

Сумський державний педагогічний університет
імені А.С.Макаренка

Кафедра педагогіки



ЗАТВЕРДЖУЮ

Завідувач аспірантури і докторантури

Ірина ЧИСТЯКОВА Ірина ЧИСТЯКОВА

« 05 » вересня 2024 р.

РОБОЧА ПРОГРАМА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

**ЕТИКА НАУКОВОГО ПОШУКУ:
ФІЛОСОФСЬКІ, МОВНІ АСПЕКТИ**

Галузь знань: 01 Освіта/Педагогіка

Спеціальність: 011 Освітні, педагогічні науки

Освітньо-наукова програма: 011 Освітні, педагогічні науки

Мова навчання: українська/англійська

Погоджено науковою радою Сумського
державного педагогічного університету
імені А. С. Макаренка

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Голова

Оксана Борак, д.п.н., проф.
підпис (ПІБ, науковий ступінь, вч. звання)

Суми 2024

Розробник:

Семенов О.М., доктор педагогічних наук, професор, професор кафедри педагогіки

Робоча програма затверджена на засіданні кафедри педагогіки

Протокол № 1 від «27» серпня 2024 р.

Завідувач кафедри



Марина БОЙЧЕНКО

Опис навчальної дисципліни
Description of the academic discipline

Name of indicators	Educational degree	Characteristic academic discipline	
		full-time education	correspondence form of education
Number credits - 3	Doctor of Philosophy	Mandatory cycle general training	
		Year of preparation:	
1st		1st	
Semester			
General number hours - 90		1st	1st
		Lectures	
		12 o'clock	4 hours
		Practical classes	
		6 p.m.	6 hours
		Independent work	
	60 hours	80 hours	
	Type of control : credit		

The purpose of studying the academic discipline

The course "Ethics of Scientific Research: Philosophical and Linguistic Aspects" is a mandatory component of the professional training program for Doctor of Philosophy (PhD) candidates at Sumy Makarenko State Pedagogical University. This interdisciplinary course integrates specialized knowledge from various academic fields.

Course Objective:

The primary goal of this course is to cultivate the values of academic culture, particularly norms of academic integrity, and to develop the linguistic and communicative competencies essential for researchers. It also aims to provide a comprehensive understanding of national and European practices in academic ethics, foster a culture of academic communication, and develop cognitive-discursive skills for effectively processing and modeling academic texts across various genres, including digital technologies. Additionally, the course prepares students to engage in effective dialogue within the scientific community, particularly in interdisciplinary and international expert environments, through subject-subject interactions.

Course Tasks:

- Cultivate the values of academic culture, especially academic integrity.
- Equip graduate students with a solid understanding of scientific inquiry's theoretical foundations and methodologies, adhering to ethical guidelines and current academic regulations on integrity and research ethics.
- Enhance PhD candidates' proficiency in the Ukrainian scientific language, foster a culture of working with and on scientific texts, and develop reading, linguistic, and stylistic literacy, language awareness, and rhetorical skills crucial for the preparation and publication of scientific works.
- Develop cognitive-discursive skills for the operational processing and modeling academic texts in various genres, incorporating digital tools.

- Foster the ability to communicate effectively when presenting research materials and results to the scientific community, especially within interdisciplinary and international expert settings based on peer-to-peer interactions.

Learning Outcomes:

Upon completing the course "Ethics of Scientific Research: Philosophical and Linguistic Aspects," students will acquire:

- **International Competence:** The ability to generate new ideas, solve complex problems within a specific field, and conduct original scientific research with outcomes that offer scientific novelty and theoretical and practical value, leading to the rethinking of existing knowledge and the creation of new, integrated knowledge and/or professional practices.

- **General Competencies:** Skills in abstract thinking, analysis, and synthesis; the ability to search for, process, and critically analyze information from various sources; creative thinking and the capacity to critically evaluate contemporary pedagogical phenomena and complex, innovative challenges; the ability to generate new ideas while addressing practical issues in scientific and professional activities; proficiency in presenting research findings in both Ukrainian and English; a commitment to lifelong learning within the context of continuous professional development; and adherence to ethical principles and corporate cultural norms in professional activities.

- **Special (Professional) Competencies:** The ability to present and discuss scientific research results and/or innovative developments, both orally and in writing, in Ukrainian and English.

