ФГОС ВО
(версия3++)

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ПО ДИСЦИПЛИНЕ «ДЕЛОВОЙ ИНОСТРАННЫЙ ЯЗЫК»

Челябинск 2026

ДОКУМЕНТ ПОДПИСАН
ЭЛЕКТРОННОЙ ПОДПИСЬЮ
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МИНИСТЕРСТВО КУЛЬТУРЫ РОССИЙСКОЙ ФЕДЕРАЦИИ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«ЧЕЛЯБИНСКИЙ ГОСУДАРСТВЕННЫЙ ИНСТИТУТ КУЛЬТУРЫ»

Кафедра иностранных языков

Фонд оценочных средств
по дисциплине
«Деловой иностранный язык»

программа магистратуры
«Музыкальная педагогика»
по направлению подготовки
53.04.06 Музыкознание и музыкально-прикладное искусство
квалификация: магистр

Челябинск 2026

Фонд оценочных средств по дисциплине «Деловой иностранный язык» составлен в соответствии с требованиями ФГОС ВО по направлению подготовки 53.04.06 Музыкознание и музыкально-прикладное искусство.

Автор-составитель: В. Б. Мещеряков, заведующий кафедрой иностранных языков, кандидат педагогических наук, доцент

Фонд оценочных средств по дисциплине «Деловой иностранный язык» как составная часть ОПОП на заседании совета консерваторского факультета рекомендован к рассмотрению экспертной комиссией, протокол № 5 от 18.04.2023

Экспертиза проведена 15.05.2023, акт № 2023/МПИм.

Фонд оценочных средств по дисциплине «Деловой иностранный язык» как составная часть ОПОП утвержден на заседании Ученого совета института протокол № 8 от 29.05.2023.

Срок действия фонда оценочных средств продлен на заседании Ученого совета института:

Учебный год	**№ протокола, дата утверждения**
2024/25	Протокол № 11 от 27.05.2024
2025/26	Протокол № 8 от 26.05.2025
2026/27	Протокол № 10 от 25.05.2026
2027/28	

1. Составные части фонда оценочных средств по дисциплине «Деловой иностранный язык»

Фонд оценочных средств (далее – ФОС) представлен:

– ФОС в составе рабочей программы дисциплины;

– базой тестовых заданий, позволяющих оценить сформированность компетенций по дисциплине.

–материалами, необходимыми для оценки умений и владений (практико-ориентированные задания, используемые в период проведения промежуточной аттестации).

2. ФОС в составе рабочей программы дисциплины

Фонд оценочных средств в соответствии с положением «О порядке разработки и утверждении основных профессиональных образовательных программ – программ бакалавриата, специалитета и магистратуры» (утв. Ученым советом, протокол № 7 от 22.04.2019, приказ 83-п от 24.04.2019) входит в состав рабочей программы дисциплины (раздел № 6) и включает следующие пункты и подпункты:

6. Фонд оценочных средств для проведения промежуточной аттестации обучающихся по дисциплине.

6.1. Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы. Таблица 6, 7 РПД.

6.2. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания.

6.2.1. Показатели и критерии оценивания компетенций на различных этапах их формирования. Таблица 8, 9 РПД.

6.2.2. Описание шкал оценивания.

6.2.2.1. Описание шкалы оценивания ответа на зачете. Таблица 10 РПД.

6.2.2.2. Описание шкалы оценивания при использовании балльно-рейтинговой системы.

6.2.2.3. Описание шкалы оценивания различных видов учебной работы. Таблица 11 РПД.

6.3. Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы.

6.3.1. Материалы для подготовки к зачету. Таблица 12, 13 РПД.

6.3.2. Темы и методические указания по подготовке рефератов, эссе и творческих заданий по дисциплине.

6.3.3. Методические указания по выполнению курсовой работы.

6.3.4. Типовые задания для проведения текущего контроля формирования компетенций.

6.3.4.1. Планы семинарских занятий.

6.3.4.2. Задания для практических занятий.

6.3.4.3. Темы и задания для мелкогрупповых/индивидуальных занятий.

6.3.4.4. Типовые темы и задания контрольных работ (контрольного урока).

