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**ОБУЧЕНИЕ ПРОФЕССИОНАЛЬНО  
ОРИЕНТИРОВАННОМУ ЧТЕНИЮ  
НА АНГЛИЙСКОМ ЯЗЫКЕ**

**PROFESSIONAL READING SKILLS  
IN ENGLISH-LANGUAGE MEDIA**

*Методическое пособие для преподавателя  
к учебному пособию для студентов,  
изучающих международные отношения*

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Основная задача пособия «Professional Reading Skills in English-Language Media» — подготовить будущего специалиста по международным отношениям к работе с текстами англоязычной прессы и обеспечить его нравственное развитие в процессе профессиональной языковой подготовки. Данное пособие содержит в себе не только аутентичные тексты англоязычной прессы и сопровождающий их комплекс заданий, но и методические рекомендации для преподавателя английского языка, которые помогут выстроить образовательный процесс так, чтобы обучение иноязычному профессионально ориентированному чтению выступало основой для нравственного развития будущих специалистов-международников.

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## ПРЕДИСЛОВИЕ

Цель данного пособия — дать в руки преподавателю технологию сопряжённого формирования умений профессионально ориентированного чтения и нравственных ценностей у студентов международных на материалах англоязычной прессы, с которыми будущим специалистам предстоит активно работать в ходе своей служебной деятельности.

Пособие состоит из трёх разделов, в каждый из которых включено два вида аутентичных медиаматериалов, отличающихся способом подачи: новостные публикации, стремящиеся к беспристрастности, и более экспрессивные информационно-аналитические статьи.

Работа над каждым текстом носит поэтапный характер и предполагает четыре этапа выполнения заданий: подготовительный, предтекстовый, текстовый, послетекстовый. Первый этап, подготовительный, носит ориентирующий характер и решает задачу обеспечения студентов необходимыми знаниями о структуре медиатекста и основных инструментах манипуляции, характерных для СМИ. Кроме того, подготовительный этап призван сформировать у студентов понимание необходимости давать нравственную оценку профессиональных текстам и подготовить будущих международных к восприятию таких текстов с аксиологической точки зрения.

Предтекстовый этап призван облегчить процесс работы с конкретным незнакомым иноязычным текстом профессиональной направленности. На данном этапе у студентов создаётся мотив к прочтению предложенного материала. Дискуссионные задания вводят их в проблематику текста, помогая в актуализации фоновых знаний и подчёркивая связь предложенного текста с профессиональной деятельностью будущих специалистов, значимость и актуальность представленной информации. Другой важной задачей предтекстового этапа является прогнозирование содержания статьи с опорой на такие особенности медиаматериалов как их типичная

структура, заголовки и подзаголовки, ключевые слова, анализ первого абзаца статьи, отражающего основную суть представленного материала. Направленные на это упражнения готовят студентов к более глубокому пониманию статьи и заложенного в ней идеологического посыла.

Следующий, текстовый этап направлен на понимание студентами фактических данных и извлечения из медиаматериалов информации на уровне значения. Задания этого этапа сформулированы так, чтобы создать у студентов коммуникативную мотивацию к прочтению текстов, обусловленную профессиональными потребностями международного.

Послетекстовый этап решает такую важную методическую задачу как обучение студентов интерпретации текста, проникновению в его содержание не только на уровне значения, но и на уровне смысла. Задания данного этапа ориентированы на выделение в тексте профессионально специфической лексики, типичных для СМИ эвфемизмов, идеологем и мифологем, анализ которых поможет тщательнее проанализировать все аспекты содержания. Также на данном этапе студенты выявляют в тексте выявление стратегии манипуляции, знания о которых получили на подготовительном этапе. При выполнении подобных заданий важно сделать акцент на формировании у студентов самостоятельного независимого отношения к прочитанному. Далее студенты сначала при поддержке преподавателя, а затем самостоятельно выполняют критический анализ текста, включающий в себя аксиологический компонент — это поможет им сделать окончательный вывод о ценностях, заложенных автором в публикацию и о транслируемой данной публикацией идеологии.

Работа над каждым текстом завершается проблемно ориентированным заданием на его основе (“Problem-based discussion”). На основе материала прочитанного текста для студентов формируется профессионально направленная задача, решение которой им предстоит разработать самостоятельно. Для успешного выполнения студентам необходимо не только структурированно аргументировать свои

высказывания, но и осуществлять духовный поиск, чтобы решения были в равной степени логически и нравственно обоснованы. Такие задания способствуют формированию необходимого ценностного опыта, поскольку обретение ценностей возможно только через их «проживание». Здесь особенно важен такой приём формирования ценностей как демонстрация преподавателем подлинного нравственного переживания или чувства. Показывая свою реакцию, наставник помогает студентам понять, соответствует ли предложенное ими решение истинным общечеловеческим ценностям и профессиональным ценностям международного работника.

## МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ К УРОКАМ (с ключами к заданиям)

### UNIT 1

#### Block 1 — news reports

**Task 1.** Create a professional portrait of a specialist in international affairs. What are his/her career goals, professional and personal qualities? What values should he/she be guided by? Is it necessary to act in accordance with these values for successful professional self-realization? Why?

Задание направлено на выявление и осознание студентами своих ценностных приоритетов. Оно также готовит студентов к нравственному анализу материалов англоязычной прессы. Задание выполняется в форме фронтальной проблемной дискуссии, включающей активный обмен идеями и мнениями. В ходе дискуссии перед студентами ставится задача не только высказать, но подробно обосновать собственную позицию. Обсуждение корректируется преподавателем с помощью наводящих вопросов, но ведущая роль в ходе обмена мнениями должна оставаться за студентами, что способствует развитию их собственного критического мышления. Дискуссия завершается подведением итогов: участники приходят к консенсусу по поводу того, какие ценности важны для специалиста-международника и почему. Стоит обратить особое внимание на следующие ценности: общегуманистические (ценность жизни, справедливость, милосердие); профессиональные (мир как результат дипломатических усилий, гражданственность и патриотизм, гордость за свою страну, любовь к её народу, уважение к другим культурам, равенство в международном сотрудничестве, многополярность).

**Task 2.** Human rights are considered to be one of the corner stones of global politics. The key human rights issues prevalent in China are freedom of speech, religious freedom, minority rights, labor rights, and political freedoms. Some politicians believe that the international community should exert pressure on China until it eliminates these human rights concerns. While others believe that these violations are Chinese domestic issues, and other countries have no right to interfere as it will violate China's sovereignty. What's your position regarding this dilemma? What moral values are you guided by when justifying your answer?

Данное задание включает в себя нравственную дилемму профессионального характера. Оно также выполняется в форме фронтальной проблемной дискуссии, включающей активный обмен идеями и мнениями. Задачи, на которые направлено данное задание: помочь студентам осознать, на какие ценности они опираются при решении вопросов нравственного характера; подготовить студентов к восприятию текстов англоязычной прессы с аксиологической точки зрения; подчеркнуть высокую роль ценностей в профессиональном становлении международника.

**Task 3.** Media texts are one of the main mechanisms of shaping values of the modern society. They may spread different types of values: universal humanistic values, personal values as well as false values in the form of stereotypes of mass consciousness so frequently introduced through propaganda tools. How important is it for a student studying international relations to be able to navigate in such texts and recognize the true message of the author, often implicitly present? Discuss in pairs. Illustrate universal and false values with examples.

Данное задание также выполняется в форме проблемной дискуссии, однако не фронтально, а в парах. Оно направлено на то, чтобы помочь студенту осознать себя как личность, которой предстоит защищать интересы своей страны на международной арене и подчеркнуть важность обладания устойчивыми нравственными ценностями для специалиста по международным отношениям.

**So, let's learn more about media texts and their features!**

**Task 4.** The authors of media texts frequently use quite specific vocabulary units and expressions, which need to be fully understood by a reader for him/her to properly grasp both explicit and implicit ideas expressed by the author. Match the terms with their definitions and pick relevant examples to illustrate a certain type of a vocabulary unit. Explain the meaning of each vocabulary unit from the 3<sup>rd</sup> column. Use the dictionary if needed.

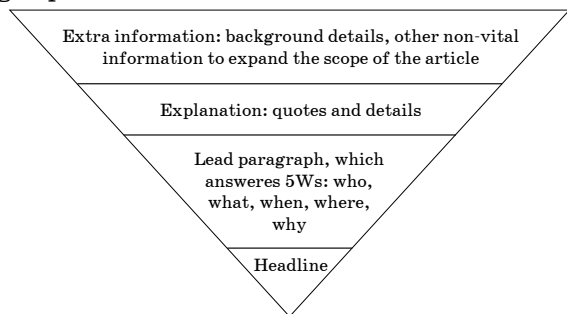
Задание направлено на знакомство с основными группами лексических единиц (профессиональные термины, эвфемизмы, идеологемы, мифологемы), работа с которыми помогает лучше понимать содержание англоязычных медиатекстов. Оно также решает задачу снятия лексических трудностей, поскольку данные лексические единицы встречаются в статье, которая далее предлагается к прочтению.

**Ключи к заданию:**

Type of a vocabulary unit	Definition	Examples
Professional terms	words that are associated with professional field and commonly not used or even understood by people outside a particular job.	authoritarianism national sovereignty territorial integrity campaign trail status quo military drills dog fights

Euphemisms	An innocuous vague words or expression used in place of a harsher one, which is often used to talk about concepts that the user wishes to downplay.	sensitive time
Ideologems	Any words or collocations, often emotionally colored, containing hidden or explicit evaluation, which serve to promote a certain ideology.	an authoritarian region stage war games troublemaker vigorous measures intimidate voters
Mythologems	Expressions that do not have any precise meaning everyone agrees upon, but bear a strong positive or negative connotation.	a city on the hill axis of evil

**Task 5.** Here's the jumbled structure of a media text. Restore the correct order of stages on the basis of your previous reading experience.



Задание знакомит студентов со стандартной композиционной схемой построения англоязычного медиатекста. Знания о типичной структуре таких текстов служит опорой для прогнозирования содержания материалов прессы, что в дальнейшем облегчает их восприятие.

**Ключи к заданию:** 1) headline, 2) lead paragraph, 3) explanation, 4) extra information

**Task 6.** You are participating in a meeting of the political research agency, where the election of a new Taiwanese president will be discussed. The meeting starts in 2 minutes. Read the lead paragraph of the article below and answer 5W questions to get the grasp of the matter.

Who?	<b>Taiwan's vice-president</b>
What?	<b>made a speech</b>
Where?	<b>in New York</b>
When?	<b>during a brief US stopover</b>
Why?	<b>to urge the world to stand up against the "increased threat from authoritarianism" and reiterate a willingness to talk to China</b>

What is the rest of the text going to be about, in your opinion?

Задание ориентировано развитие у студентов умения вероятностного прогнозирования медиатекстов с опорой на их структурные элементы. Преподаватель дополнительно обращает внимание студентов на то, что в первом абзаце статьи (lead paragraph) часто содержится информация, отражающая основную идею, и прочитав его, можно предвосхитить содержание всего текста.

## **Taiwan vice-president says ‘don’t be afraid’ to fight authoritarianism in New York speech**

*William Lai issues global appeal during US stopover after China denounces him as a ‘troublemaker’*

*14 Aug 2023*

Taiwan’s vice-president has urged the world to stand up against the “increased threat from authoritarianism” and reiterated a willingness to talk to China, in a speech made in New York during a brief US stopover condemned by Beijing.

William Lai, a frontrunner to be Taiwan’s next president at elections in January, said in New York on Sunday: “If Taiwan is safe, the world is safe, if the Taiwan Strait is peaceful, then the world is peaceful,” according to a read out from Taiwan’s presidential office. “We are already on the right track. Don’t be afraid and turn back because of the increased threat from authoritarianism. We must be brave and strong to continue to grow Taiwan on the road of democracy,” he said.