After completing the course, graduate students should be able to:

- **Present and Discuss Research:** Confidently present and discuss research results and theoretical and practical economic problems with specialists and non-specialists in national and foreign languages. They should be able to competently articulate their research findings in scientific publications, particularly in leading journals.

- **Apply Innovative Teaching Techniques:** Implement innovative scientific and pedagogical technologies, formulate content, set learning goals, define methods for achieving these goals, and establish assessment forms. They should take responsibility for the effectiveness of the educational process, adhering to academic ethics and integrity.

Knowledge and Understanding:

Graduate students are expected to:

- Understand the essential characteristics of academic culture, ethics, and the integrity required of a researcher.

- Recognize the specific features of written and oral scientific discourse, including the Ukrainian scientific language's main genre varieties and traditional stylistic features.

- The nuances of constructing and reading scientific texts include note-taking, annotating, and referencing scientific sources.

- Be familiar with the linguistic tools for organizing scientific information in a text and the citation formatting requirements, including the clichés used in writing scientific articles, theses, abstracts, reviews, and feedback.

- Understand the compositional and logical structure of oral scientific presentations, such as reports and lectures.

Skills and Abilities:

Graduate students should be proficient in:

- Conducting a critical analysis of conceptual and methodological knowledge in scientific research and professional activities, including across disciplinary boundaries. They should be able to interpret this knowledge, synthesize new ideas, and develop their perspectives.

- Developing and implementing projects, including original research, that allow for reevaluating existing knowledge and creating new, integrated knowledge or professional practices, addressing significant social, scientific, cultural, ethical, and other issues.

- Extracting and critically evaluating information from lexicographic, scientific, archival, and reference publications and effectively analyzing, commenting on, and comparing this information.

- Analyzing scientific texts of various genres and periods and performing operational processing of a scientific text, including segmenting the text into meaningful parts and correlating the extracted information with existing knowledge.

- Investigating the functional role of scientific language as used by prominent linguistic personalities.

- Conducting different types of information searches (bibliographic/review, familiarization, study, analytical-critical) and engaging in creative reading of scientific texts.

- Thinking critically, identifying key ideas, explaining cause-and-effect relationships within a scientific text, and highlighting the main issues, their relevance, key terms, and the author's individual writing style, while drawing logical conclusions.

- Ensuring correctness, semantic accuracy, logical sequence, and informational richness in scientific texts while adhering to lexical, morphological, and syntactic norms.

- Constructing coherent scientific texts that consider structural-semantic, genre-compositional features, and principles of textual organization, ensuring novelty and cognitive value, as well as the relevance of the title.

- Editing (proofreading, processing, revising) scientific texts and performing self-assessment of their content, logic, language, and style.

- Accurately quote from primary sources, distinguish between direct and indirect quotes, and avoid incorrect quoting from scientific sources while adequately formatting citations, theses, proofs, and quotes-arguments.

- Summarizing and compressing information, preparing synopses, abstracts, scientific reviews, and critiques. They should be capable of critically analyzing the relationship between content and form, assessing the coherence and logic of material

presentation, the argumentation of conclusions, and conducting linguistic and stylistic editing of texts.

- Demonstrating oral communication skills, ensuring correctness, clarity, precision, logical flow, and expressiveness in speech while adhering to morphological, lexical, and syntactic norms. They should be able to participate effectively in scientific discussions, debates, and disputes.

- Engaging in effective dialogue while presenting research materials and results, particularly within interdisciplinary and international expert environments based on peer-to-peer interactions.

Program of educational discipline

SECTION I: ETHICS IN SCIENTIFIC RESEARCH AND THE ACADEMIC VIRTUE OF RESEARCHERS

Philosophical Foundations of Scientific Activity

- **Concept of Scientific Studies in Epistemology and Philosophy of Science:** Understanding the motives, conditions, and factors that define scientific research and its subject.

- **The Concept of the "Scientific Community":** Exploring the scientific outlook and ethical culture that a scientist must embody.

- **Requirements for a Scientist's Personality:** Emphasizing scientific consistency, intellectual independence, dedication to science, humility, correctness, a critical-reflective style of thinking, and tolerance.

- **Copyright:** Understanding the ethical obligations regarding intellectual property.

- **Code of Ethics for Scientists in Ukraine:** Adhering to the ethical standards established for researchers.

