

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное автономное образовательное учреждение
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Отделение Высшая школа исторических наук и всемирного культурного наследия



УТВЕРЖДАЮ

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_____ 20__ г.

Программа дисциплины

Реалии истории страны изучаемого языка Б1.В.ДВ.16

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Протокол заседания кафедры No ____ от "____" _____ 201__ г

Учебно-методическая комиссия Института международных отношений (отделение Высшая школа исторических наук и всемирного культурного наследия):

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Программу дисциплины разработал(а)(и) доцент, к.н. Гутман Е.В. Кафедра иностранных языков для социально-гуманитарного направления отделение Высшая школа иностранных языков и перевода , EVGutman@kpfu.ru ; доцент, к.н. Соболева Н.П. Кафедра иностранных языков для социально-гуманитарного направления отделение Высшая школа иностранных языков и перевода , NPSoboleva@kpfu.ru

1. Цели освоения дисциплины

Учебная программа по курсу 'Реалии истории страны изучаемого языка' предполагает приобретение знаний по

основам страноведения (истории) Великобритании. Программа рассчитана на 18ч. лекционных, 18ч. практические занятия и интенсивную самостоятельную подготовку (36ч.).

2. Место дисциплины в структуре основной образовательной программы высшего профессионального образования

Данная учебная дисциплина включена в раздел "Б1.В.ДВ.16 Дисциплины (модули)" основной образовательной программы 44.03.05 Педагогическое образование (с двумя профилями подготовки) и относится к дисциплинам по выбору. Осваивается на 4 курсе, 8 семестр.

Дисциплина 'Реалии истории страны изучаемого языка' относится к разделу Б1.В.ДВ.16 основной образовательной программы 44.03.05 Педагогическое образование (с двумя профилями образования) (История и иностранный (английский) язык). Осваивается на 4 курсе, 8 семестр.

3. Компетенции обучающегося, формируемые в результате освоения дисциплины /модуля

В результате освоения дисциплины формируются следующие компетенции:

Шифр компетенции	Расшифровка приобретаемой компетенции
ОК-1 (общекультурные компетенции)	владение культурой мышления; способность к восприятию, анализу, обобщению информации, постановке цели и выбору путей ее достижения
ОК-10 (общекультурные компетенции)	способностью уважительно и бережно относиться к историческому наследию и культурным традициям
ОК-2 (общекультурные компетенции)	способностью анализировать основные этапы и закономерности исторического развития общества для формирования гражданской позиции
ОК-5 (общекультурные компетенции)	способностью к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия
ОПК-4 (профессиональные компетенции)	способностью понимать, изучать и критически анализировать научную информацию по тематике исследования, используя адекватные методы обработки, анализа и синтеза информации

В результате освоения дисциплины студент:

4. должен демонстрировать способность и готовность:

В результате освоения дисциплины студент:

1. должен знать:

основные события в истории Англии;

2. должен уметь:

анализировать предпосылки и последствия исторических событий на территории современной Великобритании;

3. должен владеть:

информацией об этапах исторического развития Великобритании в их взаимосвязи;

4. должен демонстрировать способность и готовность:

применять полученные знания на практике в профессиональной деятельности.

4. Структура и содержание дисциплины/ модуля

Общая трудоемкость дисциплины составляет 2 зачетных(ые) единиц(ы) 72 часа(ов).

Форма промежуточного контроля дисциплины: зачет в 8 семестре.

Суммарно по дисциплине можно получить 100 баллов, из них текущая работа оценивается в 50 баллов, итоговая форма контроля - в 50 баллов. Минимальное количество для допуска к зачету 28 баллов.

86 баллов и более - "отлично" (отл.);

71-85 баллов - "хорошо" (хор.);

55-70 баллов - "удовлетворительно" (удов.);

54 балла и менее - "неудовлетворительно" (неуд.).