Lai reiterated that on the basis of dignity and parity he was “very willing” to talk to China and seek peace and stability, following the policies of Taiwan president Tsai Ing-wen. China’s foreign ministry earlier criticised Lai, saying he was a separatist and “troublemaker through and through” and that Beijing would take strong steps to protect its sovereignty. Lai arrived in New York late on Saturday for what is officially a transit on his way to Paraguay for the inauguration of its president. China, which claims democratically governed Taiwan as its own territory, has repeatedly denounced Lai’s trip. It includes another stopover in San Francisco on Wednesday on his way back to Taipei.

In a statement issued on Sunday shortly after Lai landed in New York, China’s foreign ministry said it opposed any form of visit by “Taiwan independence separatists” to the US. “Lai stubbornly adheres to the separatist position of Taiwan independence and is a troublemaker through and through,” the ministry said.

Taiwan is the “core of China’s core interests” and facts have shown again and again that the reason for the rise in tensions in the Taiwan Strait is Taiwan trying to “rely on the United States to seek independence”, it said. “China is closely following developments and will take resolute and vigorous measures to defend national sovereignty and territorial integrity.”

China has a particular dislike of Lai, who has previously described himself as a “practical worker for Taiwan independence”, though he has repeatedly said on the campaign trail he is not seeking to change the status quo, but that only Taiwan’s people can decide their future.

A person familiar with the trip’s planning said Lai will not meet US lawmakers, adding Lai will keep the visit “low key”, in line with Taipei and Washington’s shared position to “jointly manage risks when facing an authoritarian region at this sensitive time”. Lai, greeted by supporters waving flags as he arrived at his New York hotel, wrote on social media platform X he was “looking forward to seeing friends and attending transit programs in New York”. Laura Rosenberger, chair of the American Institute in Taiwan, a US government-run non-profit that carries out unofficial relations with Taiwan, said on X that she would meet Lai in San Francisco.

China is likely to launch military drills this week near Taiwan, using Lai’s US stopovers as a pretext to intimidate voters ahead of a next year’s election and make them “fear war,” Taiwanese officials say. On Sunday, the Eastern Theatre Command of China’s People’s Liberation Army, which is responsible for the area around Taiwan, posted on its WeChat account a short video of fighter jets practising dog fights at an undisclosed location, saying its forces had recently been engaged in “high-intensity flight training”.

Lai’s transits come as Beijing and Washington are trying to improve relations. That includes the prospect of a visit to the US by Chinese foreign minister Wang Yi, which could pave the way for a meeting between president Joe Biden and China’s

leader Xi Jinping this year. China has stepped up its military activities around Taiwan over the past three years, seeking to force the island into accepting Beijing’s sovereignty.

In April, China staged war games around Taiwan in an angry response to Taiwan president Tsai Ing-wen meeting US house speaker Kevin McCarthy in California on a stopover on the way back to Taipei after her visit to Central America.

*Topics: China, Taiwan, Asia Pacific*

<https://www.theguardian.com/world/2023/aug/13/china-vows-vigorous-response-to-us-visit-by-taiwan-vice-president>

**Task 7.** Your boss in the political research agency requested his subordinates to provide him with the summary of the article to keep track of the events. A new intern has prepared a summary but misinterpreted some of the ideas. Correct the summary before submitting it to the boss.

Taiwan’s vice-president, William Lai, has called for the world to stand up against authoritarianism and reiterated his willingness to talk to China during a brief US stopover that was **welcomed condemned** by Beijing. Lai, who is a frontrunner to be China’s **Taiwan’s** next president, arrived in New York on Saturday for a transit on his way to Paraguay for **his the inauguration of its president**. China claims democratically governed Taiwan as its own territory and has repeatedly **supported denounced** Lai’s trip. Lai reiterated that he was “very willing” to talk to China and seek peace and stability, **abolishing following** the policies of Taiwan president Tsai Ing-wen. China’s **media foreign ministry** earlier criticized Lai, saying he was a **terrorist separatist** and “troublemaker through and through.” China has a particular dislike of Lai, who has previously described himself as a “practical worker for Taiwan independence,” though he has repeatedly said on the campaign trail he is **not** seeking to change the status

quo. China is likely to launch military drills this week near Taiwan, using **them Lai’s US stopovers** as a pretext to intimidate voters ahead of next year’s election and make them “fear war,” Taiwanese officials say.

Задание ориентировано на развитие у студентов умения изучающего профессионально ориентированного чтения. Коммуникативная мотивация обеспечивается с помощью формулировки задания, создающего типичную для международника профессиональную ситуацию.

**Task 8.** Find all the ideologemes in the text and divide them into 2 groups: those with positive or negative connotation:

Ideologemes with positive connotation	Ideologemes with negative connotation
<b>Front-runner on the basis of dignity and parity</b> <b>resolute and vigorous</b> <b>measures</b>	<b>denounces him as a ‘troublemaker’</b> <b>authoritarianism</b> <b>separatist</b> <b>intimidate voters</b>

What kind of public perception of conflict parties is created with help of these words? Do you agree with the perspective provided in the text? Why/why not?

Задание развивает у студентов умение выявлять и на основе контекста интерпретировать идеологически окрашенную лексику, которая используется для формирования общественного мнения по освещаемым в статье вопросам (выполняя задание 3, студенты уже получили представление о том, какие лексические единицы можно считать идеологемами). Это умение принадлежит к умением изучающего чтения для специалиста-международника при работе



с текстами англоязычной прессы и помогает извлечь имплицитный посыл текста.

### Problem-based discussion

**Task 9.** The Russian envoy in China needs to know what behavioral strategy to choose in relation to the situation described in the article so that it could bring maximum benefit for the Russian foreign policy. So, the envoy asks the Russian Ministry of Foreign Affairs to determine the guidelines and priorities. What position should be taken by the Russian diplomacy in regard to the China-Taiwan issue? Should this position be officially declared? Only expressed in closed meetings? Why?

Analyze your answer from the moral point of view. Does it correspond to the values that you considered important in the first task?

Выполняя это задание, студенты должны самостоятельно определить проблему и сформулировать пути её решения, данная задача побуждает духовную и познавательную активность и способствует обретению духовных ценностей возможно только через их «проживание» в рамках профессиональной ситуации. Также, разработанное решение показывает, какими ценностями студент уже руководствуется в своей деятельности. Преподаватель обязательно предоставляет обратную связь студентам, давая оценку не только нюансам использования языка, но и нравственной составляющей представленного решения. Личный показ подлинного чувства и передача своего отношения со стороны наставника необходимы, поскольку он является носителем образцовой моральной нормы.

## Block 2 — political reviews

**Task 1.** Your colleague, a political expert from China, daily, has sent you an article for some feedback. However, he accidentally jumbled its parts while sending the e-mail.

- a) Find the title of the text in the email below. Which region is going to be tackled? What are the main political forces there? How do you perceive the Russian national interest in the region being discussed?
- b) Create a list of questions that you expect to be answered by the author.
- c) Match the text structural units with their functions and restore the article using your knowledge on the structure of a media text. Have any of your questions been answered?

Задание направлено на развитие умения прогнозирования содержания медиатекстов с опорой на заголовок (части “a” & “b”). Вопросы из части “a” (What are the main political forces there? How do you perceive the Russian national interest in the region being discussed?) вводят студентов в тематику текста, обращаясь к их фоновым знаниям об освещаемых статьёй вопросах. Они также создают дополнительную мотивацию, подчёркивая связь статьи с их профессиональным полем, а также демонстрируя возможные пробелы в знаниях, которые они смогут восполнить с помощью чтения текста. Часть “c” мотивирует студентов к первому, ознакомительному прочтению статьи и способствует развитию умения извлекать информацию из медиатекста с опорой на знания о структурных и содержательных принципах его построения. Это умение относится к умениям профессионально ориентированного чтения текстов англоязычной прессы для студентов-международников.

**Ключи к заданию:** 3-e; 4-d; 5-a; 2-c; 1-b

<b>From:</b> <i>Zhu_Guangdong@chainadaily.cn</i>	
<b>To:</b> <i>International_affairs_expert@hse.ru</i>	
<b>Subject:</b> article for review	
1) Information about the author	<p>a) Once relying on bilateral allies and unilateralism in the Middle East, the US now increasingly leans on minilateral mechanisms to optimize its engagement in regional affairs and demonstrate its leadership and strategic commitment. Through regional allies and partnerships, the US aims to reduce its strategic investment and costs to counter the influence of Iran, Russia and China, ultimately maintaining its regional hegemony. This reflects both the decline of the US' absolute power in the Middle East and reluctance to accept the waning of its hegemonic status in the region.</p> <p>While the overall security situation in the Middle East has eased and countries in the region are actively seeking reconciliation, the minilateral mechanisms promoted by the US have exacerbated security dilemmas and arms races in the region. Particularly, there have been continuous tensions and crises between the US-Israel camp and the Iran camp. In March 2023, the US Central Command launched an air raid against facilities in eastern Syria reportedly associated with the Iranian Islamic Revolutionary Guard Corps, citing the death of several Americans in a drone attack.</p> <p>The exclusive minilateral mechanisms are not conducive to inclusive cooperation</p>

	<p>in the Middle East. The US seeks to use the I2U2 group to contain China's economic influence and shape a regional economic cooperation model to compete with China.</p> <p>In a keynote address at the Washington Institute for Near East Policy in May this year, US National Security Advisor Jake Sullivan stated that «in a world of great power competition», strengthening partnerships with the Middle East could «help us with diversified and resilient supply chains so that we are not dependent on any other country», revealing the US' intention to create supply chains less dependent on China. Such acts that disrupt market order do not serve the interests of regional countries and are not conducive to economic cooperation.</p> <p>The development of minilateral mechanisms in the Middle East is unlikely to go entirely as the US wishes. First, the decline of US power and hegemony in the Middle East makes it difficult for the US to provide sufficient resources for the minilateral mechanisms. As the US has to shift more costs and responsibilities to its allies, it will not be able to shape the minilateral mechanisms as envisioned. Second, as Middle East countries enhance their strategic autonomy, members of the minilateral mechanisms are practicing diversified and balanced diplomacy, rather than blindly following the US against China or being tied to US actions that may</p>
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	<p>provoke Iran. Anwar Gargash, diplomatic advisor to the president of the UAE, made this clear, saying that «the UAE has no interest in choosing sides between great powers».</p> <p>Third, as informal institutions, minilateral mechanisms are vulnerable to the impact of unforeseen domestic and international events. The second Negev Summit was originally scheduled to be held in Morocco in March 2023, but it has been postponed multiple times due to intensified violence between Israel and Palestine.</p>
2) Conclusions	<p>b) <i>The author is deputy director of the Center for Middle East Development and Governance at the Institute of West-Asian and African Studies at the Chinese Academy of Social Sciences. The author contributed this article to China Watch, a think tank powered by China Daily. The views do not necessarily reflect those of China Daily.</i>  <a href="http://www.chinadaily.com.cn/a/202308/18/WS64dea95ba31035260b81ccb5.html">http://www.chinadaily.com.cn/a/202308/18/WS64dea95ba31035260b81ccb5.html</a></p>
3) Headline	<p>c) Under international, regional and domestic influences in recent years, the Middle East has arrived at a historical turning point. Development has been prioritized in the strategic choice of Middle East countries, which are now strategically autonomous and seeking reconciliation. The exclusive minilateral mechanisms, which run counter to the historical trend of peace, development, and cooperation, can barely help the US contain rivals and maintain its hegemony.</p>

	<p>China, on the other hand, has enhanced political communication and strategic mutual trust with Middle East countries, strengthened its strategic alignment and economic cooperation, deepened security cooperation and jointly solved regional issues. China-Middle East relations have ushered in a new stage, with China increasingly contributing to peace and development in the region.</p> <p>The world needs real multilateralism, and the Middle East needs real and equal multilateral cooperation. China does not oppose minilateralism, but global governance should adhere to real multilateralism and reject exclusive blocs and small circles targeting specific countries.</p> <p>The US' promotion of exclusive minilateralism in the Middle East is pseudo-multilateralism that serves only its hegemonic interests. It is not aligned with the interests of the people in the Middle East, nor does it benefit the region's peace and development.</p>
4) Lead paragraph	<p>d) Minilateral mechanisms, which involve multiple actors, are flexible, informal and issue-oriented. A prevalent approach to international cooperation, minilateralism can be both inclusive and exclusive. In recent years, the United States has vigorously promoted exclusive minilateralism in the «Indo-Pacific» and Middle East regions to serve its strategy of great power competition. In the Middle East, the US has been establishing and</p>

	expanding minilateral mechanisms such as the I2U2 group between the US, Israel, the United Arab Emirates, and India, as well as the Negev Forum, which includes the US, Israel, the UAE, Bahrain, Morocco and Egypt. For the US, these minilateral mechanisms consist of its traditional regional allies, pay attention to both economic and security issues and bear the distinctive characteristics of the Cold War mentality, camp confrontation and bloc cooperation.
5) Explanation	e) <b>Pseudo-multilateralism a losing bet</b> <i>By ZHU GUANGDONG</i> <i>US' minilateralism in the Middle East is exclusive and only intended to serve its hegemonic interests</i>

**Task 2.** Read the article carefully one more time to extract all the main ideas expressed by the author. Divide them into 2 groups: those that you support and those that you disagree with. Explain your position on each of the ideas.