Academic Integrity: Concepts and Regulatory Framework

- **Norms of Ethics in Scientific Research and Academic Integrity:** Overview of the ethical standards and integrity norms outlined in official documents and educational practices.

- **Virtue as a Philosophical and Worldview Category:** Examination of the fundamental values underpinning academic integrity.
- **Global Experience in the Formation of Ethical Norms:** Review of international ethical standards in scientific research and academic integrity.

International Organizations on Academic Integrity and Ethical Research Conduct

- **International Center for Academic Integrity (ICAI), USA:** An essential resource for promoting academic integrity (<http://www.academicintegrity.org/icai/home.php>).
- **International Association of Universities at UNESCO:** Guidelines for institutional codes of ethics in higher education (http://www.iau-aiu.net/sites/all/files/Ethics_Guidelines_FinalDef_08.02.13.pdf).
- **European University Association (EUA):** A significant organization addressing academic integrity across Europe (<http://www.eua.be/>).
- **Council of International Schools (CIS):** Promoting ethical standards in educational institutions worldwide (<http://www.cois.org/>).
- **National Center for Universities and Business, UK:** Ethics in higher education and business partnerships (http://www.ibe.org.uk/userassets/publicationdownloads/ibe_cihe_report_ethics_matters.pdf).

European Normative and Legal Framework on Ethics in Scientific Research

- **European Code of Conduct for Research Integrity (2017):** Establishing comprehensive guidelines for research ethics across Europe.
- **Pan-European Association of Academies of Sciences:** Supporting ethical standards in scientific research.

Ukrainian Normative and Legal Framework on Academic Integrity

- **Law of Ukraine "On Education" (2017), Article 48:** Defining academic integrity within the Ukrainian educational system.
- **Law of Ukraine "On Higher Education":** Legislative measures concerning academic integrity.

- **Code of Academic Integrity of the National Agency for Quality Assurance in Higher Education (2019):** Core values include decency, honesty, responsibility, truthfulness, transparency, legality, conscientiousness, respect, proper citation practices, and collegiality. It also emphasizes the importance of resisting pressure and upholding principles of academic integrity.

Violations of Academic Integrity

- **Forms of Academic Misconduct:** As outlined in the Law of Ukraine "On Higher Education," academic misconduct includes plagiarism, fabrication, falsification, cheating, deception, and bribery.

Promoting Academic Integrity in Ukrainian Higher Education Institutions

- **Developing a Culture of Academic Integrity:** Strategies for fostering academic integrity within educational institutions.
- **Legislation on Copyright and Related Rights in Ukraine:** Understanding the legal framework surrounding copyright.
- **Prevention of Academic Integrity Violations:** Utilizing software tools to detect and prevent plagiarism.

SECTION 2: ETHICS OF SCIENTIFIC RESEARCH: LINGUISTIC ASPECTS

Ukrainian Scientific Style in Professional Scientific Communication

- **Purpose, Tasks, Scope, and Basic Functions:** This includes informative, epistemic, communicative, performative, argumentative proof functions, impact, and dialogical scientific style. Understanding the language units of scientific style and the communicative qualities necessary in scientific communication, such as accuracy, unambiguity, logical sequence, clarity, objectivity, evidentiality, argumentativeness, information richness, and correctness. Emphasizes adherence to the norms of modern Ukrainian literary language in scientific communication.
- **Substyles of Scientific Style:**

- **Purely Scientific Substyle:** Includes genres such as scientific articles, monographs, dissertations, reports, and theses.
- **Scientific-Educational Substyle:** Encompasses lectures and educational-methodological publications (textbooks, manuals, anthologies, etc.).
- **Popular Science Substyle:** Engages with the public through genres that make scientific concepts accessible.
- **Scientific-Business Substyle:** This substyle includes technical documentation such as contracts, instructions for enterprises, resumes, reports on experiments, analytical notes, service letters, charters, and regulations.
- **Scientific-Informative Style:** Covers abstracts, patent descriptions, and summaries.
- **Scientific Reference Style:** Involves dictionaries, directories, catalogs, and terminological dictionaries.
- **Other Scientific Genres:** Includes reviews, feedback, scientific portraits, and biographies.