6.3.4.5. Тестовые задания.

6.4. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций.

3. Комплект аттестационных педагогических измерительных материалов

Спецификация АПИМ

Цель АПИМ	Оценка учебных достижений
Функция АПИМ	Контроль, диагностика
Вид контроля	Текущий контроль знаний обучающихся. Возможно применение в рамках промежуточной аттестации и проверки остаточных знаний
Модель АПИМ	**Уровневая модель** представлена в четырех взаимосвязанных блоках заданий: – *Блок 1. З*адания **на уровне «знать»** в форме «выбор одного, двух и более правильных ответов из предложенных» выявляют в основном знаниевый компонент по дисциплине и оцениваются по бинарной шкале «правильно-неправильно»; – Блок 2. Задания **на уровне «знать» и «уметь» в форме «**установление соответствия (последовательности)**»,** в которых нет явного указания на способ выполнения, для их решения обучающийся самостоятельно выбирает один из изученных способов. Задания данного блока позволяют оценить не только знания по дисциплине, но и умения пользоваться ими при решении стандартных, типовых задач. – Блок 3. Задания **на уровне «знать», «уметь», «владеть»** представлены в форме кейс-задания, содержание которого предполагает использование комплекса умений и навыков, для того чтобы обучающийся мог самостоятельно сконструировать способ решения, комбинируя известные ему способы и привлекая междисциплинарные знания. Кейс-задание представляет собой учебное задание, состоящее из описания реальной ситуации и совокупности сформулированных к ней вопросов. Выполнение обучающимся кейс-заданий требует решения поставленной проблемы (ситуации) в целом и проявления умения анализировать конкретную информацию, прослеживать причинно-следственные связи, выделять ключевые проблемы и методы их решения. – Блок 4. Задания **на уровне «знать», «уметь», «владеть»** представлены в форме открытых вопросов, предполагающих краткий свободный ответ.
Количество тестовых заданий	7
Время тестирования (мин)	90 мин.
Планируемые результаты освоения	УК-4, УК-5
Перечень документов, используемых при планировании содержания теста	ФГОС ВО по направлению подготовки 53.04.06 Музыкознание и музыкально-прикладное искусство, рабочая программа дисциплины
Разработчики	В. Б. Мещеряков, заведующий кафедрой иностранных языков, кандидат педагогических наук, доцент
Экспертиза тестовых заданий	Проведена в рамках общей экспертизы ОПОП

Банк заданий

УК-4. Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия

1. Choose the right variant:

1. They would be rather offended if I _____ to see them. (not\go)
2. If I was offered the job, I think I _____ it. (take)
3. I wish I _____ something to read. (have)
4. I didn't know you were at the university. If _____ (I\know), _____ (I\wait) for you.

1) don't go, will take, had had, I knew… I would wait;
2) wouldn't go, would take, have, I'd known… I would wait;
3) didn't go, take, had, I knew…I would have waited;
4) didn't go, would take, had, I'd known…I would have waited.

2. Open the brackets and put the right form of the verb.

1. She looked tired. She … (planted/was planting/had been planting) flowers all morning.
2. I … (was playing/played/had played) volleyball when the ball hit my head.
3. His clothes were smudgy because he … (finished/had finished/was finished) painting the walls.
4. When I was five my parents … (were buying/bought/had been buying) a piano for me.
5. Kim … (was dancing/danced/had danced) when her husband opened the door.

1) planted, had played, finished, were buying, was dancing;
2) had been planting, had played, was finished, were buying, danced;
3) had been planting, was playing, had finished, bought, was dancing;
was planting, played, had finished, bought, had danced.

3. Open the brackets and put the right form of the verb.

Dear Mary,
I…just (receive) your letter and now I (write) to you.
I am very busy preparing for my exams. It is 9 p.m. now and
I (sit) at my desk. I (sit) here since 11a.m. I (do/not) all the exersises yet.
Thank you for everything you have done for me. I hope to hear from you soon.