Задание направлено на развитие у студентов умения основной коммуникативный и идеологический посыл текста. Оно также ориентирует будущих международных на формирование независимого и нравственного отношения к прочитанному. Подводя итог выполнения задания, преподаватель подчёркивает, что не всю информацию из СМИ нужно воспринимать как данности и не со всеми идеями автора необходимо соглашаться, поскольку автор статьи может быть предвзят, что не позволяет ему выступать в качестве авторитета, чьи суждения не подлежат критической оценке.

**Task 3.** Find the examples of the following vocabulary groups in the article above. Make sure you are fully aware of what this lexical units mean. Use the dictionary, if needed.

Type of a vocabulary unit	Examples
Professional terms	bilateral allies unilateralism minilateral mechanisms regional allies regional hegemony launched an air raid drone attack strategic autonomy domestic and international events global governance
Euphemisms	regional countries intensified violence
Ideologemes	exacerbated security dilemmas great power competition diversified and resilient supply chains disrupt market order balanced diplomacy blindly following smb great powers contain rivals maintain its hegemony pseudo-multilateralism exclusive minilateralism vigorously promote

Compare the use of these vocabulary groups in news reports and political reviews. Where is the emotional evaluation more intense? How do the functions of these two media text types differ, in your view?

Задание развивает у студентов умение изучающего чтения: выявлять в тексте профессиональные термины, эвфемизмы и идеологемы в текстах прессы и, анализируя их значение, глубже проникать в содержание статьи. Преподаватель следит, чтобы, отвечая на вопросы, студенты пришли к следующим выводам: информационно-аналитические материалы, как правило, имеют более яркий эмоциональный окрас, что выражается в использовании специфической лексики. И новостные, и информационно-аналитические материалы имеют информационную функцию и воздействующую функцию (формирование общественного мнения). В новостных материалах информационная функция более выражена. В информационно-аналитических — не первый план выходит воздействующая.

**Task 4.** Now that you have carefully analyzed the article, you're ready to deliver some critical feedback to help your colleague from China.daily to improve his writing skills. Use the scheme provided below for your critical review.

**Scheme of critical media text analysis:**

**Step #1. Source analysis.**

- Which media published the article? What is its editorial policy and declared values?
- Is the author of the text known? How is the reviewed issue covered in his/her other publications?

**Stage #2. Content analysis.**

- What knowledge and ideas does the student already have on this topic?
- How are the existing ideas reflected in the article? Are any meaningful details omitted? Has any new information been added?
- Are the positions of all involved parties revealed in the material?

**Stage #3. Axiological analysis.**

- Does the author use emotionally colored, evaluative vocabulary, ideologemes, mythologemes? What are they?
- How objective is the assessment of the described events given by the author of the article?
- What is the purpose of this text (to inform / shape an opinion / encourage action)? How did you make this conclusion?
- What values does the text convey? Does the text carry an ideological modality?

**Conclusion:**

- The general message of the text:
- The implicit message of the text:

Задание ориентировано на развитие у студентов умения осуществлять критический анализ текста, включающий в себя аксиологический компонент. Это поможет будущему международнику воспринимать текст непредвзято, сравнивать факты, оценивать степень их достоверности, выявлять все аспекты авторской позиции, выделять суть и формировать собственную точку зрения относительно представленных в тексте материалов. Критический анализ состоит из трёх уровней: оценка источника текста (stage 1), анализ представленной информации и аспектов её подачи (stage 2), нравственную оценку содержания (stage 3). Студенты осуществляют все три стадии с опорой на вопросы из схемы критического анализа, приведённой в задании. Поскольку данный вид работы выполняется первый раз, необходимо активное участие преподавателя, который будет снимать возникающие трудности и корректировать работу студентов.

**Task 5.** Your colleague from China.daily has received your feedback and requested your help in making the text less biased. Rewrite the article in a more neutral way.

Студенты редактируют статью, стараясь сделать подачу материала менее предвзятой. Сравнение изначального и итогового варианта статьи поможет им лучше понять, как именно и насколько сильно выбор лексики влияет на восприятие текста читателями. В завершение преподаватель подчёркивает, что абсолютная непредвзятость в подаче медиатекстов невозможна, но хороший журналист должен к ней стремиться.

**Task 6.** Make an associagram for each value reflected in the text. Use the axiological analysis from **task 4** to determine the list of values you are working with. What does each of these values mean to you personally?

Критический анализ, выполненный в предыдущем задании, берётся за основу для выполнения данного задания. На 3 стадии критического анализа студенты выявляют ценности, транслируемые автором текста. На основании этих ценностей они составляют ассоциограммы, отражающие то значение, которое, по их мнению, вкладывается в эти ценности. Задание направлено на формирование у будущих специалистов исчерпывающих знаний о содержании общегуманистических и профессиональных ценностей, помогает студентам самим осознать, насколько глубоко им понятен тот или иной ценностный концепт. Применение графических опор позволяет структурировать и наглядно представить соображения студентов по поводу содержательного наполнения нравственных ценностей или выявить их отсутствие. Преподаватель активно вовлечён в процесс обсуждения, его задача — убедиться, что все ценности трактуются студентами на основе морали и родной культуры.

**Task 7.** Which of the prominent politicians of the past were guided by these values in their activities? Working in groups of three, prepare a short report on one of them. Follow the plan below:

- The personality and area of activity of the chosen politician.
  - What values did he/she adhere to? How did they manifest in his/her actions?
  - How did this affect their career (caused difficulties or, on the contrary, led to success)?
- Which of the described politicians do you associate yourself with and why?

Задание помогает студентам осознать, как важно быть носителем нравственных ценностей для специалиста по международным отношениям, на котором лежит ответственность не только за свою страну, но и за развитие сотрудничества на мировой арене.

#### Problem-based discussion

**Task 8.** As the head of the Russian Foreign Ministry, you asked your employees to develop effective ways of promoting the Russian national interest in the Middle East. Your subordinates offered you three possible lines of conduct. Which one would you choose and why? Analyze your decision from the standpoint of values.

Option 1	Option 2	Option 3
Russia does not geographically or culturally belong to the Middle East and, hence, will always remain only a marginal power in the region. All the efforts and	If Russia wants to maintain its influence in the Middle East, it should strive to promote the creation of collective security system.  This project has	By maintaining the Russian presence in the Middle East, its diplomacy is restoring what was lost under Gorbachev: the status of a great power whose influence extends

<p>money spent on building up the influence do not appear to pay off, as there are still a lot of resourceful competitors in the region like China and the US. Therefore, the best strategy would be to reduce the military presence in the region and direct the released money on the improvement of the life quality of the Russian population by improving infrastructure and raising salaries.</p>	<p>solid long-term benefits, as any instability triggered by radical groups may have a spillover effect and adversary impact Russia as well. Besides, in case of success Russia will elevate its international prestige as a successful mediator and promoter of global peace and security. However, at the current stage projects like this are not seen as quite realistic by many experts.</p>	<p>beyond the borders of the former USSR. The Middle East should remain a testing ground where Russia is trying out its capabilities to act at the global arena as one of the leading players.</p> <p>It should further expand its presence in the regional markets of arms, nuclear fuel, oil and gas, food, choosing the most beneficial formats, both minilateral and multilateral. The powerful competitors such as China and the US should be pushed out of the Middle East region for it being a sphere of our exclusive national interest.</p>
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Данное проблемно-ориентированное задание предлагает студентам выбрать курс российской внешней политики на Ближнем Востоке, ориентируясь на один из трёх предложенных вариантов. Каждая из трёх позиций была неоднократно озвучена российскими дипломатами и политологами, они активно обсуждаются на страницах научных журналов. Студентам предстоит не только сделать свой выбор, но обеспечить его логическим и моральным основанием, приняв во внимание выводы о высокой роли нравственных ценностей в профессии международного работника, сделанные во время выполнения предыдущих заданий.

## UNIT 2

### Block 1 — news reports

**Task 1.** In news reports their authors try to avoid using vocabulary items that have distinctive emotional evaluation. However, they may resort to other means of manipulating mass consciousness. Match these methods with their descriptions.

1. appeal to authority	a) distorting the viewpoints of others, assigning to them statements and actions they never expressed or engaged in.
2. one-sided event coverage	b) selection of views, statements, ideas, creating the impression that everyone or at least “positive” nations, parties or groups stick to the same opinion, so, the audience should also share this position.
3. blocking critical perception	c) the use of preconceived and oversimplified ideas or beliefs about countries or groups of people in a way that perpetuates negative or harmful attitudes and behaviors towards them;
4. exploitation of stereotypes	d) the reference to opinions of people or organizations with high authority, causing a positive or negative reaction in the target audience.
5. false dichotomy	e) the type of reasoning which is often used to simplify complex
6. misrepresentation	

issues and manipulate people’s opinions by limiting their choices and making them feel like they have to choose between two extremes;

f) appealing to basic emotions and the subconscious mind through sensational shows, scandals, highlighting shocking, unsettling, and supernatural occurrences.

Задание знакомит студентами с названием и сущностью некоторых инструментов манипуляции, наиболее часто используемых в СМИ. Эти знания понадобятся студентам для выявления таких стратегий в предложенной ниже статье. Преподаватель дополнительно подчёркивает, что даже если материал с первого взгляда выглядит беспристрастно и в нём нечасто или вовсе не встречается эмоционально-окрашенная лексика, это не гарантирует его беспристрастность, поскольку воздействие на аудиторию может осуществляться при помощи таких стратегий.

**Ключи к заданию:** 1-d; 2-b; 3-f; 4-c; 5-e; 6-a

**Task 2.** The international research agency you work for is planning on writing a survey on North Korean military program. So, your boss arranged the online work meeting to brief everyone about what is already known on this topic. You were assigned with the task to report on why the DPRK is so heavily sanctioned by the international community. Who has a moral high ground in this standoff? Why?

Задание готовит студентов к восприятию медиатекста, вводя в его проблематику и активируя их профессиональные



знания. Оно также готовит студентов к восприятию текста с аксиологической точки зрения, поскольку мотивирует задуматься о моральной стороне профессионального вопроса.

**Task 3.** Due to poor Internet connection your colleague missed some of the important details in the discussed article on the most recent developments in the region. Skim the article and answer her questions to help her get the full picture of the events:

1. What did North Korea claim to have successfully done?
2. What are experts saying about the objectives of the launch?
3. How did the UN respond to North Korean action?
4. How did Japan react to the launch?
5. What did South Korea do in response to the launch?
6. What did Russian president Vladimir Putin pledge to do for North Korea's space program?
7. What is Leif-Eric Easley's opinion on the efficacy of the satellite?

Задание мотивирует студентов к прочтению текста, моделируя типичную для международного профессиональную ситуацию, в которой возникает естественная потребность в извлечении из медиаматериалов информации для решения служебных задач.

### **North Korea says it has succeeded in controversial military spy satellite launch**

*Launch sharply criticised by US and UN as neighbour South Korea moves to suspend parts of military agreement aimed at de-escalating tensions*

North Korea claimed to have successfully put its first military spy satellite into orbit in a launch the US has sharply criticised as a "brazen violation of multiple UN Security Council resolutions".

