ФГОС ВО
(версия3++)

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ПО ДИСЦИПЛИНЕ «ТЕОРИЯ И ПРАКТИКА МЕЖКУЛЬТУРНЫХ КОММУНИКАЦИЙ»

Челябинск 2019

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

Кафедра литературы и русского языка

Фонд оценочных средств по дисциплине «Теория и практика межкультурных коммуникаций»

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

Челябинск2019

Фонд оценочных средств по дисциплине «Теория и практика межкультурных коммуникаций» оставлен в соответствии с требованиями ФГОС ВО по направлению подготовки 53.04.06 Музыкознание и музыкально-прикладное искусство.

Автор-составитель: Е. А. Селютина, ведущий научный сотрудник, кандидат филологических наук, доцент.

Фонд оценочных средств по дисциплине «Теория и практика межкультурных коммуникаций» как составная часть ОПОП на заседании совета консерваторского факультета рекомендована к рассмотрению экспертной комиссией, протокол № 10 от 23.04.2019.

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Рабочая программа дисциплины «Теория и практика межкультурных коммуникаций» как составная часть ОПОП утверждена на заседании Ученого совета института протокол № 8 от 27.05.2019.

Срок действия рабочей программы дисциплины «Теория и практика межкультурных коммуникаций» продлен на заседании Ученого

Учебный год	**№ протокола, дата утверждения**
2020/21	Протокол № 8 от 18.05.2020
2021/22	
2022/23	

1. Составные части фонда оценочных средств по дисциплине «Основы информационной культуры»

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

ФОС 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.

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 Таблицы 8, 9

6.2.2. Описание шкал оценивания.

6.2.2.1. Описание шкалы оценивания ответа на зачете (пятибалльная система). Таблица 10.

6.2.2.2. Описание шкалы оценивания при использовании балльно-рейтинговой системы. Таблица 11.

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

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

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

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 (примеры из разных вариантов).

6.4. Методические материалы, определяющие процедуры оценивания знаний, умений и владений, характеризующих этапы формирования компетенций.

3. База тестовых заданий, позволяющих оценить сформированность компетенций по дисциплине

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

Cross-Cultural Communication: Questions And Tasks

1. Whose ideas inspired the origin of CCC[1]?
2. How do Russian and Western approaches to CCC differ?
3. Describe the scientific contribution to CCC made by E. Hall.
4. What is the difference between convergent and divergent cognitive models?
5. Enumerate the cognitive stages of information processing and give the examples of them in CCC.
6. What is high context culture?
7. What is low context culture?
8. Discuss the differences of polyactive, monoactive and reactive cultures.
9. Enumerate the levels of hermeneutic depth of understanding.
10. What are the subprocesses of enculturation in CCC?
11. Enumerate the reasons and mechanisms of stereotype origin.
12. What categories of nonverbal communication do you know?
13. Make your own list of phenomena that a culturally literate Russian should know.

Realias	A culturally literate person
History	
Politics	
Government	
Literature	
Fashion	
Science	
Idioms	
the Media	

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

Выберите один из трех вариантов ответа на следующие вопросы:

1. Процесс приобщения человека к определенной этнической культуре и обретения им необходимых для жизни культурных навыков:

А) социализация
Б) инкультурация
В) аккультурация

2. Переход с одного языка на другой в процессе коммуникации:

А) смешение кодов
Б) переключение кодов
В) состыковка кодов

3. Культурные системы, выделяемые по континентальному признаку:

[1] CCC – Cross-Cultural Communication

А) макрокультура
Б) контркультура
В) микрокультура

4. Осознанное сопереживание текущему эмоциональному состоянию другого человека, без потери ощущения внешнего происхождения этого переживания:
А) симпатия
Б) эмпатия
В) апатия

5. Совокупность неязыковых средств, символов и знаков, используемых для передачи информации и сообщений в процессе общения:
А) паравербальная коммуникация
Б) невербальная коммуникация
В) вербальная коммуникация

6. Культура, в которой большая часть информации существует на уровне контекста:
А) высококонтекстная культура
Б) низкоконтекстная культура
В) доминантная культура

7. Совокупность устойчивых и привычных способов поведения, присущих данному человеку, которые используются им при установлении отношений и взаимодействий с другими людьми:
А) коммуникативное поведение
Б) коммуникативное намерение
В) коммуникативный стиль