1) have just received; am writing; am sitting; have been sitting; haven't done
2) just have received; have been writing; am sitting; have been sitting; don't do
3) have just received; am writing; have been sitting; have been sitting; don't do

4) just have received; have been writing; am sitting; have been sitting; haven't done

УК-5. Способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия

1. Choose the right word.

Skills, traffic, pressure, depression, good value.

1) I think you'll agree it shows his communication _____are improving.
2) I often go to an Italian restaurant called Luigi's. It's really _____for money.
3) Dutch parents put less _____on their children.
4) What's the _____ like where you live?
5) He suffered from _____ for years, but now he's completely recovered.

2. Do the matching

1) printed matter	a. переиздание
2) reprint	b) ксилография
3) the invention of printing	c) печатные материалы
4) block printing	d) распространение грамотности
5) the spread of literacy	e) изобретение печати

1. 1c2a3e4b5d
2. 1e2a3d4c5b
3. 1a2b3c4d5e
4. 1e2d3c4b5a

3. Choose the right word.

Website, download, e-mail address, link, laptop.

1. If you don't have the software, you can _____ it free from their website.
2. I think of buying a new _____.
3. My institute has its own _____ at www.chgik.ru.
4. A: That's a great photo.
   B: I'll send it to you, if you like. What's your _____?
5. I read an interesting article about modern technologies. I'll send you a _____ if you want to read it.

4. МАТЕРИАЛЫ, НЕОБХОДИМЫЕ ДЛЯ ОЦЕНКИ УМЕНИЙ И ВЛАДЕНИЙ (ПРАКТИКО-ОРИЕНТИРОВАННЫЕ ЗАДАНИЯ, ИСПОЛЬЗУЕМЫЕ В ПЕРИОД ПРОВЕДЕНИЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ)

№ п/п	Темы примерных практико-ориентированных заданий	Код компетенций
1.	People and places	УК-4, УК-5
2.	International Business Styles	УК-4, УК-5
3.	British and American Press	УК-4, УК-5
4.	Mass Media	УК-4, УК-5
5.	Business Media	УК-4, УК-5

6.	Business Writing	УК-4, УК-5

Содержание практико-ориентированных заданий

ТЕМА 1. PEOPLE AND PLACES

Read the text and speak about your choice of a profession answering the following questions:

1) Have you already decided what you want to be?
2) What did you want to be in your childhood?
3) What is your father?
4) What is your mother?
5) Do you want to choose the profession of your parents?
6) Do you have the strength of will?
7) What are your likes?
8) What do you hate doing most of all?
9) Do you study well?
10) What is your favourite subject?
11) Do you have a person who you admire?
12) What is your dream?

Choosing a profession is very difficult. Your choice should depend on your character, intellect, abilities and talent. Do you think someone can be a good teacher if he/she doesn't love children? Do you think someone can be a good vet if he/ she doesn't like animals? Can a musician or singer make a success if they don't have a good ear for music? Can an actor or dancer become famous if they have no special talent? You can never be a respectable judge if you are not just and honest. Only those who are brave, can become sailors. Only people who have creative minds can be successful businessmen. The profession of a doctor requires special education and long training. A doctor must be very responsible because they deal with the most precious thing that people have – their health. There are a lot of interesting and noble professions, and many roads are opened before you. But remember most professions are available only to educated people. So, if you want to be a professional you have to enter an institute or university. It is difficult and you have to study hard. It is not easy, because only those who have a strong will, can study hard. Try to build your character, develop the strength of will and your dreams will come true.

Choosing a profession is not an easy. Listen to some advice that can help you to make the right choice.

If you are not sure what job or profession to choose, do the following:

- Ask your parents about their profession and the profession of their friends. Ask them to describe other jobs they know.
- Your likes and dislikes are very important. No one can work well, if he or she does not like the profession.
- In order to discover your abilities and traits of character you can visit a psychologist, who tests your attention, memory and character.
- Mass media such as newspapers, magazines and TV can help you too. There are interesting articles and programs about famous and common people.

TEMA 2. INTERNATIONAL BUSINESS STYLES

Read and translate the text, then retell it, answering the question "What is management for you?"

Generally, management means decision-making and solving problem.

Management is the control or organization of people a business, a department or a firm a project of a process.