South Korea and Japan confirmed Tuesday's launch, but were not able to immediately verify if it was a success. Experts have also questioned whether the launch, which comes after two previous failed attempts, will achieve North Korean leader Kim Jong-un's objectives of enhancing his nuclear-armed country's ability to conduct pre-emptive strikes and monitor the US, South Korean and Japanese troops.

The launch also comes just months after Russian president Vladimir Putin had pledged to help Pyongyang in its space programme during his meeting with Mr Kim in a rare September summit. The Malligyong-1 reconnaissance satellite was sent into orbit on a Chollima-1 rocket at 10.42pm local time on Tuesday, according to North Korea's state media KCNA.

Mr Kim oversaw the launch, which was carried out earlier than the nine-day warning window Pyongyang notified Japan about. The launch was condemned by the UN which has prohibited North Korea from such launches due to its nuclear missile development. UN chief Antonio Guterres strongly denounced the launch and called on North Korea to return to the path of denuclearisation. "Any launch by [North Korea] using ballistic missile technology is contrary to the relevant Security Council resolutions," he said.

The White House said the launch is a "brazen violation of multiple UN Security Council resolutions, raises tensions, and risks destabilising the security situation in the region and beyond".

Japan has criticised North Korea for the launch and prime minister Fumio Kishida said it was a violation of UN Security Council resolutions. "We have lodged a stern protest and condemned North Korea in the strongest terms," Mr Kishida said. Japan said North Korea's frequent missile launches are a threat to regional peace and safety. During the launch of the satellite, Japan resorted to its emergency broadcasting system to warn residents in nearby Okinawa prefecture to take cover inside buildings or underground.

South Korea's president, who is currently on a visit to the UK, moved to suspend a part of a military agreement it signed with Pyongyang in 2018 aimed at de-escalating tensions in the Korean peninsula. The South Korean defence ministry said it would resume aerial surveillance activities near its border with the North. The country's officials also noted that the latest launch attempt likely incorporated technical assistance from Russia as part of a growing partnership in exchange for military equipment, a claim denied by both North Korea and Russia.

North Korea defended its launch, calling it a "legitimate right" for strengthening its self-defensive capabilities and war preparedness. It pledged to launch "several reconnaissance satellites in a short span of time" to "secure the capability to reconnoitre the south Korean region".

Leif-Eric Easley, a professor at Ewha University in Seoul, said questions remain over the efficacy of the satellite. "State-controlled media claims of a successful launch do not mean the satellite will actually perform meaningful reconnaissance functions," Mr Easley said, while pointing out that North Korea had declared it would attempt a third launch anyway.

"Moreover, public denials from Pyongyang and Moscow about sanctions-evading military cooperation do not mean that Russia isn't providing assistance for North Korea's spy satellite programme."

The country's two earlier attempts this year resulted in embarrassing and costly failures, with the satellites breaking up during early stages of the launch.

South Korea salvaged debris from the failed first launch in May and said the satellite had "no military utility".

<https://www.independent.co.uk/asia/east-asia/north-korean-spy-satellite-launch-b2451454.html>

**Task 4.** Your colleague says she feels the article is manipulative and intentionally presents North Korea in a very dark light, but she cannot explain, why. How far do you agree with this opinion? Read the article attentively and identify which instruments of manipulation the author uses. Tick each instrument used by the author and illustrate it with an example from the text.

- prejudiced vocabulary choice
- appeal to authority
- one-sided event coverage
- blocking critical perception
- exploitation of stereotypes
- false dichotomy
- misrepresentation

Задание направлено на развитие умения изучающего профессионально ориентированного чтения, побуждает студентов к извлечению из медиатекста информации не только на уровне значения, но и на уровне смысла, понимать его имплицитный идеологический посыл на основе знаний о наиболее частых манипулятивных стратегиях, используемых в СМИ. Знания об этих стратегиях студенты получили на подготовительном этапе, выполняя задание 1.

**Ключи к заданию:**

**prejudiced vocabulary choice:** controversial satellite, sanctions-evading military cooperation, embarrassing and costly failures.

**appeal to authority:** UN chief Antonio Guterres strongly denounced the launch and called on North Korea to return to the path of denuclearisation. "Any launch by [North Korea] using ballistic missile technology is contrary to the relevant Security Council resolutions".

**one-sided event coverage:** only the opinion of military rivals of the DPRK were included in the article.

**misrepresentation:** according to the logic of the article, if the launch happened after the summit of Russia and North Korea, then Russia was highly likely involved in the launch, however, no evidence was provided.

**Task 5.** Rewrite the article to make it less biased so that the prejudiced approach of the author does not distract you while you are doing your research.

Студенты редактируют статью, стараясь сделать подачу материала менее предвзятой. Сравнение изначального и итогового варианта статьи поможет им лучше понять, как именно и насколько сильно применение манипулятивных стратегий в СМИ влияет на восприятие текста читателями.

**Task 6.** The expression “axis of evil” was first used by US President George W. Bush and originally referred to Iran, Iraq and North Korea. It was used in Bush’s address to the Nation on January 29, 2002 and was often repeated throughout his presidency. North Korea was added to the list, he says, because it was attempting to develop nuclear weapons, had a history of reckless aggression, and «needed to feel a stronger hand».

The expression “axis of evil” is a mythologem, a concept, the exact meaning of which is not clearly known to anyone. However, it always has a distinctive positive or negative connotation. Due to its ambiguity, it is often used as the instrument of propaganda and manipulation.

Why do you think George W. Bush used the expression “axis of evil” while referring to North Korea? What other mythologems can you recall?

Задание готовит студентов к восприятию и верной интерпретации нравственно и идеологически окрашенной лексики, в данном случае мифологем, представление о которых

студенты получили, выполняя задания предыдущего юнита. Это способствует извлечению всех аспектов смысла из анализируемого медиатекста.

**Task 7.** What values should the head of the state be guided by? Work in groups. Each group should focus on the current leader of one of the countries mentioned in the text (*North Korea, South Korea, the US, Japan, Russia*). Analyzing their policies and statements, come to the conclusion on what values these country leaders base their policy and justify your answer.

If possible, divide the list of values into 2 groups: the true ones (*patriotism, peace, etc.*) and the illusory ones (*money, fame, etc.*).

Задание направлено на расширение знаний студентов о содержательном наполнении общечеловеческих и профессиональных нравственных ценностей, что вносит вклад в их нравственную осведомлённость. Оно также подчёркивает высокую роль ценностей для тех, кто хочет заниматься политикой.


### **Problem-based discussion**

#### **Task 8.**

North Korea declared itself a nuclear power in April 2012 when its constitution was amended to state that it possessed atomic bombs. The country’s desire for nuclear weapons stems from its leaders’ perception of threats since the Korean War ended in 1953. The DPRK sees South Korea and the United States as potential aggressors, with influential figures in both countries calling for its regime change. The presence of 30,000 US troops in South Korea and the absence of a peace agreement between the two Koreas and the US exacerbate these concerns. There are also fears that North Korea’s nuclear program could lead to proliferation in the region, destabilizing Asia.

However, some experts argue that the portrayal of North Korea as a threat is exaggerated and serves to justify Japanese and South Korean armaments against China. At the same time, it appears that despite efforts by the US and South Korea to isolate North Korea, their strategy has not been successful, and the DPRK remains the main source of instability in the region.

You were sent to the United Nations as the Russian ambassador. Prepare a draft Security Council resolution on how to both stop further nuclear proliferation and ease the tensions in the said region.


<p>Use template below:</p> <p>Resolution #### (2024)</p> <p><i>The Security Council,</i></p> <p><b>Stressing</b> the important role that the United Nations will continue to play in promoting peace and stability in East Asia,</p> <p><b>Reaffirming</b> ...</p> <p><b>Recognizing</b> ...</p> <p><b>Emphasizing</b> ...</p> <p><b>Expresses</b> its appreciation for the United Nations' long-term commitment to support the people of both Koreas on their path to reconciliation;</p> <p><b>Requests</b>...</p> <p><b>Decides</b>....</p>

Задание предлагает студентам разработать решение для проблемной ситуации в профессиональном контексте: предложить Организации объединённых наций такой политической курс, который поможет как остановить дальнейшее распространение ядерного оружия, так и ослабить напряжение в восточной Азии. Студенты представляют своё решение в форме резолюции Совета безопасности ООН, шаблон которой приведён в задании. Преподаватель акцентирует внимание на том, что в первой части резолюции (preambulatory clauses) каждое предложение начинается с причастия настоящего времени. Во второй (operative clauses) — с глагола в настоящем времени, предложения пронумерованы. В первой части излагаются причины, почему международному сообществу стоит обратить внимание на проблему. Во второй содержится само руководство к действию.

Выполнение задания в форме резолюции готовит студентов к профессиональной деятельности, поскольку международники часто работают с таким форматом документов. Это также актуализирует их представление о необходимости опоры на нравственные ценности в принятии политических решений, поскольку первая часть резолюции, preambulatory clauses, освещают моральные принципы, на которых она основана.

## Block 2 — political reviews

**Task 1.** Media texts possess several distinctive features, which are crucial to be aware of in order to properly analyze them. Match these features to their descriptions:

<ol style="list-style-type: none"> <li>1. Audience Engagement</li> <li>2. Semiotics</li> <li>3. Ideology and Bias</li> <li>4. Convergence</li> <li>5. Intertextuality</li> </ol>	<p>a) Media texts exist within a complex media landscape, where traditional distinctions between different forms of media are blurred. This includes the integration of various media</p>
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platforms, such as social media, online streaming, and multimedia content.

b) Media texts utilize symbols, signs, and gestures to convey meaning. They make use of visual, auditory, and linguistic codes to communicate messages, evoke specific moods or emotions, and construct narratives. Understanding this sign systems employed in media texts is crucial for their interpretation.

c) Media texts are designed to communicate with a specific target audience. They employ various strategies to capture the audience's attention, convey information, and evoke emotional or intellectual responses. This can include the use of visual and audio elements, narrative techniques, and persuasive appeals.

d) Media texts frequently reference and engage with other texts, both within and outside their specific media format. It can range from explicit references

to other works to more subtle echoes of cultural or historical events, genres, or conventions.

e) Through subtle or explicit means, media texts can shape public opinion, reinforce dominant ideologies, or challenge established norms. Analyzing the underlying values and beliefs present in media texts is essential for critical consumption.

Задание знакомит студентов с типичными чертами медиатекстов, которые помогут им лучше понимать материалы прессы. Преподаватель дополнительно подчёркивает, что 1) любая статья, даже кажущаяся беспристрастной, имеет идеологическую модальность 2) из-за такой черты, как интертекстуальность, чтобы лучше понимать содержание, международнику необходимо иметь широкий кругозор и обращаться к внешним источникам.

**Ключи к заданию:** 1-с; 2-б; 3-е; 4-а; 5-д

**Task 2.** An ancient Greek philosopher Plato once said: *“Only the dead have seen the end of war”*. How do you understand this quote? How far do you agree? What are the most frequent reasons for military conflicts? Are conflicts over values easier to resolve than conflicts over resources?

Данная проблемно-ориентированная дискуссия вводит студентов в проблематику текста, подчёркивает существующую в мировом сообществе связь между ценностями и военными конфликтами. По итогам дискуссии преподаватель дополнительно подчёркивает важность такой профессиональной ценности международного мир между государствами.

**Task 3.** Your political research agency is doing a survey on how the Israeli-Palestinian conflict is covered in the English-speaking media. You decided that the article “*Between Israelis and Palestinians, a Lethal Psychological Chasm Grows*” from *The New York Times* may be of interest for this study. Find the following expressions in the text and try to figure out their meaning on the basis of the context given:

- lethal psychological chasm
- antisemitic persecution
- five-star victim
- absolutist claims
- divine right
- chronic misgovernment

What do you think the text will be about?