8. Национально-специфическое видение времени, воспринимаемого как делимое, с последовательно осуществляемыми действиями, каждому из которых отводится определенный отрезок времени:
А) монохронное время
Б) полихронное время
В) синхронное время

9. Совокупность зафиксированных в единицах языка представлений народа о действительности на определенном этапе его развития, представление о действительности, отраженное в значениях языковых знаков, заложенная в системных значениях слов информация о мире:
А) культурная картина мира
Б) языковая картина мира
В) концептуальная картина мира

10. Психологическая установка предвзятого и враждебного отношения к чему-либо без достаточных для такого отношения оснований или причин; возникает как следствие неполного или искаженного понимания объекта, по отношению к которому формируется установка:
А) предрассудок
Б) стереотип

В) эмпатия

11. Совокупность личностных черт, типов мышления и моделей поведения, в той или иной мере присущих большинству представителей данной культуры:

А) культурная идентичность

Б) национальное многообразие

В) национальный характер

12. Процесс общения и взаимодействия, осуществляемый между представителями различных культур или культурных сообществ:

А) межкультурная коммуникация

Б) коммуникативная компетенция

В) культурная компетенция

13. Состояние физического и эмоционального дискомфорта, возникающего в процессе приспособления личности к новому культурному окружению:

А) культурный шок

Б) культурная компетенция

В) культурный релятивизм

14. Принадлежность индивида к какой-либо культуре или культурной группе, формирующая ценностное отношение человека к самому себе, другим людям, обществу и миру в целом:

А) культурная картина мира

Б) культурная идентичность

В) культурная ценность

15. Информация об определенном культурном пространстве, выступающем в качестве контекста общения:

А) фоновые знания

Б) фоновая информация

В) культурная перцепция

16. Свойство сознания человека воспринимать и оценивать окружающий мир с точки зрения превосходства традиций и ценностей собственной этнической группы над другими:

А) эмпатия

Б) патриотизм

В) этноцентризм

17. Отношения и связи, складывающиеся между двумя культурами, влияние и взаимные изменения, которые появляются в ходе этих отношений и выступают следствием интеграционных тенденций:

А) взаимодействие культур

Б) аккультурация

В) сегрегация

18. Специфический тип коммуниканта, обладающий культурной ментальностью, придерживающейся в языковых, поведенческих и коммуникативных нормах, потенциально способный к межкультурному взаимодействию:

А) реципиент
Б) языковая личность
В) адресант

19. Процесс познавательной деятельности человека, заключающийся в осмыслении поступающей к нему информации и приводящей к образованию концепта, концептуальных структур и всей концептуальной системы в мозгу человека:
А) ценностные ориентации
Б) категоризация
В) концептуализация

20. Дискурсивное представление это:
А) последовательность понятий или суждений
Б) культурные принципы
В) текст, взятый в событийном аспекте; речь, рассматриваемая как целенаправленное социальное действие, как компонент, участвующий во взаимодействии людей и в механизмах сознания.

4. Материалы, необходимые для оценки умений и владений (практико-ориентированные задания, используемые в период проведения промежуточной аттестации)

№ п/п	Темы примерных практикоориентированных заданий	Код компетенций
1.	Прочитать текст «Believing What They Say», выполнить задания.	УК-4; УК-5
2.	Прочитать текст «What Causes Intercultural Conflict?», выполнить задания.	УК-4; УК-5
3.	Проект «The Traditions of American Humour in M. Twain Writings».	УК-4; УК-5
4.	Прочитать текст «Entertaining», выполнить задания	УК-4; УК-5
5.	Дискурс «Посещение исторического музея».	УК-4; УК-5

Материалы для выполнения практико-ориентированных заданий

Задание 1. Прочитать текст «Believing What They Say», выполнить задания.
Read the text and and answer the question: How to analyze culture? Express your opinion on the author's point of view.

Believing what they say

How to analyze culture? Or how to have the right behavior?
We can find five steps of culture analyzing:

1. Observation/Instruction: you become aware of a particular behavior but have not yet tried to do it yourself.
2. Imitation: now you try to have the same behavior
3. Reinforcement: people help you by correcting you or showing you.
4. Internalization: you know how to behave but you still need practice.
5. Spontaneous Manifestation: you no more need to pay attention to your behavior, it comes naturally.