Terminological Culture of the Researcher

- **The vocabulary of Scientific Style:** The extensive use of abstract terms, terminological vocabulary, and borrowed words, emphasizing using words in their literal sense and avoiding colloquial, regional, or emotionally charged language. The importance of foreign language vocabulary in professional speech and the value of terms in scientific texts are discussed.
- **Scientific Terminology:** Outlines basic requirements for scientific terms, the signs of proper terminology, types of terms, and the peculiarities of synonymy in scientific language. It also addresses the distinction between terms, professionalisms, and jargon, the Ukrainian equivalents of borrowed terms, and issues related to scientific jargon and lexical errors, such as confusion between paronyms and speech redundancy.

Morphological Culture of the Researcher

- **Noun Usage:** Proper use of nouns, including second declension masculine nouns in the genitive and dative cases, and the vocative case.

- **Surname and Place Name Usage:** Guidelines for the declension of Ukrainian and foreign surnames, given names, and geographical names.

- **Adjectives:** Preference for relative adjectives and analytical forms for degrees of comparison.

- **Pronouns, Numerals, and Verbs:** Specific norms for pronouns, declension of numerals, information load of verbs, and the use of adverbs in scientific texts.

- **Conjunctions and Prepositions:** Functional range and rules for using prepositional structures and the correct use of particles in scientific writing.

Syntactic and Punctuation Culture of the Researcher

- **Syntax in Scientific Writing:** Includes coordination, management, and subject-predicate agreement. Focus on simple and complex sentences, and common errors in sentence construction. Active and passive constructions, monosyllabic sentences, and complex sentence structures are also addressed.

- **Quotation and Citation Practices:** Guidelines for direct, indirect speech, and quotation in a scientific style.

Culture of Scientific Text

- **Scientific Text as a Communication Unit:** Discusses the structural elements of a scientific text, such as cause-and-effect relationships, functions of these structural elements, and the pragmatic aspects of a scientific text. It also covers the types of information conveyed, such as content-factual, content-conceptual, and content-subtextual information.

- **Properties of a Scientific Text:** Integrity, coherence, informativeness, logical sequence, completeness, and communicative quality. Various levels of understanding of a scientific text, including intralinguistic and extralinguistic elements, and the main functions of scientific texts across genres.

Scientific Texts of Different Genres: Properties and Structural-Semantic Components

- **Varieties of Scientific Texts:** This section discusses academic, educational, and encyclopedic texts, as well as the distinctions between scientific-theoretical, scientific-experimental, scientific-technical, scientific-natural, and scientific-

humanitarian texts. It also categorizes texts by genre form, degree of generalization, and functional value.

Professional Reading of Scientific Texts

- **Reading Culture:** Strategies for information-searching, analytical-critical, and creative reading of scientific texts, as well as developing reading skills. Discusses operations involved in reading, such as text perception, decoding, and the interpretation of extracted information.

Linguistic Design of the Composition of a Scientific Work

- **Composition of Scientific Texts:** The structure and elements of composition, including the title, plan, introduction, main part, and conclusions. Discuss paragraph structure, the connection of sentences within paragraphs, the overall text, and types of communication such as chain and parallel.

Compression of Scientific Texts

- **Concepts of Compression:** Types of scientific text compression, including theses, synopses, and abstracts. Discusses thesis structure, note-taking features, and requirements for abstract presentation.

Vocabulary Culture of the Researcher

- **Lexicography in Scientific Work:** Use and evaluation of dictionaries, including monolingual, bilingual, multilingual, and electronic dictionaries. Discusses scientific lexicographic criticism and the culture of dictionary creation.

Culture of Citation and Vocation

- **Citation Practices:** Types of citations, including thesis citations, evidence, and "indirect" citations. Discusses general citation requirements and issues related to incorrect citation, citing unpublished sources, and handling plagiarism.

Scientific Article as an Independent Scientific Work

- **Functions and Structure of Scientific Articles:** Discusses research, presentation, evaluative, and communicative functions of articles. Emphasizes the linguistic features necessary for writing scientific articles, including clichés for motivation, research presentation, conclusions, and proposals.

Scientific Monograph

- **Purpose and Structure of Scientific Monographs:** Discusses content saturation, logical transitions, and the principle of authorial modesty in composing scientific monographs. Emphasizes consistency between the title, purpose, tasks, and conclusions.