The characteristics of management often vary according to national culture, which can determine how managers are trained, how they lead people and how they approach their jobs.

There is no single approach to defining such concept as management. There exists the debatable question whether management is an art or a science. The majority of people use both. Shortly, management can be defined as skillful treatment the business or enterprise. The collective meaning of the word management is "the persons who are in charge of a business". So, management implies the personnel who have the right to make decisions which regulate company's affairs.

The amount of responsibility of any individual in a company depends on the position that he or she occupies in its hierarchy. Managers, for example, are responsible for leading the people directly under them, who are called subordinates. To do this successfully, they must use their authority, which is the right to take decisions and give orders. Managers often delegate authority. This means that employees at lower levels in the company hierarchy can use their initiative, that is to make decisions without asking their manager.

There are 4 hierarchical levels of management. At the head of this structure are shareholders, who take part in running strategic issues. Then the Board of Directors, who manage the company and responsible for control. Then the Managing Director or Chief Executive officer is in charge of everyday running the company and his duty is to coordinate the work. And on the last level are Senior or Department managers, who include Sales Manager, Personnel Manager, Chief Buyer, Chief Accountant, Information technology Department, Marketing Department, R&D Department.

There are 4 management levels: top, senior, middle and operating. Top management includes the President, Vice president and the general manager. Senior management includes CEO, finance, marketing managers. Middle management includes white-color managers, plant managers and production superintendents. Operating management includes supervisors, foremen and others.

The managers at any level are responsible for decision making. The decision making is the skill in choosing the best alternative. The decision making can be divided into five components:

1) to define the problem;
2) to determine the objective;
3) to explore alternatives;
4) to predict the consequences;
5) to make a choice;
6) to perform sensitivity analyses and implement the decision chosen.

In most business schools now six fundamental managerial skills are taught: creative insight, sensitivity, vision, versatility, focus, patience in order to reach the following tasks:

- to set goals and to establish policies and procedures;
- to organize, motivate, and control people;

- to analyze situations and to formulate strategic and operating plans;
- to react to changes bringing new strategies into reality;
- to produce significant growth, profitability and return on investment.

A good manager should possess the following traits:

– analytical ability;
– conceptual or logical ability;
– intuition;
– creativity;
– tolerance;
– open-mindedness.

Before, leaders were distant and remote, not easy to get to know or communicate with. Today, managers are more open and approachable: you can talk to them easily. There are more managers by consensus, where decisions are not imposed from above in a top-down approach, but arrived at by asking employees to contribute in a process of consultation.

TEMA 3. BRITISH AND AMERICAN PRESS

Read and translate the text. Compare British and American Press with the Russian one.

The British and American press system

Nowadays, it is impossible to deny the importance of getting information. Moreover, our existence based on information which is provided in the various forms. I mean TV-news, radio, newspapers, communication between people and so on. Thank for them forms our views, thoughts and attitudes.

One of such informative instruments is the press. The press usually refers just to newspapers, but the term can be extended to include magazines. Everybody knows what the newspapers are and how they look like. In British dictionaries it is possible to face with the following definition: Newspaper is a regularly printed document consisting of large sheets of paper that are folded together containing news reports, articles, photographs and advertisements. But it should be mentioned that there is a large variety definition of newspapers equally as types ones in the different countries.

For example, national, regional, local, daily, weekly, morning and evening papers are presented to the British attention. All of them people buy because the front pages catch their eyes. These newspapers are the product of national press and can be classified into 2 large groups. They are quality and popular newspapers. The former is a serious national paper aiming at the educated reader. Furthermore, they contain detailed news, wide range of topical features, arts and literary reviews and much professional advertising. Among of them there are The Times, The Daily Telegraph, The financial Times. The latter is designed for the undemanding reader. They include emphasizing facts and a large number of photographs. The most popular ones are The Sun, The Star, The Daily Mirror and etc. One more thing should be mentioned about the British press this is the tendency of newspapers to be conservative, liberal or central direction.

As for American press, it is more quality rather than popular. And the main difference of American newspapers is that it has no national character. There are no official or government-owned newspapers in the USA and most daily newspapers are distributed locally or regionally. The notable of them are The New York Times, The Washington Post. Also,

there is one feature of American press, it is reliance of papers on wire copy from news agencies. That is why you can see one event in different papers.