Задание направлено на снятие лексических трудностей перед прочтением медиатекста и развитие языковой догадки при определении значения идеологием с опорой на контекст. После выявления значения лексических единиц, студенты отвечают на вопрос “What do you think the text will be about?” — этот вопрос ориентирован на развитие умения вероятностного прогнозирования. Построенные предположения о содержании текста в дальнейшем облегчат его восприятие.

**Task 4.** One of your interns has attempted to extract the main idea of this article. However, he is not sure whether he managed to do it correctly, so, he came up with 3 different options slightly varying from each other.

Choose the option that best corresponds to the text and justify your choice using the citations from the article.

- The Israeli-Palestinian conflict has become increasingly entrenched in religious ideologies, with both sides holding absolutist claims to the land, making compromise seemingly impossible and leading to an existential crisis for Israel.
- The loss of the ability to see each other as human beings due to deep psychological divisions and a lack of mutual empathy along with absolutist claims to the land leads to the Israeli-Palestinian conflict becoming more severe and erodes reconciliation opportunities.

Separation between Israelis and Palestinians since the collapse of the Oslo Accords in 1993 result in increasing vulnerability for both peoples.

Моделируя типичную профессиональную ситуацию, задание мотивирует студентов к первому, ознакомительному прочтению текста, для извлечения из него основной идеи.

**Ключи к заданию:** Option 1 reflects the main idea most accurately. Option 2 is mostly focused on one conflict party and overlook the root causes of the violence. Option 3 concentrates on a very specific piece of information (Oslo Accords) but fails to consider the reasons for the conflict completely.

### **Between Israelis and Palestinians, a Lethal Psychological Chasm Grows**

*In a conflict marked by complete incomprehension on both sides, the ability to see each other as human has been lost.*

Eight years after the foundation of the state of Israel, Moshe Dayan, the chief of staff of the Israeli military, stood close

to the Gaza border to pronounce a eulogy for a 21-year-old Israeli security officer slain by Palestinian and Egyptian assailants.

“Let us not today cast blame on his murderers,” he said in 1956. “What can we say against their terrible hatred of us? For eight years now, they have sat in the refugee camps of Gaza and have watched how, before their very eyes, we have turned their land and villages, where they and their forefathers previously dwelled, into our home.”

His short speech, is perhaps recalled less for this insight into Palestinian anger than for Mr. Dayan’s resolute conclusion.

“Without the steel helmet and the cannon’s maw, we will not be able to plant a tree and build a home,” he said.

Today, 67 years later, at a time when Jews have again lost their lives to Palestinian gunmen at the same kibbutz, Nahal Oz, that Roi Rotberg guarded, Mr. Dayan’s explicit evocation of the sources of Palestinian “hatred and desire for revenge” remains rare in Israel. Many Israelis have preferred to avert their gaze from the rage at their doorstep. In the same way, Palestinian insight into the devouring specters of antisemitic persecution awakened in Jews by the Oct. 7 Hamas terrorist attack appears negligible. Mutual empathy is very hard to find.

“Each side begs for the status of five-star victim,” said Mohammad Darawshe, the director of strategy at the Givat Haviva Center for Shared Society in Jerusalem, which promotes Jewish-Arab dialogue. “If you are stuck in victimhood, you see everyone else as victimizing and dehumanizing.”

The consequence is a psychological chasm so deep that Palestinians are invisible as individuals to Israeli Jews, and vice versa. The demonization knows no bounds. Since the Hamas attack last month, Yoav Gallant, the Israeli defense minister, has spoken of fighting “human animals.” Ismail Haniyeh, the head of the Hamas political bureau, has described Israel as “neo-Nazis supported by colonial forces.” Benjamin Netanyahu, the Israeli prime minister, has in turn called Hamas “the new Nazis.”

One Israeli lawmaker, Ofer Cassif, has alluded to “pogroms” against Palestinians to describe the relentless Israeli bombardment of Gaza, a word whose specific historical meaning is the slaughter of Jews and a word that many Israelis have used to describe the killing by Hamas of some 1,200 people last month, according to the Israeli authorities.

Of course, wartime propaganda describing enemies as monstrous is not confined to the Middle East. The United States portrayed the Japanese as subhuman during World War II, and the Japanese represented Americans as deformed brutes. Nazis depicted Jews as vermin to justify mass murder. But something in the Israeli-Palestinian confrontation — two peoples located at the nexus of places holy to Judaism, Islam and Christianity — imbues the conflict with a peculiarly ferocious charge resistant to every attempt to tame its potency.

The decades since the collapse of the Oslo Accords in 1993 have accentuated the psychological gulf. Day-to-day interaction between Israelis and Palestinians in the West Bank and Gaza has been drastically reduced by walls and fences in a push for physical separation. Almost forgotten are the Palestine Liberation Organization’s recognition in 1993 of Israel’s right to exist in peace, and Prime Minister Yitzhak Rabin’s determination to pursue that peace, a decision that cost him his life in 1995 at the hands of an extreme right-wing Israeli assassin who said he acted “on the orders of God.” These were the ephemeral glimmerings of shared humanity, soon quashed.

In the intervening decades, Hamas and the ultranationalist religious Israeli right have each extended their influence. The conflict now involves fundamentalist religious ideologies, distinct in critical regards but equally convinced that all the land between the Mediterranean Sea and the Jordan River has been deeded to them by God. A political and military struggle between two national movements for the same land can be resolved by compromise, at least in theory. France and Germany settled their differences in Alsace-Lorraine.

Peace came to Ireland. But absolutist claims of divine right to territory appear impossible to reconcile.

Mahmoud al-Zahar, a co-founder of Hamas, whose charter calls for Israel's destruction said: "Israel will be eliminated because it is a foreign body." Referring to Israeli Jews, he said, "Why should they come from Ethiopia, or Poland or America? America is very wide. You can make a new district for Jews."

The delusional fantasy that the enemy can be made to vanish has since grown. On the Palestinian side, the ideal solution has become that Israel disappears. On the Israeli side, there is a desire for Gaza to go away, even if that means bombing it away. Of course, that is not a solution.

Neither people, Israeli nor Palestinian, present in roughly equal numbers on the land to which they are fiercely attached, is going away. But increasingly each has denied even the identity of the other. West Bank Palestinians seldom refer to "Israelis," almost always to "Jews." Israel resists calling its Arab minority, more than 20 percent of the population, "Palestinians," which is what they are.

The Palestinian hatred Moshe Dayan perceived and vowed to resist by being "prepared and armed, strong and determined," grows still, fed by Israeli oppression, as well as chronic Palestinian misgovernment.

These fears are met by the "Never Again" of a Jewish people that knows the meaning of genocide in the form of the Holocaust and sought through the foundation of its own state to put an end to millennial persecution. The defeat on Oct. 7 was a shattering blow to this aspiration. This war in Gaza, triggered by Hamas's ruthless application of its charter, is existential in that sense for an Israel that suddenly feels smaller and more vulnerable.

<https://www.nytimes.com/2023/11/20/world/middleeast/israelis-palestinians-conflict.html>

**Task 5.** The research agency you work for assigned you with the task to summarize the article to later include this information in your research. Unfortunately, due to the technological glitch, the summary was not fully saved. Restore the incomplete sentences before incorporating it in your study.

1. The Israeli-Palestinian conflict has become more entrenched in **religious ideologies**, with each side using their **religious beliefs** to justify **their actions and stake their claim to the land**. This has further polarized the conflict and made it **increasingly difficult to find common ground**.

2. Both sides deny **the identity of the other, with Israelis refusing to recognize Palestinians as a distinct people with their own national aspirations, and Palestinians rejecting Israel's right to exist as a Jewish state**. This has created a deep sense of mistrust and animosity between the two communities.

3. Both sides hold absolutist claims to the land, with Israelis seeing it as their **ancestral homeland** and Palestinians viewing it as **the site of their historic and cultural roots**. This has made it difficult to **find a compromise that would satisfy both parties**.

4. Compromise seems impossible, as neither side is willing to **make significant concessions on key issues such as borders, settlements, and the status of Jerusalem**. This has led to a stalemate in peace negotiations and a continued cycle of violence and unrest.

5. The conflict has led to an existential crisis for **Israel**, as it **struggles to reconcile its identity as a democratic state with its occupation of Palestinian territories and treatment of Palestinian citizens**.

6. Palestinians see the conflict as **a struggle for their national identity and independence, as they seek to establish a sovereign state in the West Bank and Gaza Strip**. This has fueled their resistance to Israeli occupation and efforts to maintain control over Palestinian territories.



7. The involvement of **outside powers** has complicated the situation, as regional and global powers **have sought to influence the conflict in their favor**. This has further complicated efforts to find a peaceful resolution to the conflict.

8. A resolution to the conflict remains **elusive**, as both sides remain **deeply entrenched in their positions and unwilling to make significant compromises**. This has led to a continued cycle of violence and unrest, with no end in sight.

Моделируя типичную профессиональную ситуацию, задание мотивирует студентов ко второму, более внимательному прочтению текста, для более глубокого проникновения в его содержание, и извлечения из него детальной информации. Задание направлено на развитие умений изучающего профессионально ориентированного чтения текстов англоязычной прессы. В ответах студентов возможны другие формулировки, не противоречащие тексту.

**Task 6.** The article refers to some of the past events, documents and concepts without clarifying them. This is a clear sign of intertextuality, which was discussed in task 1. Explain their meaning in detail to make sure you understand all the background information of what the author is talking about.

- Hamas
- Pogroms
- Oslo Accords
- the West Bank
- Holocaust
- “Never Again”

С понятием интертекстуальности как типичной черты медиатекста студенты познакомились ранее, на подготовительном этапе, выполняя задание 1. Задание 6 помогает

им понять, как именно интертекстуальность может проявляться в рассматриваемых статьях. Преподаватель подчёркивает, что все приведённые в задании концепты относятся к профессиональной сфере международника и их значение необходимо чётко осознавать (при необходимости уточнять с привлечением внешних источников) для более точного понимания идей, заложенных в статье. Дополнительно в статье эти понятия не поясняются, поскольку текст рассчитан на аудиторию, которой этого не требуется.

**Task 7.** The text is packed with emotionally colored expressions: *demonization, human animals, slaughter...*

Continue the list by finding more examples from the article.

(*relentless bombardment, monstrous, subhuman, vermin, deformed brutes, peculiarly ferocious charge, tame potency, ephemeral glimmerings, fiercely attached, shattering blow, ruthless application*)

Does the use of them illustrate such feature of a media text as Ideology and Bias or Audience Engagement? Explain your answer.

Задание ориентировано на развитие умения идентифицировать и верно интерпретировать идеологемы, используемые в медиатекстах. Преподаватель убеждается, что в последующей дискуссии сделан верный вывод: использование идеологемы отражает обе указанные в задании черты (Ideology and Bias & Audience Engagement), поскольку они 1) помогают сформировать общественное мнение относительно освещаемых событий; 2) яркая эмоционально окрашенная лексика делает текст более «живым» и привлекает более широкий круг читателей.

**Task 8.** Conduct a critical analysis of the article to include its results in the research paper on how English-language media cover the Israeli-Palestinian conflict:

**Scheme of critical media text analysis:**

**Step #1. Source analysis.**

- Which media published the article? What is its editorial policy and declared values?
- Is the author of the text known? How is the reviewed issue covered in his/her other publications?

**Stage #2. Content analysis.**

- What knowledge and ideas does the student already have on this topic?
- How are the existing ideas reflected in the article? Are any meaningful details omitted? Has any new information been added?
- Are the positions of all involved parties revealed in the material?

**Stage #3. Axiological analysis.**

- Does the author use emotionally colored, evaluative vocabulary, ideologemes, mythologemes? What are they?
- How objective is the assessment of the described events given by the author of the article?
- What is the purpose of this text (to inform / shape an opinion / encourage action)? How did you make this conclusion?
- What values does the text convey? Does the text carry an ideological modality?

**Conclusion:**

The general message of the text:

The implicit message of the text:

Задание ориентировано на развитие у студентов умения осуществлять критический анализ текста, включающий в себя аксиологический компонент. Студенты осуществляют все три стадии с опорой на вопросы из схемы критического анализа, приведённой в задании. Поскольку данный вид работы уже знаком студентам и выполняется второй раз, необходимо менее активное участие преподавателя, который будет отвечать на вопросы студентов и направлять их работу в том случае, если студенты сами обратятся за помощью.