Scientific Review and Feedback

- **Functions of Reviews:** Covers informative, evaluative, pragmatic, and advertising functions of reviews. Discusses preparation stages, evaluation criteria for scientific work, and language clichés used in writing reviews and feedback.

Textbook and Manual for Secondary and Higher Education

- **Scientific-Educational Text:** Criteria for material selection, content, and form. Discusses the characteristics of textbooks and study guides, including scientific rigor, objectivity, and compliance with curricula.

Culture of Scientific Text Editing

- **Typology of Errors:** Discusses typical lexical, grammatical, and citation errors, as well as issues related to the translation of scientific texts. Provides guidelines for editing scientific texts and the use of machine translation.

Culture of Academic Communication

Stages of Preparing a Scientific Speech

- **Compositional and Logical Construction:** Focuses on the structure of an oral scientific report, presentation, or speech, emphasizing the key structural elements.

- **Stages of Preparation:**

- **Intention (Invention):** Developing the central idea, defining the motivation behind the speech, and formulating the topic, idea, and concept. Ensuring the title of the speech is brief, comprehensible, and specific. Identifying the purpose of the speech and gathering, systematizing, and critically analyzing scientific references, both in print and electronic formats. Recording key points and adhering to entry requirements, including proper citations.

- **Disposition (Organization):** Structuring the material according to different types of reading (review, search, continuous). Creating a detailed plan for the speech, including the introduction, main sections, and conclusions. Composing the speech into blocks, emphasizing key points, identifying debatable issues, and selecting relevant materials (e.g., tables, diagrams, graphs) to support each point. Anticipating potential audience questions and preparing responses. Formulating conclusions and considering the introductory elements of the speech.
- **Elocution (Verbal Design):** Editing key terms, refining the stylistic elements of the speech, and ensuring compliance with logical presentation, accuracy, and language norms. Addressing common language mistakes in speech.
- **Memory (Memorization):** Preparing to deliver the speech based on the written text, mastering rhetorical techniques (e.g., pauses, voice modulation), timing the speech, and making necessary adjustments to the text.

Public Delivery of a Report or Speech

- **Action (Delivery):** Techniques for public speaking, including psychological and logical pauses, speech mechanics, breathing, voice, diction, pacing, pauses, intonation, and emphasis. The potential role of body language and the use of vocal variety. Adhering to time limits and engaging with the audience through eye contact, facial expressions, and gestures.
- **Phonetic and Intonation Features:** Specific to the oral scientific style, such as clear pronunciation, narrative intonation, and a slower pace of speech. Discusses the melodious qualities of the Ukrainian language.
- **Common Pitfalls in Oral Communication:** Includes issues like illogical constructions, unjustified repetitions, and the presence of insufficient or redundant information.
- **Relaxation (Tension Relief):** Techniques for relaxation and self-reflection post-speech. Analyzing the content and structure of the presentation from the audience's perspective and understanding how to maintain their attention. Strategies for addressing audience questions and analyzing responses. Identifying and correcting typical presentation style violations.

Speech Behavior in Scientific Discussions

- **Genres of Oral Scientific Communication:** Covers monological (reports, speeches) and dialogical (scientific conversations, discussions) forms.
- **Scientific Conferences and Discussions:** The concept of "academic etiquette," rules for conducting discussions, and correct polemical techniques. Using verbal and non-verbal methods establishes and maintains contact between the speaker and the audience.
- **Linguistic Techniques:** Formulating thoughts, including theses, antitheses, goals, tasks, conclusions, etc., in public speeches. Discusses the stylistic features of word formation, the construction of simple, complex, and compound sentences, and forms of address.
- **Emotionality and Correctness:** Balancing emotional expression and maintaining correctness in speech. The main types of arguments and the role of disputes in professional discursive and polemical language.
- **Etiquette in Public Defense of Scientific Work:** Outlines the linguistic behavior expected during the defense, such as explaining content, persuading opponents, expressing agreement or disagreement, and showing gratitude.

Culture of Listening to Scientific Texts

- **Listening to Scientific Texts:** Discusses different ways of listening, such as concentrated, attentive, and inattentive listening.
- **Types of Listening:**
 - **Non-reflective Listening:** Involves listening attentively without interrupting.
 - **Reflective Listening:** Involves active engagement, such as asking questions or paraphrasing to clarify understanding.
- **Basic Listening Styles:** Includes reflective, passive, emphatic, and critical listening.
- **Speaker and Audience Dynamics:** Examines the speaker's image, including appearance, manners, gestures, and facial expressions. Discusses the audience's characteristics and the conditions necessary for effective communication. Offers

strategies to overcome audience resistance, understanding communicative laws, and maintaining a strong communicative position.