In conclusion the following can be mentioned that the British and American system of press like different sides of one coin. On the one hand, British paper is a synonym of strong power of the government. On the other hand, American press is compared with freedom of speech and independency.

The American papers are distributed in states, but Britain has local, regional, national ones. Such differences are considered to depend on history and policy of two countries. If the Great Britain is monarchy it will propaganda information which is convenient for government. The quite different situation is in the US, their policy is democracy. And according to it, the American press supports the image of independent press which struggles for citizens' rights.

TEMA 4. MASS MEDIA

Read the article and express your opinion comparing US and Russian students.

U.S. STUDENTS FLOCK TO GRADUATE SCIENCE PROGRAMS

by Jeffrey Mervis

The data are strangely absent from most discussions about the inadequacies of science education in the United States. But a new report from the National Science Foundation (NSF) finds that the number of Americans pursuing advanced degrees in science and engineering has risen sharply over the past decade and stands at an all-time high. U.S. politicians are constantly complaining that the nation's system of higher education isn't producing the high-tech workforce needed to keep the country's 64 economy competitive. And one big reason, they say, is a lack of student interest in the so-called STEM (science, technology, engineering, and mathematics) fields. But the numbers, at least for graduate education, tell a different story. An NSF analysis released today shows that graduate enrollment in science and engineering programs at U.S. institutions increased 35% from 2000 to 2010, to a record 556,532. What experts regard as an even more sensitive barometer of student interest has shot up even faster, with first-time, full-time graduate enrollment in STEM programs registering a 50% increase over the decade. A closer analysis of the numbers, which come from NSF's annual Survey of Graduate Students and Postdoctorates in Science and Engineering, offers still more encouraging demographic news. Although foreign students make up 30% of the total enrollment in U.S. graduate science and engineering programs, and while they constitute a majority in several fields, their slice of the overall pie has not grown in the past decade. Rather, the pools of U.S. citizens and those with temporary visas each grew by 35%. Individuals and organizations trying to attract more women and minorities into careers in science and engineering also have cause for celebration. The number of female graduate students in STEM fields grew by 40% over the decade, outpacing the 30% growth rate for men. Likewise, the growth of Hispanic and African American STEM graduate students rose by 65% and 50%, respectively, outpacing the 35% growth for the overall population. The author of the report, NSF's Kelly Kang, points out that the increasing interest in STEM degrees among U.S. students is not a new phenomenon. She says her analysis simply provides additional evidence of a decade-long trend. That is certainly true. On the other hand, it can take a long time for politicians to abandon arguments based on outdated numbers and to embrace new data that make the opposite case. The latest information from NSF has the potential to change minds and, in turn, influence the debate about preparing the next generation of U.S. scientists and engineers.

ТЕМА 5. BUSINESS MEDIA

Read the text and speak on the design in Business.

Design in business and advertisement means much. The story of style in the applied arts since the mid-to late fifties has been dominated by various new forces, including social and economic factors and certain aspects of technical and scientific progress. Now we have computer design, web design, advertisement design (for example consumer-product branding design) and the whole fashion of different types of ad, colors and so on.

The late fifties saw the birth of advertising as we know it today, a high-powered business dedicated to the development effective marketing techniques; it involved new design concepts and a whole new professional jargon of product packaging, market research, corporate images and house style.

The Pop Art movement embraced the work of a new generation of artists of late fifties and early sixties of both sides of the Atlantic. In Britain, in addition to the Independent Group, there were Peter Blake, Allen Jones. In USA Jasper Johns, Tom Wesselman, Claes Oldenburg and other formalized the language of product packaging, from beer cans to Campbell's Soup tins of strip cartoons, fast food, advertising hoardings and pin-ups.

Pop Art at once reflected and glorified mass-market culture and injected a new vigour into the applied arts. Pop Art suggested a new palette of colours and gave a fresh, ironical edge to the imagery of popular culture. Pop Art positively encouraged designers to exploit vulgarity, brashness and bright colour, and to use synthetic or disposable materials in contexts in which they would formerly have been unacceptable. Pop Art has had a lasting effect on design in a wide variety of media, including interiors, graphics and fashion.

