaded a lot of her friends to invest their money in her company when she set it up, so I don't think she should spend so much on entertaining potential customers. After all, they're the ..., so they should be consulted about the money that she's spending.

Task 4. Read the article about flexible working in the information age. Choose the best sentence from the provided variants to fill each of the gaps. For each gap 1-5, mark one letter (A - G). Do not use any letter more than once. There is an example at the beginning (0). (10 points)

Flexible working

Yesterday's buildings and yesterday's office environments are increasingly difficult to use efficiently. **(0) ... G...** Staff work where they happen to be, not where the work is best done. Time and productivity are wasted through unnecessary travelling.

Although many management "gurus" would have us believe otherwise, the office is not dead. Instead, information age technology is altering our concept of what the "office" actually is. **(1) ...** With the right information and communication technology solution, the office can be anywhere. In particular, with the arrival of desktop video-conferencing, the notion of the "virtual" or "follow me" office will certainly become even more powerful.

In the search to support more productive working methods and lower costs for premises, companies are using a number of options. One example is enabling mobile workers such as sales people or travelling professionals to work effectively from any location using their homes or local offices as bases. **(2) ...** Instead staff are more likely to have "touch-down" space or meeting rooms tailored to suit individual work tasks.

The conflicting demands of work and home result in tensions and stresses affecting both work performance and family life. How we organise work, and where and when it takes place, is central to these conflicts. Commuting to work simply to use

a computer and telephone is pointless and expensive if the same tasks can be performed at or nearer to home. (3) ... Clearly, digital technologies enable work to take place at more friendly times and locations.

To take full advantage of flexible working, staff must be trained to use the new technology and to deal with managing or being managed at a distance. Flexible working schemes fail when technology is thrown at staff and they are left to just get on with it. (4) ... In most cases, flexible working does not mean never seeing your colleagues! It means being in the best place for a particular task to be carried out. In the future, we may visit the office only when we need to be there.

Work in principle can take place any time and anywhere. To make this happen, however, the right technologies and systems have to be in place. Quality equipment is a key consideration in particular desktops and laptop PCs with high speed access, using fixed or mobile telephony. (5) ... They need to be able to access their e-mail, corporate intranet and other systems at any point.

A. And travelling in the rush-hour or just at the time when the children have to go to school adds to the strain.

B. It is changing the physical nature of offices and giving them flexible boundaries.

C. In addition, the right policies must be in place to ensure good communication and to avoid feelings of isolation.

D. This change means companies will have to invest in advanced communication technology.

E. This move to more flexible, location-independent working makes a dedicated office space for each person hard to justify.

F. Equally important, people need to be able to get into the same corporate networks whether they are in or away from the office.

G. Not only are they expensive to run, they also lead inefficient working practices.

Task 5. Match the terms with their definitions. (5 points)

- | | |
|--------------------------------|--|
| 1. Authority | a) specialists in planning and handling mass selling details for advertisers. |
| 2. Shareholders / Stockholders | b) a business system in which a company (or franchiser) sells an individual (or franchisee) the right to operate a business using the franchiser's established system or format. |
| 3. Hierarchy | c) someone whose job is to manage all or part of a company or organization, or a particular activity. |
| 4. Discounts | d) payment from a company's profits to its shareholders. |
| 5. Retailing | e) people who own shares in a company, they provide the capital. |
| 6. Dividend | f) the money that a franchisee will use to buy the stock and to pay for the labour and services that the business will need. |
| 7. Manager | g) reductions from list price that are given by a seller to a buyer who either gives up some marketing function or provides the function himself. |
| 8. Advertising | h) the power that a person or organization has because of their |

- agencies official or legal position.
9. Working capital i) all of the activities involved in the sale of products to final consumers.
10. Franchising j) an organization or structure in which the staff are organized in levels and the people at one level have authority over those below them.

Task 6. Write a letter of complaint. (10 points)

Patrick Kelly, Managing Director of “Irish Publishers” (56, Green Street, Dublin, Ireland) spent 5 days in the hotel “The George Inn” (23, Southwalk Street, Brighton, England). He sends this letter to the hotel's administration to complain about the service.

Approved at the meeting of pedagogy, foreign philology and translation chair № _____ from «___» _____20__ .

Examiner

Anzhela Nikishyna

Head of the chair

Tetyana Pohorielova

The assessment criteria

The final marks for the exam are the sum of all the tasks' marks, rounded to the nearest whole number according to the rules of mathematics.

The examination paper consists of 6 tasks: 5 correspond to the level of heuristic productive activity, and the 6th is creative. The assessment is based on a 40-point system.

Tasks	Points	Assessment criteria
1. Choose the correct verb form in each sentence (10 sentences).	5	One correct sentence is worth 0.5 points.
2. Formulate questions to the words underlined in the sentence (5 questions).	5	One correct sentence is worth 0.5 points.
3. Complete the sentences with one of the given economic terms (10	5	One correctly added sentence is worth 0.5 points.

sentences and 10 terms).		
4. Read the text of general economic content with 2000 printed characters, fill in the blanks with the given sentences (5 sentences).	10	One correctly filled gap is worth 0.5 points.
5. Match the economic terms with the given definitions (10 terms and 10 definitions).	5	One correct match is worth 0.5 points.
6. Write a business letter on the given topic.	10	The maximum score of 10 points is given for a business letter that is written in the correct format, without vocabulary and grammatical errors and in accordance with the stylistic norms of business documents. Points are allocated according to the following criteria:
	3,25	content (working out all the conditions specified in the communicative situations);
	3,25	text structure and coherence
	3,5	use of vocabulary (knowledge of lexical material) and grammatical correctness of the created document (morphology, syntax, spelling)

RECOMMENDED LITERATURE

Main

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Additional

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Information resources

11. KNEU after S. Kuznets site of PES Foreign language (for professional purposes). O.V.Dubtsova, I.O.Reshetniak - [Electronic resource] – Access mode:

<https://pns.hneu.edu.ua/course/view.php?id=7907>

12. TED Talks. - [Electronic resource] – Access mode:
https://www.ted.com/podcasts/ted_business

13. Business English Pod. - [Electronic resource] – Access mode:
<https://www.businessenglishpod.com/2023/11/26/bep-403-recruiting-2-developing-the-job-description/>

14. EnglishClass101. - [Electronic resource] – Access mode:
<https://www.englishclass101.com/app/>

15. BBC World Service. - [Electronic resource] – Access mode:
https://www.bbc.co.uk/sounds/play/live:bbc_world_service

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