**Easy study**

**Task 9.** Craig Mokhiber, a former Director of the New York Office of the UN High Commissioner for Human Rights, developed the following roadmap to resolve the Israeli-Palestinian conflict. Analyze the roadmap carefully and say to what extent you agree with this approach. Are the suggestions fine from the moral standpoint? Which of the ideas would you alter/omit?

**Legitimate action:** Firstly, we at the United Nations must discard the ineffective (and largely deceitful) Oslo framework, its deceptive notion of a two-state solution, its weak and compliant Quartet, and its prioritization of political expediency over international law. Our stance should unapologetically be based on global human rights and international law.

**Clarity of perspective:** We must cease the pretense that this is merely a dispute over territory or religion between two battling factions and acknowledge the reality of a situation where a disproportionately powerful nation is colonizing, oppressing, and displacing an indigenous population based on their ethnic identity.

**One state founded on human rights:** We must endorse the establishment of a solitary, democratic, non-religious state encompassing all of historical Palestine, guaranteeing equal rights for Christians, Muslims, and Jews.

Consequently, the discriminatory settler-colonial project and apartheid throughout the land must be dismantled.

**Repatriation and reparation:** We must reaffirm and insist on the right of all Palestinians and their families currently residing in occupied territories, Lebanon, Jordan, Syria, and in diaspora around the world to return to their homeland and receive full compensation.

**Truth and justice:** We must call for a transitional justice process, utilizing extensive United Nations investigations, inquiries, and reports to unveil the truth and ensure accountability for all perpetrators, reparations for all victims, and remedies for documented injustices.

**Disarmament:** We must promote the elimination and eradication of Israel's vast stockpiles of nuclear, chemical, and biological weapons, to avoid the complete destruction of the region and potential consequences beyond.

**Mediation:** We must acknowledge that the United States and other Western powers are not credible mediators, but rather active participants in the conflict who collude with Israel in violating Palestinian rights. We must engage with them accordingly.

**Solidarity:** We must extend our support and welcome the multitude of Palestinian, Israeli, Jewish, Muslim, and Christian human rights advocates who stand in solidarity with the Palestinian people and their human rights. Simultaneously, we must restrict the uncontrolled access of Israel lobbyists to United Nations leaders, where they advocate for ongoing war, persecution, apartheid, and impunity, while smearing our human rights advocates for their principled defense of Palestinian rights.

Work in groups, develop your own roadmaps offering resolution to the conflict. Present them to the class and answer your groupmates' questions.

Данное проблемно-ориентированное задание предлагает студентам дать профессиональную и нравственную оценку дорожной карте по решению Палестино-израильского конфликта, разработанную другим политиком. После обсуждения приведённой дорожной карты студенты работают в группах, разрабатывая собственный вариант дорожной карты с учётом озвученных на этапе коллективного обсуждения критических замечаний. Студентам предстоит не только поделиться своими предложениями по решению конфликта, но и обеспечить их логическим и моральным основанием. Моделируя типичную для международника профессиональную ситуацию, задание прививает будущим специалистам привычку опираться руководствоваться нравственными ценностями в процесс принятия решений и работы над сложными задачами.

## UNIT 3

### Block 1 — news reports

**Task 1.** As you remember, authors try to make their news reports seem objective and unbiased. However, they use concealed manipulative strategies to influence public opinion. Match these strategies with their descriptions.

1. reiteration	a) A deliberate fabrication, deceit, and counterfeiting in media materials.
2. cherry-picking data	b) Presenting an unbalanced view that only highlights positive or negative aspects.
3. mockery	c) The gradual merging of false information with unbiased content, resulting in a fragmented dissemination of disinformation.
4. fake information	d) The shift of connotations, either favorable or unfavorable, linked to well-liked or disliked ideas in society onto specific entities, groups, nations, or individuals as needed by the influencer, while having conversations about sensitive subjects.
5. trojan horse	e) Repetitively and intrusively stating certain claims without regard for their accuracy.
6. projection (inadequate generalisation)	f) Satirical, and lighthearted approach towards a specific issue, utilized to discredit someone or something and indicate their lack of importance and triviality, unworthy of consideration.

Задание знакомит студентами с названием и сущностью некоторых инструментов манипуляции, наиболее часто используемых в СМИ. Эти знания понадобятся студентам для выявления таких стратегий в предложенной ниже статье. Преподаватель призывает студентов вспомнить и другие распространённые способы воздействия на общественное мнение, пройденные ранее.

**Ключи к заданию:** 1-e; 2-b; 3-f; 4-a; 5-c; 6-d

**Task 2.** Central Europe has historically been an important region for Russian foreign policy due to a combination of geographical proximity, security concerns, and strategic interests. Central Europe has a long history of interactions with Russia, dating back to the days of the Russian Empire and the Soviet Union. Russia has sought to maintain historical ties with countries in Central Europe, often leveraging shared values as well as cultural, linguistic, and religious connections to build influence.

What are the core Russian political goals in the region?

Can you specify what exactly shared cultural, linguistic, and religious connections Russia has with Central Europe?

Why is it important to build international cooperation on the basis of shared values?

Задание готовит к восприятию текста, вводя студентов в его проблематику, предлагая поразмышлять о роли России в регионе, которому посвящена статья. Оно также подчёркивает значимость нравственных ценностей в принятии политических решений и выстраивании международного сотрудничества.

**Task 3.** Your political research agency needs to analyze, how this may impact the Russian position in Central Europe in the foreseeable future. The article below may be useful to perform this task. Read the headline and the lead paragraph and answer 5W questions to extract the main message.

Who?	<b>Peter Pellegrini</b>
What?	<b>Was elected as a new President</b>
When?	<b>on 6 April 2024</b>
Where?	<b>in Slovakia</b>
Why?	-

Is the article going to be written in a positive or negative tone, in your opinion? What details and further information might the author add to develop his article? Read the rest of the text to check, whether your assumptions were correct.

Задание ориентировано на развитие у студентов умения вероятностного прогнозирования медиатекстов с опорой на их структурные элементы. Преподаватель при необходимости напоминает, что в первом абзаце статьи (lead paragraph) часто содержится информация, отражающая основную идею, и прочитав его, можно предвосхитить содержание всего текста.

Задание мотивирует студентов к первому, ознакомительному прочтению текста, которое поможет им проверить верны ли высказанные ими догадки о его содержании.

Преподаватель также обращает внимание студентов на то, что ни во вступительном абзаце (lead paragraph), ни далее по тексту не приведён ответ на пятый вопрос из группы 5W — «Why?». Автор статьи не объясняет, что именно привело словацкого политика к победе на президентских выборах, хотя эта информация является важной. Такое умолчание может свидетельствовать о том, что статья является предвзятой,

что будет подробно доказано студентами при выполнении послетекстового задания 5.

### **Pro-Russia Candidate Wins Slovakia's Presidential Election**

*The victory for Peter Pellegrini, an ally of Slovakia's populist prime minister, strengthens Central Europe's ties to Moscow.*

Voters in Slovakia on Saturday strengthened the grip of Russia-friendly political forces in Central Europe, handing victory in a presidential election to a candidate who opposes providing military and financial aid to Ukraine.

With 99 percent of the votes counted, the official tally showed Peter Pellegrini, an ally of Slovakia's populist prime minister, Robert Fico, the winner with 53 percent of the vote in a presidential runoff. Despite the presidency's limited powers in Slovakia, the election was widely watched as a test of strength between political camps with starkly different views on Russia.

The defeated candidate, former Foreign Minister Ivan Korcok, is a stalwart supporter of Ukraine and critic of Mr. Fico, a pugnacious veteran politician who has aligned with Prime Minister Viktor Orban of Hungary in opposing aid to Ukraine and challenging mainstream opinions within the European Union.

Mr. Korcok came first among nine candidates in an initial round of voting on March 23, but he lost in Saturday's face-off with Mr. Pellegrini, who appears to have picked up votes that in the first round went to an anti-NATO nationalist who finished third.

In the campaign leading up to the vote, Mr. Pellegrini copied tactics used by Mr. Orban during an election in 2022 in Hungary, in which his governing party falsely claimed that the main opposition leader wanted to send Hungarian soldiers to fight against Russia in Ukraine. Mr. Pellegrini used the same smear against Mr. Korcok, casting him as a warmonger intent on sending Slovak troops into Ukraine.

Mr. Korcok insisted that he had no such plan — which is not something a Slovak president has the power to carry out, anyway — but he had trouble breaking through a miasma of disinformation pumped out by pro-Russia websites and social media accounts.

His defeat is a big boost for Mr. Fico, who can now pursue his agenda without interference from the presidency. That is a marked shift from the tenure of the departing president, Zuzana Caputova, an outspoken, pro-Western liberal who used her limited powers to resist Mr. Fico’s drift toward Russia and his efforts to limit the judiciary’s ability to prosecute corruption. She did not run for a new term, saying that she was exhausted “from the professional and human point of view.”

Restrained by Ms. Caputova, Mr. Fico refrained from confronting fellow leaders over Ukraine during European Union summits in Brussels. The election of Mr. Pellegrini, however, could lead to a more confrontational approach like that of Hungary, the European bloc’s inveterate dissident.

In public statements, Mr. Fico has joined Mr. Orban in pushing for what he describes as “peace” in Ukraine, arguing that the war will drag on indefinitely without a swift negotiated settlement. Ukraine and its Western backers consider an end to the war impossible unless Russia gives up occupied territory.

Mr. Fico, a veteran politician who ended an earlier stint as prime minister by resigning in 2018 amid a swirl of corruption accusations, has followed Mr. Orban in trying to neuter the judiciary and in casting supporters of Ukraine as disloyal lackeys of the United States.

Mr. Fico returned to power after a general election in September, reviving a political career that many had considered over when he quit amid large street protests after the killing of an investigative journalist who had been looking into government graft.

*By Andrew Higgins. Andrew Higgins is the East and Central Europe bureau chief for The Times based in Warsaw. He covers a region that stretches from the Baltic republics of Estonia, Latvia and Lithuania to Kosovo, Serbia and other parts of former Yugoslavia. More about Andrew Higgins*

**Task 4.** A colleague of yours is not yet fluent in English and needs your help in getting the main information from the article. She managed to throw up a summary but is not sure which of the ideas were actually communicated in the text. Help her by choosing the correct option to complete the sentences:

<p>1. The recent presidential election in Slovakia on April 6 resulted in a victory for...</p>	<p>a) Ivan Korcok, a stalwart supporter of Ukraine.  b) <b>Peter Pellegrini, who opposes providing military and financial aid to Ukraine.</b>  c) a former populist prime minister Robert Fico.</p>
<p>2. Despite the presidency’s limited powers in Slovakia, the election was significant as...</p>	<p>a) it showed that Slovakia will further stick to mainstream opinions within the European Union.  b) it demonstrated that anti-NATO nationalist politicians are gaining ground in Slovakia.  c) <b>it highlighted the political divide between those with differing views on Russia.</b></p>

<p>3. During the campaign, Pellegrini utilized tactics similar to those employed by Hungarian Prime Minister Viktor Orban in...</p>	<p>a) <b>smearing Korcok as a warmonger intent on sending Slovak troops to Ukraine.</b>  b) casting Korcok as a populist.  c) accusing Korcok of corruption after the death of an investigative journalist.</p>
<p>4. Pellegrini's victory is seen as a triumph for Fico, allowing him to pursue his agenda without presidential interference...  a) allowing him to prosecute the former President Zuzana Caputova for corruption.</p>	<p>b) <b>marking a shift from the pro-Western stance of the outgoing President Zuzana Caputova.</b>  c) giving him chance to avoid aligning with Prime Minister Viktor Orban of Hungary in opposing aid to Ukraine.</p>
<p>5. Fico and Orban advocate for peace in Ukraine through negotiated settlements,...</p>	<p>a) <b>contrasting with Ukraine's demand for the return of occupied territories for an end to the war.</b>  b) though the EU diplomats the military intervention as the only option to end hostilities.  c) which is supported by the departing Slovak president, Zuzana Caputova.</p>

<p>6. Despite resigning in 2018 following corruption allegations,...</p>	<p>a) Pellegrini was still trying to neuter the judiciary.  b) Orban always acts as the European bloc's inveterate dissident.  c) <b>Fico returned to power after the 2018 general election.</b></p>
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Моделируя типичную профессиональную ситуацию, задание мотивирует студентов ко второму, более внимательному прочтению текста, для более глубокого проникновения в его содержание, и извлечения из него детальной информации. Задание направлено на развитие умений изучающего профессионально ориентированного чтения текстов англоязычной прессы.