To go further in behavior/culture analysis, you can research about Hofstede's parameters and Hall's parameter.

Understanding culture isn't easy. If you travel a lot abroad, you are probably are familiar with the feeling of being in an unfamiliar culture. The street signs you can't read, different foods and drinks than at home, weird customs and traditions are all around you. All of a sudden, you feel like a toddler who can't read and write, and maybe not even understand what the people around you are saying. To make matters worse, even gestures and mimic can be confusing.

What is culture? Is it more than those stereotypical ideas that Germans drink a lot of beer and are very accurate, and that Americans have drive and yet are easy going, and the French take 3 hour lunches? Understanding cultures is a bit more complicated than those platitudes. According to Gary Wederspahn, culture is the shared set of assumptions, values, and beliefs of a group of people by which they organize their common life. In our world we can distinguish lot of cultures because of the number of countries for example, but also we can see some scales in these 'country cultures'.

When you travel all over the world, you have to face these different cultures with their own meaning and perception of words or gestures. Understanding culture will help you to be more aware of these differences and so avoid big mistakes in your behavior, what we call 'cultural adjustment'.

How does culture "express" itself?

Even if the contrary can be thought, we are not spontaneous in our behavior. Our traditions, our values, our education, and so on, influence us in everyday situations. That is why once you know people's values and beliefs, you can often expect and predict their behavior. We can say that our behavior is a reflection of our culture.

Culture is often compared to an iceberg: the visible section of the iceberg is only a fraction of the invisible part under water. Each culture has some aspects which are observable and others that can only be suspected or imagined. Thus the part of culture which is visible, such as behavior, is only a small part of a bigger picture. If you really want to understand a certain culture better, you need to spend time immersed in it.

To give you a better idea of all the small parts that our culture is made up of, here are listed some examples of cultural expressions: facial expressions, religious beliefs, religious rituals, importance of time, paintings, values, literature, gestures, holiday customs, nature of friendship, notions of modesty, foods and eating habits, understanding of the natural world, concept of self, work ethic, concept of beauty, music, understanding of authority, concept of family, style of dress…

Where does Culture come from?

How do people get their culture? How do they learn all the behaviors that are regarded as right and wrong in their society? This process, also known as cultural conditioning, is present in every culture, but the specific behaviors that people have, the precise content of their conditioning, is different from group to group.

Everyone knows that common culture come mainly from a common history which shapes our mind and so have influence on our behavior or way of thinking.

The most important part of your culture will be acquired during your childhood, but you will acquire new behaviors until the end of your life:

- In Childhood: children learn basics activities as eating, walking, talking, dressing, bathing, etc.These basics are the origin of the future children's behavior.
- As Adults: people learn new behavior or new ways to perform thanks to education, travels, etc.Adults learn how to adapt themselves.

Задание 2. Прочитать текст «What Causes Intercultural Conflict?», выполнить задания.

Read the text, explain and name some others causes of intercultural conflicts.

What causes intercultural conflict?

You may hear a lot of responses to this question that refer to people's *identities* and *values.* One of the reasons intercultural conflict persists and why for many people it seems so intractable is because of this emphasis on these **static** attributes of a human being, which are often hard-earned and built to last. They wouldn't be worthy of the name if they were too easy to change.

Many narratives hence espouse *values* as a bed-rock of human existence and our *identities* as somehow symptomatic of where those values land up. This may act as a reasonable first snapshot approximation, but the world and the people in it who generate *culture* are **dynamic.** We hence need to go beyond this limited descriptive ability to really understand what's going on in a deeper sense and, most importantly, to have any hope to resolving such conflict.

What much of our most recent understanding of social behaviour tells us is that humans are not always reliable, they are not always rational and, of course, no individual in a group can be guaranteed to behave as the group as a whole does. We're talking stochastic tendencies here…that's what makes us so beautiful, creative …..and dangerous.

And you know what, it's tough trying in any given situation to work out which *culture(s)* someone may be displaying at any given time, of possibly millions, and what all the implications in terms of *identity* and a layer down to *values* unless we are already in a familiar setting. In many cases, it may just be too difficult for our poor brains to compute. And you're maybe dealing with a whole room of people!

But there is a way out here….

Try and pick attributes that are *dynamic*. For me, I think the most useful are to think of *motivations* and *frames of reference.* Collectively, you might refer to them as someone's *mental model.* You'll have one, they'll have one. I'd argue these are the most active and defining elements of any given confrontation.