- **Listening Culture:** Emphasizes the importance of a culture of listening in academic settings, discussing how different listening styles affect communication and interaction.

Recommended sources

Основна:

Міжнародні документи

1. Bucharest Declaration on Ethical Values and Principles of Higher Education in the Europe Region. URL: http://www.iau-aiu.net/sites/all/files/Bucharest_Dec_0.pdf.
2. ETINED Pan-European Platform on Ethics, Transparency and Integrity in Education. URL: https://www.coe.int/t/DG4/EDUCATION/etined_en.asp
3. Glendinning I. Promoting Maturity in Policies for Plagiarism across Europe and beyond. URL: https://www.coe.int/t/DG4/EDUCATION/etined/Irene_Glendinning_PragueForum2015.pdf
4. IAU-MCO Guidelines for an Institutional Code of Ethics in Higher Education. URL: <http://www.iau-aiu.net/content/new-iau-mco-guidelines-institutional-code-ethics-higher-education>
5. Pan-European Platform on Ethics, Transparency and Integrity in Education (ETINED). URL: https://www.coe.int/t/DG4/EDUCATION/etined/Etined_EthicalPrincipes_en.pdf
6. The European Charter for Researchers. The Code of Conduct for the Recruitment of Researchers.– Brussels, European Commission, 2005. URL: http://ec.europa.eu/euraxess/pdf/brochure_rights/am509774CEE_EN_E4.pdf
7. Trends in Global Higher Education: Tracking an Academic Revolution. A Report Prepared for the UNESCO 2009 World Conference on Higher Education. Philip G. Altbach, Liz Reisberg, Laura E. Rumbley. Executive Summary, Published in 2009 by the United Nations Educational, Scientific and Cultural Organization. Paris.

Закони

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5. Закон України «Про наукову та науково-технічну діяльність». Верховна Рада України. Законодавство України. URL: <http://zakon0.rada.gov.ua/laws/show/848-19>
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Публікації

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Criteria for evaluating learning outcomes

Number points	Criteria for evaluating educational achievements graduate student
A 90–100 Perfect	The graduate student has theoretical knowledge from the course, knows the practical material perfectly (operates with it freely, applies it competently); is able to use acquired knowledge and skills in practical activities; presents theoretical material logically, consistently and convincingly; competently operates the conceptual and terminological apparatus.
B 82–89 Good	A graduate student demonstrates complete, systematic knowledge of the discipline, has the ability to independently replenish and update knowledge. Quickly processes and assimilates the material, operates with the conceptual and terminological apparatus, but at the same time admits inaccuracies, makes minor mistakes.

<p style="text-align: center;">C 74–81 Good</p>	<p>A graduate student demonstrates complete knowledge of the discipline, has the ability to independently update knowledge. Demonstrates certain skills and abilities during practical classes, but professionally uses the complex of knowledge to a limited extent (makes certain mistakes and inaccuracies, etc.).</p>
<p style="text-align: center;">D 64–73 Satisfactory</p>	<p>A graduate student shows knowledge of the main material, has knowledge of the literature, tries to analyze works, draw conclusions, but at the same time makes gross mistakes and cannot convincingly present the material on a certain topic.</p>
<p style="text-align: center;">E 60–63 Satisfactory</p>	<p>The graduate student demonstrates knowledge of the main educational material in an amount satisfactory for further professional activity. Practical training generally meets the requirements, the graduate student demonstrates certain skills, but the form of the presentation is unstable, there are noticeable methodological flaws.</p>
<p style="text-align: center;">F 35–59 Not satisfactory</p>	<p>The graduate student is not sure of his answers. Does not understand the main essence of the task, cannot draw conclusions and generalizations. The performance is vague and unconvincing.</p>
<p style="text-align: center;">FX 1 – 34 Not satisfactory</p>	<p>Negligence of the graduate student regarding his own preparation. Has no sure knowledge of the course. Does not demonstrate the proper form of public speaking and the necessary practical skills.</p>