**Task 5.** At first glance the text seems relatively objective. To check, whether this impression corresponds to reality reread the article attentively and identify, whether the instruments of manipulation listed below, were used by the author.  
Illustrate them with examples from the text.

- prejudiced vocabulary choice
- mockery
- reiteration
- fake information
- cherry-picking data
- trojan horse
- projection (inadequate generalization)

Having obtain the results of text analysis, answer the question: Can the text be called unbiased? Why?

Задание направлено на развитие умения изучающего профессионально ориентированного чтения, побуждает студентов к извлечению из медиатекста информации не только на уровне значения, но и на уровне смысла, понимать его имплицитный идеологический посыл на основе знаний о наиболее частых манипулятивных стратегиях, используемых в СМИ. Знания об этих стратегиях студенты получили на подготовительном этапе, выполняя задание 1.

**Ключи к заданию:**

**prejudiced vocabulary choice:** populist prime minister, stalwart supporter, pugnacious veteran, cast as a warmonger, a miasma of disinformation, a big boost, pro-Western liberal, inveterate dissident, a swirl of corruption accusations, casting supporters of Ukraine as disloyal lackeys of the United States

**reiteration:**

- 1) “*populist prime minister*” — used twice without any supporting evidence;
- 2) “*Mr. Fico ended an earlier stint as prime minister amid a swirl of corruption accusations*” / “*Mr. Fico quit amid large street protests after the killing of an investigative journalist who had been looking into government graft*” — these points, made in 2 different paragraphs doesn’t contain direct accusation, however, suggest that Mr. Fico might have taken bribes, though no evidence of his guilt is actually provided.
- 3) “*Mr. Fico, a pugnacious veteran politician who has aligned with Prime Minister Viktor Orban of Hungary in opposing aid to Ukraine*” / “*Mr. Pellegrini copied tactics used by Mr. Orban during an election in 2022 in Hungary*” / “*The election of Mr. Pellegrini, however, could lead to a more confrontational approach like that of Hungary*” / “*Mr. Fico has followed Mr. Orban in trying to neuter the judiciary*” — the text constantly resorts to parallels between Hungarian and Slovakian state administrations to show that they both “challenge mainstream opinions within the European Union”.

**cherry-picking data:** only the negative characteristics are picked to describe a pro-Russian block in Slovakian administration:

- Mr. Fico is a populist;
- Mr. Pellegrini used disinformation to win the elections;
- Mr. Fico tries to neuter the judiciary and to limit its ability to prosecute corruption;
- Mr. Fico resigned amid a corruption scandal;

Meanwhile a new president was chosen according to the democratic procedure, which reflects that he enjoys public support. However, the reasons for this support were ignore by the article.

**projection:** “*Zuzana Caputova <...> resisted Mr. Fico’s drift toward Russia and his efforts to limit the judiciary’s ability to prosecute corruption*”. Limiting prosecution of corruption and drift toward Russia are referred to as equal characteristics of prime minister’s policy to show they both are bad.

**Task 6.** A former Slovak president, Zuzana Caputova, is referred to as an “*outspoken pro-Western liberal*”. This is an ideologeme, a cliché that typically evoke strong associations in collective consciousness.

Is it a positive or negative characteristic? What exactly does it imply? How does it contribute to the public image of the person being described?

Answer these questions in regard to other politicians mentioned in the text:

Politicians	ideologemes used to describe them	their meaning
Robert Fico	<i>populist prime minister, pugnacious veteran</i>	<b>Populist prime minister”: This refers to a prime minister who is seen as appealing</b>



		<p>to the interests and opinions of ordinary people, often by using rhetoric that criticizes the elite or establishment. Populist leaders typically claim to represent the “common man” against the perceived corrupt or out-of-touch elite. The expression has a negative connotation as populists are believed to never keep their promises.</p> <p>- “Pugnacious veteran”: This describes a person who is experienced and aggressive in their behavior, particularly when it comes to defending their beliefs or engaging in conflict. A pugnacious veteran is someone who is tough, combative and inflexible.</p>
Ivan Korcok	<i>a stalwart supporter of Ukraine</i>	this phrase describes someone who consistently and

		<p>unwaveringly supports Ukraine, whether it be politically, economically, or in terms of national security. A stalwart supporter is someone who can be relied upon to defend and advocate for Ukraine’s interests.</p>
Victor Orban	<i>inveterate dissident</i>	<p>An inveterate dissident is someone who is deeply entrenched in their opposition to established authority or prevailing norms. They are persistent and unyielding in their dissent, often challenging the status quo and advocating for change or reform.</p>

Задание направлено на умение студентов находить и верно интерпретировать используемые в тексте идеологемы, применение которых позволяет автору статьи влиять на общественное мнение. Преподаватель следит, чтобы студенты по итогам заполнения таблицы сделали общий вывод: для характеристики Роберта Фицо и Виктора Орбана используются идеологемы с отрицательной коннотацией, а для характеристики Ивана Корака и Зузаны Чапутовой — положительные. Из этого следует, что автор не поддерживает политические изменения, произошедшие в Словакии в результате президентских выборов (победивший кандидат

выступает союзником Фицо и Орбана, что приведёт их усилению).

### Problem-based discussion

**Task 7.** Inter-Slavic scientific, cultural and social contacts are traditionally in the center of attention of politicians that focus on fostering bilateral ties between Russia and Slovakia. Developing these contacts and preserving traditions of scientific and cultural inter-Slavic cooperation is the purpose of paramount importance.

Work in groups. Suggest a common project from the sphere of culture or science that will further enhance Russian-Slovak cooperation. Remember to say:

- what does the project involve and what aims are pursued;
- who will be involved in this project;
- what will be the ideological basis for it (shared values, traditions, history, etc.)
- what results are expected from its implementation.

Данное проблемно-ориентированное задание предлагает студентам, объединённым в группы, разработать проект в области культуры или науки, который помог бы укрепить сотрудничество между Словакией и Россией, двумя государствами со славянским населением. Поскольку культура отражает ценности общества, эти ценности обязательно будут выступать основой такого сотрудничества. Поэтому задание требует от будущих специалистов уделить внимание вопросу о том, на каких нравственных ценностях, разделяемых с представителями близкой культуры, они будут строить двустороннее сотрудничество России и Словакии. Студентам предстоит не только представить свои концепции проектов, но и обеспечить их логическим и моральным основанием.

Моделируя типичную для международного профессиональную ситуацию, задание прививает будущим специалистам привычку учитывать высокую роль нравственных

ценностей в процесс принятия решений и укреплении внешнеполитических связей.

Преподаватель обязательно предоставляет обратную связь студентам, давая оценку не только нюансам использования языка, но и нравственной составляющей представленного проекта. Личный показ подлинного чувства и передача своего отношения со стороны наставника необходимы, поскольку он является носителем образцовой моральной нормы.

### Block 2 — political reviews

**Task 1.** This is a list of major security threats in the Asia-Pacific region. Rank them from the most important ones to the least important ones. What values were you guided by when deciding on your ranking?

**1. Territorial disputes in the South China Sea:** Tensions over competing territorial claims in the South China Sea have led to military posturing, maritime confrontations, and potential escalation between countries such as China, Vietnam, the Philippines, and others.

**2. North Korea's nuclear weapons program:** North Korea's development of nuclear weapons and ballistic missile capabilities poses a significant security threat to the region, with the potential for conflict and instability.

**3. Cybersecurity threats:** The Asia-Pacific region faces increasing cyber threats from state-sponsored actors, criminal organizations, and hacktivists targeting critical infrastructure, government systems, and private enterprises.

**4. Terrorism and extremism:** The presence of terrorist groups and extremist ideologies in countries like Afghanistan, Pakistan, Indonesia, and the Philippines poses a security challenge, with the potential for attacks and destabilization.

**5. Natural disasters and climate change:** The Asia-Pacific region is prone to natural disasters such as earthquakes,

tsunamis, typhoons, and flooding, which can have significant security implications in terms of humanitarian crises, infrastructure damage, and displacement of populations.

**6. Military build-up and arms race:** The increasing military capabilities and arms acquisitions by countries in the region, including China, India, Japan, and others, contribute to a potential arms race and regional instability.

**7. Non-traditional security threats:** Issues such as pandemics, food security, energy security, and environmental degradation present non-traditional security challenges that can have far-reaching impacts on stability and cooperation in the Asia-Pacific region.

Студентам необходимо разместить основные угрозы безопасности в Азиатско-Тихоокеанском регионе в порядке от самых существенных к менее значительным, объясняя свой выбор. Задание готовит студентов к восприятию медиатекста, вводя в его проблематику и активируя профессиональные знания. Оно также готовит студентов к восприятию текста с аксиологической точки зрения, поскольку мотивирует задуматься о моральной стороне профессионального вопроса.

**Task 2.** These are some of the professional terms that may come of use for a specialist in international relations when discussing this topic. Match the terms with their meanings:

Summit / ally / agenda / invasion / cornerstone / military command structures / naval forces / missile electronic warfare / hypersonic / warfare / military buildup / deterrence / trilateral / maritime tension / troops / turf / joint military exercises / bipartisan consensus

1) **Agenda:** a list of items to be discussed or acted upon at a meeting or event.

2) **Electronic warfare:** military operations involving the use of electromagnetic energy to disrupt or disable enemy communications and electronic systems.

3) **Bipartisan consensus:** agreement or cooperation between members of two political parties on a particular issue or policy.

4) **Military command structures:** the hierarchical organization a military organization that dictates how orders are issued and executed.

5) **Troops:** military personnel deployed for combat, peacekeeping, or other operations.

6) **Summit:** a meeting or conference between heads of state or other high-ranking officials to discuss important matters or make decisions.

7) **Joint military exercises:** cooperative training activities involving multiple branches of the military or different countries to improve coordination and readiness.

8) **Deterrence:** the use of military strength or other means to discourage potential adversaries from taking aggressive actions.

9) **Invasion:** the act of entering a territory or domain by force with the intent of conquest or occupation.

10) **Turf:** A colloquial term for a territory or area controlled by a particular group, often used in reference to gang territories or military zones.

11) **Cornerstone:** an essential or foundational element upon which something is built or established.

12) **Trilateral:** involving three parties, groups, or countries.

13) **Maritime tension:** tensions arising from disputes or conflicts related to maritime territories, resources, or boundaries.

14) **Naval forces:** military forces primarily focused on operations at sea, including ships, submarines, and aircraft.

15) **Missile:** a projectile designed to be launched at a target, typically with explosive warheads for destructive purposes.

16) **Military buildup:** the process of increasing military capabilities, resources, and forces in preparation for potential conflict or defense.

17) **Ally:** A person, group, or country that cooperates with another for a common purpose or mutual benefit.

18) **Hypersonic warfare:** warfare capable of traveling at speeds five times greater than the speed of sound.

Задание направлено на снятие лексических трудностей, знакомя студентов со значением профессиональных терминов, используемых в статье, которая далее предлагается к прочтению.

**Task 3.** Your political research agency is now focused on analyzing the tangled pattern of regional tensions in East Asia to find out how likely any of the potential crises is to burst out. The Japanese Prime Minister has recently paid an official visit to the United States, which was discussed by many well-known English-language media. The article below contained several subheadings that a sometimes used in press to structure the information and make it clearer for a mass reader. However, the subheadings got mixed when the article was downloaded.