All the value and mistakes that come from people's decisions stem from that picture of the scene they see before them, through what "goggles" they see it and what motivates them in it.

The first step to resolving conflict is to even get the parties to recognise the existence of the others' mental model; the ultimate success would be in meshing them effectively.

So, at risk of drawing fire, I'd suggest a kind of hierarchy here in terms of intercultural interaction - and hence of conflict - with the most immediate and workable on a human timescale at the start and getting progressively more deep-seated and tough to change:

Motivations
Frame of reference
Values
Identities
Culture
Society

Задание 3. Проект «The Traditions of American Humour in M. Twain Writings ».

Make a telecommunication project using the information given below.

The works that Mark Twain wrote in his middle age years are said to be the reason why he is considered to be the father of American Literature. Some considered him to be the father of American literature based on his representation of American life, social observations and the political issues that were happening in America. Others argue that his technique of realism helped him achieve the title of being the father of American literature. He was the first of authors to write in the vernacular, which is simple, everyday language. He was an opponent

of slavery and often combined humor with scathing social commentary." Mark Twain himself claimed, "I am not an American, I am the American."

Throughout Mark Twains writing career he became very successful. He wrote many books that today are American Literature staples. The Prince and the Pauper was published in 1882. This story tells about two young boys, similar is appearance but born on opposite sides of the social-economic spectrum. One is a Prince while the other is very poor. As they switch places, they both change. The pauper wishes to return back to the slums and the Prince becomes more compassionate. The Adventures of Huckleberry Finn was published in January 1885. It tells the story of a boy named Huck and a slave named Jim. Huck meets Jim on an Island while escaping his father and decides to help free Jim from slavery. The Adventures of Tom Sawyer tells the tale of two young boys who become friends and witness a murder. Despite an agreement to keep the murder a secret, Tom discloses the murderer. The murderer manages to get away and begins a small adventure for the boys. In the end, the boys walk away with Gold.

In most of his works the most evident form of writing he uses is realism. Realism in literary works represents the reality of the story. According to The Bedford Anthology of American Literature, "Realism sets itself at work to consider characters and events which are apparently the most ordinary an uninteresting, in order to extract from these their full value and true meaning. It would apprehend in all particulars the connection between familiar and the extraordinary, and the scene and the unseen of human nature. Beneath the deceptive cloak of outwardly uneventful days, it detects and endeavors to trace the outlines of the spirits that are hidden there, to measure the changes in their growth, to watch then symptoms of moral decay or regeneration, to fathom their histories of passionate or intellectual problems. In short, realism reveals. Where we thought nothing worthy of notice, it shows everything to be rife with significance."

Through times of hardships and doubt Mark Twain never gave up on his goal to becoming a successful writer. Many writers often have inspiration that makes them work harder for their goals. They have people who they look up to because they connect with their writing styles. Mark Twain was his own inspiration. In his novels he took his past experiences and made unique and imaginative stories. In the story The Adventures of Tom Sawyer, Mark Twain states, "Most of the adventures recorded in this book really occurred; one or two were experiences of my own, the rest of those boys were schoolmates of mine. Huck is drawn from life; Tom Sawyer also, but not from an individual—he is a combination of the characteristics of three boys whom I knew, and therefore belongs to the composite order of architecture." His mother and the salves that he met as a child inspired his novel, The Adventures of Tom Sawyer. Also the character of Tom Sawyer was a reflection of Mark Twain himself. In The Adventures of Huckleberry Finn he based his characters on his childhood friends. He used realism in terms of showing the actual racial and political issues of that time. In addition Twain was also inspired by his surroundings. As stated "Hannibal, Missouri is a port town on the Mississippi River that inspired the fictional stories called The Adventures of Tom Sawyer and The Adventures of Huckleberry Finn. Missouri was a slave state and Twain became familiar with slavery that helped him in writing his books."

Twain's greatest achievement was what he represented as an American. The Mark Twain House and Museum best describe this American representation. It is expressed that, "… how could Twain be considered "the American?" Precisely because he enjoyed the freedoms that America provides. He used our freedom of speech to question our leaders, mock hypocrisy and praise those he deemed worthy of praise. He used the freedom of the press to tell the truth, stretch the truth and create his own truth. He created the embodiment of American childhood with The Adventures of Tom Sawyer. He exposed our institutionalized racism

that denied rights to African Americans in Adventures of Huckleberry Finn and The Tragedy of Pudd'nhead Wilson.