ТЕМА 6. BUSINESS WRITING

Read the text and answer the question according to the title of it.

WHAT IS A BUSINESS MEMO?

A business memo is a short document used to transmit information within an organization. Memos are characterized by being brief, direct, and easy to navigate. They are less formal than letters but should maintain a professional, succinct style. Often, the purpose of a business memo is twofold: to identify a problem and propose a solution. Other times, memos may provide or request factual information.

Business memos are designed to accommodate busy readers who want to find the information they need from the memo quickly and easily. In writing a business memo, you should structure your memo to accommodate three kinds of readers:

- Those who read only the executive summary
- Those who skim the entire memo for its key points and a few details they're interested in
- Those who read the entire document for the details that support its major claims or recommendations

Bear in mind that these readers may have different purposes in reading the memo. Often, readers need to make policy and action decisions based on the recommendations. Others may want to obtain specific information (evidence) needed to understand and justify policy and action decisions. Readers may also want to get a sense of your professional ability and judgment.

In determining the purpose and audience of your memo, ask yourself: Who is the intended recipient of this memo? What do I want the recipient to do after reading the memo? What information will the recipient be looking for in the memo? These kinds of questions will help guide your content, structure, and style choices.

HOW DO I WRITE AN EFFECTIVE BUSINESS MEMO?

As stated above, an effective business memo is brief, direct, and easy to navigate. The following five writing strategies help readers to navigate business memos easily and quickly:

1. **Present the main point first.** This may be the single most important guideline about the structure and content of memos. Readers should quickly grasp the content and significance of the memo. If readers have a question or problem, they want to know the answer or solution immediately—if readers want more information, they can continue reading. In other words, supporting details should *follow* the main point or conclusion, not precede it.
2. **Maintain a professional, succinct style.** The style of your writing should be appropriate to your audience: In this case, your audience is your boss, your coworkers, or both. So, your style should be professional, straightforward, cordial, and easy to read. To achieve such a style, use short, active sentences. Avoid jargon and pretentious language. Maintain a positive or neutral tone; avoid negative language if possible. In addition to making memos easier to read, a professional writing style also improves the writer's credibility.
3. **Create a very specific subject line to give the reader an immediate idea of the memo's (or message's) subject and purpose.** The subject line should orient the reader to the subject and purpose of the memo and provide a handy reference for filing and quick review. Suppose, for instance, that you were writing to request authorization and funding for a business trip. You'd avoid a general subject line like "Publisher's Convention" or "Trip to AWP Conference" in favor of something more specific like "Request for funds: AWP conference." The last example would tell the reader the subject and what she was being asked to do about it.
4. **Provide a summary or overview of the main points, especially if the memo is more than one page.** Often referred to as an executive summary, the first paragraph of a long memo or message serves these functions:
    - Presents the main request, recommendation or conclusion
    - Summarizes then previews the main facts, arguments and evidence
    - Forecasts the structure and order of information presented in the remainder of the memo
    - Like the subject line, the executive summary provides a quick overview of the purpose and content of the memo. The reader uses it to guide both a quick first reading and subsequent rapid reviews.
5. **Use format features, such as headings, to signal structure and guide readers to the information they're seeking.** Headings provide an outline of the memo, enabling the reader to quickly see what the major topics or points are and where to find them in the memo. Make headings parallel with each other and as specific as possible. Other format features that signal structure and guide readers include short paragraphs and blocks of text, lists set off by indentations, numbers or bullets, or generous use of white space to guide the eye.

Лист изменений в ФОС по дисциплине

В ФОС по дисциплине внесены следующие изменения:

Учебный год	Реквизиты протокола Ученого совета	Номер раздела, подраздела	Содержание изменений и дополнений
2024/25	Протокол № 11 от 27.05.2024	-	Без изменений
2025/26	Протокол № 8 от 26.05.2025	-	Без изменений
2026/27	Протокол № 10 от 25.05.2026	-	Без изменений
2027/28	Протокол № дд.мм.гггг		