Match the subheadings to the corresponding text abstracts:

- a) **WHAT HAPPENS IN NORTH CAROLINA?**
- b) **WHY THE DEFENSE FOCUS?**
- c) **WHAT DOES KISHIDA WANT TO ACHIEVE?**
- d) **WHAT ARE THE SUMMIT'S MAIN ISSUES?**
- e) **WHAT IS A STATE VISIT?**
- f) **WHAT ABOUT THE SUMMIT WITH THE PHILIPPINES?**
- g) **WHAT'S JAPAN'S DEFENSE AIM?**

Задание снимает содержательные трудности, давая студентам представление о круге вопросов, которые раскрываются в статье. Оно также мотивирует студентов к первому,

ознакомительному прочтению и способствует развитию умения извлекать информацию из медиатекста с опорой на знания о структурных и содержательных принципах его построения, а именно, на использование подзаголовков в качестве опор.

**Ключи к заданию:** 1-с; 2-е; 3-б; 4-д; 5-г; 6-ф; 7-а

**What's expected at Japanese PM Kishida's US visit? A major upgrade in defense ties**

*Japanese Prime Minister Fumio Kishida is making an official visit to the United States this week*

*Mari Yamaguchi*

Japanese Prime Minister Fumio Kishida will hold a summit with President Joe Biden that's meant to achieve a major upgrading of their defense alliance. He will also join a first-ever summit of the U.S., Japanese and Philippine leaders in Washington to showcase their cooperation in the face of an increasingly assertive China.

The Associated Press explains the significance of Kishida's visit and the two summits.

1. \_\_\_\_\_

The biggest event during the weeklong trip is his summit with Biden on Wednesday. Kishida hopes to further strengthen the alliance as China's influence grows in the Indo-Pacific. Kishida is also reaching out to the American public to showcase Japan's contribution to the U.S. economy and ensure stable relations regardless of who wins the U.S. presidential election later this year.

Kishida, who has pushed sweeping changes fortifying Japan's defense capabilities since taking office in 2021, will emphasize that Japan and the U.S. are now global partners working to maintain a rules-based international order, and that Japan is willing to take on a greater international role in security, economy and space to help Washington.

Expanding arms equipment and technology cooperation between the two countries and other like-minded partners is also highly important, Kishida on Friday told selected media.

Kishida, stung by a corruption scandal, needs a successful U.S. visit to shore up low support ratings at home.

## 2. \_\_\_\_\_

As a state guest, Kishida will be welcomed in a White House arrival ceremony on the South Lawn, a formal state dinner and other official events. He is the fifth state guest of Biden, who has also hosted leaders of India, Australia, South Korea and France, underscoring America's focus on Indo-Pacific security partnerships.

Kishida is the first Japanese leader to make a state visit since Shinzo Abe in 2015. Abe made a major revision to the interpretation of Japan's pacifist Constitution, allowing its self-defense-only principle to also cover its ally, the United States.

## 3. \_\_\_\_\_

Defense tops the agenda because of growing worries about threats from China, North Korea and Russia. Chinese coast guard ships regularly approach disputed Japanese-controlled East China Sea islands near Taiwan. Beijing says Taiwan is part of its territory and will be brought under control by force if necessary.

There are also worries about North Korean nuclear and missile threats and Russia's invasion of Ukraine. Kishida has warned that the war in Europe could lead to conflict in East Asia, suggesting that a lax attitude to Russia emboldens China.

"While we maintain the Japan-U.S. alliance as a cornerstone, we believe it is important to cooperate with like-minded countries, including the Philippines," Kishida said.

## 4. \_\_\_\_\_

Biden and Kishida are expected to agree on a plan to modernize their military command structures so they can better operate together. America stations 50,000 troops in Japan. The Japanese Self Defense Force is preparing to restructure so it has a unified command for ground, air and naval forces by March 2025.

Also expected are new initiatives for defense industry cooperation, including co-production of weapons, possibly a new missile, and the repair and maintenance of American warships and other equipment in Japan to help U.S. operations in the western Pacific. Japan's possible participation in a U.S.-U.K.-Australia security partnership to develop and share advanced military capabilities, including artificial intelligence, electronic warfare and hypersonics, may also come up.

## 5. \_\_\_\_\_

Since adopting a more expansive national security strategy in 2022, Kishida's government has taken bold steps to accelerate Japan's military buildup. He hopes to show Tokyo is capable of elevating its security cooperation with the U.S. Kishida has pledged to double defense spending and boost deterrence against China, which Japan considers a top security threat.

Japan, working to acquire what it calls a "counterstrike" capability, has purchased 400 U.S. Tomahawk long-range cruise missiles. After prohibiting almost all weapons transfers, it has relaxed export guidelines twice in recent months, allowing the sale of lethal weapons to countries from which they were licensed and the overseas sales of a fighter jet it's co-developing with the U.K. and Italy. The changes have allowed Japan to ship Japanese-made PAC-3 missiles to the U.S. to help replace those contributed by Washington to Ukraine.

## 6. \_\_\_\_\_

The first-ever trilateral summit between Biden, Kishida and Philippine President Ferdinand Marcos Jr. comes as the

Philippines faces escalating maritime tension with China over their contested South China Sea claims.

Biden wants to show that the three maritime democracies are unified as they face aggressive Chinese action against the Philippine coast guard and its supply vessels off the disputed Second Thomas Shoal in the South China Sea, according to a senior Biden administration official. Japan has sold coastal radars to the Philippines and is now negotiating a defense agreement that would allow their troops to visit each other's turf for joint military exercises.

“Cooperation among our three countries is extremely important in maintaining peace and stability in the Indo-Pacific and in defending a free and open international order based on the rules of law,” Kishida said Monday before leaving for Washington.

7. \_\_\_\_\_

Kishida also wants to highlight Japan's economic contributions in the U.S. There is growing uncertainty in Tokyo about U.S. elections, reflected by questions about what happens if former President Donald Trump wins, though experts say there is a bipartisan consensus on a stronger U.S.-Japan alliance.

Kishida will meet with business leaders and visit Toyota's electric vehicle battery factory under construction for a planned launch in 2025, and Honda's business jet subsidiary in North Carolina. He will also meet students at North Carolina State University on Friday.

**More about:** *Fumio Kishida, Joe Biden, Japanese, China, Taiwan, Washington, Tokyo*

<https://www.independent.co.uk/news/world/europe/fumio-kishida-ap-joe-biden-japanese-china-b2525008.html>

**Task 4.** What roles does the author assign to the key players of the Asia Pacific in affecting the region's stability?  
Read the text more carefully and fill the table:

State	Its role
Japan	One of the “three maritime democracies” interested in fostering its defense capabilities and maintaining “a rules-based international order”
China	Contributes to escalating maritime tension because of South China Sea claims and Taiwan claims, may be driven to action by Russian example
North Korea	The source of nuclear and missile threats
Russia	Emboldens China by its military policy
Philippines	One of the “three maritime democracies” affected by Chinese of South China Sea claims

How far do you agree with this interpretation?

Задание ориентировано на развитие у студентов умения изучающего профессионально ориентированного чтения: извлечение имплицитной информации, идеологического посыл текста за счёт анализа коннотаций и эмоциональной окраски слов. Студенты выявляют какой образ для различных политических игроков в Азиатско-Тихоокеанском регионе стремиться сформировать автор в своей статье.

Преподаватель дополнительно подчёркивает, что извлечённую информацию необходимо воспринимать критически, читатель имеет право не согласиться с тем, как автор интерпретирует описываемые события. Кроме того, информация может искажаться им намеренно, поэтому студент

учится формировать собственную позицию по отношению к прочитанному.

**Task 5.** The author highlights that Japan has a pacifist Constitution, proclaiming the self-defense-only principle.

- a) What historical circumstances led to the adoption of this kind of Constitution by the Japanese society?
- b) Find the information about recent Japanese defense initiatives in the text. Do you think they still allow Japan to remain within its pacifist framework?

Часть «а» мотивирует студентов дать критическую оценку материалам статьи, сопоставив извлечённую со своими профессиональными знаниями. Часть «б» предлагает студентам дать не только профессиональную, но и нравственную оценку содержанию статьи, проанализировав, насколько современная политика Японии, описанная в тексте, в действительности соответствует декларируемому пацифизму и такой ценности как мир между государствами.

**Task 6.** Take a look at the following quotes from the article:

- “*Japan and the U.S. are now global partners working to maintain a rules-based international order”.*
- “*Cooperation among our three countries is extremely important in defending a free and open international order based on the rules of law”.*

The use of which manipulative strategy do they illustrate?

#### **Reiteration**

To which category of vocabulary units typically used in press do the underlined expressions belong? **To mythologemes, expressions that do not have any precise meaning everyone agrees upon but bear a strong positive or negative connotation.**

What values and ideas is the author trying to convey by using this vocabulary item repetitively?

Задание ориентировано на развитие у студентов умения выявлять наиболее часто используемые в СМИ инструменты манипуляции, а также извлекать из текста имплицитные значения и транслируемые им ценности, анализируя специфическую лексику (в данном случае, мифологемы).

**Task 7.** It’s commonly known that mass media can be used as a political tool, since they largely shape public opinions. The political research agency you work for requested you to analyze how does the US press want its English-speaking readers to see the major security concern in the Asia-Pacific region. Analyze the article to answer this question. Apply the framework provided below.

#### **Scheme of critical media text analysis:**

##### **Step #1. Source analysis.**

- Which media published the article? What is its editorial policy and declared values?
- Is the author of the text known? How is the reviewed issue covered in his/her other publications?

##### **Stage #2. Content analysis.**

- What knowledge and ideas does the student already have on this topic?
- How are the existing ideas reflected in the article? Are any meaningful details omitted? Has any new information been added?
- Are the positions of all involved parties revealed in the material?

##### **Stage #3. Axiological analysis.**

- Does the author use emotionally colored, evaluative vocabulary, ideologemes, mythologemes? What are they?
- How objective is the assessment of the described events given by the author of the article?

— What is the purpose of this text (to inform / shape an opinion / encourage action)? How did you make this conclusion?

— What values does the text convey? Does the text carry an ideological modality?

**Conclusion:**

The general message of the text:

The implicit message of the text:

Задание ориентировано на развитие у студентов умения осуществлять критический анализ текста, включающий в себя аксиологический компонент. Студенты осуществляют все три стадии с опорой на вопросы из схемы критического анализа, приведённой в задании. Поскольку данный вид работы уже хорошо знаком студентам и выполняется третий раз, то он выполняется студентами полностью самостоятельно. Преподаватель не оказывает помощь в ходе выполнения задания, но даёт подробную обратную связь по его итогам, проявляя эмоциональную вовлечённость и применяя такой приём как демонстрация подлинного нравственного чувства, чтобы показать студентам, насколько верно была выполнена аксиологическая часть анализа.

**Problem-based discussion**

**Task 8.** Work in groups, choose one of the Asia-Pacific security threats from the list below and develop a set of steps for the international community to address them in joint effort. Carefully justify each of the proposed steps.

1. Territorial disputes in the South China Sea.
2. North Korea's nuclear weapons program.
3. Cybersecurity threats.
4. Terrorism and extremism.
5. Natural disasters and climate change.
6. Military build-up and arms race.
7. Non-traditional security threats.

Why is joint effort vital in addressing this type of threats? What role should Russia play in dealing with them in the region under discussion? Why?

Данное проблемно-ориентированное задание предлагает студентам, объединившись в группы, разработать комплекс мер для международного сообщества по их устранению совместными усилиями. Студентам предстоит не только озвучить свои предложения по устранению угроз, но и обеспечить их логическим и моральным основанием. Моделируя типичную для международника профессиональную ситуацию, задание прививает будущим специалистам привычку опираться на нравственные ценности в процесс принятия решений и работы над служебными задачами, способствует более глубокому осмыслению таких профессиональных ценностей как международное сотрудничество на равных основаниях и уважение к другим культурам.



Учебно-методическое издание

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ОРИЕНТИРОВАННОМУ ЧТЕНИЮ  
НА АНГЛИЙСКОМ ЯЗЫКЕ**

**PROFESSIONAL READING SKILLS  
IN ENGLISH-LANGUAGE MEDIA**

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