Задание 4. Прочитать текст «Entertaining», выполнить задания.

Read the text and name some other ways to learn about different cultures. Let us know which culture you are planning to explore this year and why.

Since children have more time off during the summer months, they have more opportunity to engage in favorite summer activities with their families, such as picnics, pool parties, barbecues, and more. To break routine, create memories, and learn something new, stray outside your comfort zones by learning about different cultures!

Culture has a broad definition, so explore any unfamiliar arts, cuisines, or customs that interest you. Encourage your child to try some of these cultural education activities with your whole family and broaden your perspectives.

Dine at an ethnic restaurant.

This is your chance to expand your palate! See if there are any Thai, Lebanese, Indian, Greek, French, or Spanish restaurants nearby that you've never been to. Pick up a copy of the menu or take a look at it online ahead of time. See which dishes you'd like to try and research their ingredients and origins.

- **Try this:** If you're more comfortable sticking to familiar foods, order your favorite Italian, Mexican, or Chinese dish. Ask a restaurant owner or research online to find out if your dish has been "Americanized," and discuss what that means. What's the difference between Americanized dishes and authentic food? Is your sweet and sour chicken served in China? Find out!

Prepare your own ethnic meal.

Find a few different recipes from a country or culture you're interested in. Cook the dishes for a family meal and follow that country's dining traditions. What time is this meal traditionally eaten? How is it served, and where?

- **Try this:** After you've identified an Americanized dish, make the real thing and compare the two.

Surround your kids with geography.

The better your child's knowledge of geography, the better he or she will understand his or her place in this world. Craft projects are a great way to help younger kids increase their global awareness, while popular board games can teach children of all ages about the world.

Take a walk in foreign shoes.

Make a list of the things you usually do every day—where you go, what you eat, who you see. Next, open a map or spin a globe and point at it without looking. After a finger lands on a country, make a list of the things you would do during the day if you lived there. If you do this as a family, share your foreign routines aloud.

- **Try this:** Take a tour of some kids' homes around the world and walk in their shoes to explore what it might be like to live in these houses.

Practice your foreign language skills.

To get familiar with a different language, label different objects around the house with their foreign names. For example, if you wanted to learn French, you could label the following items in your bedroom:

Alarm clock = Le reveil
Blanket = La couverture
Pillow = Le coussin

Chair = La chaise
Poster = La affiche

You can use tape, sticky notes, or strips of paper as labels, but feel free to be more creative.

Watch a movie in a foreign language.

After you become familiar with some vocabulary words in another language, choose a movie in which the actors speak that language. Try watching a scene without subtitles. Do you recognize any of the words? What do you think is happening? Rewatch the scene with the subtitles on to see how accurate your guesses were.

- **Try this:** Watch an English-language movie you're familiar with and turn on a different language track, such as French or Spanish, to see how it compares to the English version. You can also watch the movie in English and turn on foreign language subtitles to read the translation.

Experience ethnic music and dance.

There are plenty of ways to learn more about music in other countries. Here are some suggestions:

- Sign up for a dance class to learn flamenco (Spain), polka (Scandinavia), or the jig (Scotland or Ireland)
- Attend a concert or music festival that showcases music from different parts of the world
- Check out CDs of ethnic music at the library

Learn about your heritage.

Doing a little genealogical research allows you to spend time together and reach out to distant family members. In a notebook or on the computer, write down what you know about your ancestors. Which countries did they originally come from, and when? Call relatives who might have more information. Creating a family record is a pursuit you can work on for a long time, and you never know what you might discover!

Задание 5. Дискурс «Посещение исторического музея».

Make a culturological discourse "Visiting a historical museum".

The communicative goal: getting to know the history of the city and the country.

The speakers: a guide and visitors.

Language tools: You can only go around the palace to a guided tour. Go to the Alhambra, you should book a tour well in advance. This museum has a rich collection of Russian paintings. When were they bought by this gallery? Are they copies or the originals?

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
2020/21	Протокол № 8 от 18.05.2020	4	Внесены изменения в практико-ориентированные задания
2021/22	Протокол № дд.мм.гггг		
2022/23	Протокол № дд.мм.гггг		