4.1 Структура и содержание аудиторной работы по дисциплине/ модулю

Тематический план дисциплины/модуля

N	Раздел Дисциплины/ Модуля	Семестр	Неделя семестра	Виды и часы аудиторной работы, их трудоемкость (в часах)			Текущие формы контроля
				Лекции	Практические занятия	Лабораторные работы	
1.	Тема 1. Tema 1. Earliest Times. The Invasion of Britain by Germanic Tribes	8	1	2	2	0	Письменная работа Устный опрос
2.	Тема 2. Tema 2. The Early Middle Ages. The Norman Conquest	8	2	2	2	0	Письменная работа Устный опрос
3.	Тема 3. Tema 3. The Late Middle Ages. Geoffrey Chaucer	8	3-2	4	4	0	Письменная работа Устный опрос
4.	Тема 4. Tema 4. The Tudors. The English Renaissance	8	5	2	2	0	Письменное домашнее задание Устный опрос
5.	Тема 5. Tema 5. The Stuarts	8	6	2	2	0	Письменное домашнее задание Устный опрос

N	Раздел Дисциплины/ Модуля	Семестр	Неделя семестра	Виды и часы аудиторной работы, их трудоемкость (в часах)			Текущие формы контроля
				Лекции	Практические занятия	Лабораторные работы	
6.	Тема 6. Тема 6. The eighteenth century. The Enlightenment.	8	7-8	2	4	0	Письменная работа Устный опрос
7.	Тема 7. Тема 7. The nineteenth century. Industrialization	8	9-10	4	2	0	Письменная работа Устный опрос
.	Тема . Итоговая форма контроля	8		0	0	0	Зачет
	Итого			18	18	0	

4.2 Содержание дисциплины

Тема 1. Тема 1. Earliest Times. The Invasion of Britain by Germanic Tribes

лекционное занятие (2 часа(ов)):

Prehistory of Britain. The Celts. The Romans. Roman life. The Saxon invasion. Christianity. The Vikings. The Celtic Kingdoms (Wales, Ireland, Scotland). The story of early Britain has traditionally been told in terms of waves of invaders displacing or annihilating their predecessors. Archaeology suggests that this picture is fundamentally wrong. For over 10,000 years people have been moving into - and out of - Britain, sometimes in substantial numbers, yet there has always been a basic continuity of population. From the arrival of the first modern humans - who were hunter-gatherers, following the retreating ice of the Ice Age northwards - to the beginning of recorded history is a period of about 100 centuries, or 400 generations. This is a vast time span, and we know very little about what went on through those years; it is hard even to fully answer the question, 'Who were the early peoples of Britain?', because they have left no accounts of themselves. We can, however, say that biologically they were part of the Caucasoid population of Europe. The regional physical stereotypes familiar to us today, a pattern widely thought to result from the post-Roman Anglo-Saxon and Viking invasions - red-headed people in Scotland, small, dark-haired folk in Wales and lanky blondes in southern England - already existed in Roman times. Insofar as they represent reality, they perhaps attest the post-Ice Age peopling of Britain, or the first farmers of 6,000 years ago. At the end of the Iron Age (roughly the last 700 years BC), we get our first eye-witness accounts of Britain from Greco-Roman authors, not least Julius Caesar who invaded in 55 and 54 BC. These reveal a mosaic of named peoples (Trinovantes, Silures, Cornovii, Selgovae, etc), but there is little sign such groups had any sense of collective identity any more than the islanders of AD 1000 all considered themselves 'Britons'. However, there is one thing that the Romans, modern archaeologists and the Iron Age islanders themselves would all agree on: they were not Celts. This was an invention of the 18th century; the name was not used earlier. The idea came from the discovery around 1700 that the non-English island tongues relate to that of the ancient continental Gauls, who really were called Celts. This ancient continental ethnic label was applied to the wider family of languages. But 'Celtic' was soon extended to describe insular monuments, art, culture and peoples, ancient and modern: island 'Celtic' identity was born, like Britishness, in the 18th century. The Roman conquest, which started in AD 43, illustrates the profound cultural and political impact that small numbers of people can have in some circumstances, for the Romans did not colonise the islands of Britain to any significant degree. To a population of around three million, their army, administration and carpet-baggers added only a few per cent. When Edward died in 1066, the English Witan chose Harold (son of Godwin, the Earl of Wessex) as the next king. Duke William of Normandy and Harald Hardrada, the King of Norway, were not happy with the decision. They believed they had a claim to the throne. In 1066, England was invaded twice. First, a Norwegian army led by Harald Hardrada landed in the north. Harold killed Hardrada in a battle at Stamford Bridge in Yorkshire. Three days later William's Norman army landed in Sussex. Harold hurried south and the two armies fought at the Battle of Hastings (14 October 1066). The Normans won, Harold was killed, and William became king. This brought an end to Anglo-Saxon and Viking rule. A new age of Norman rule in England had started.

практическое занятие (2 часа(ов)):

Answer the following questions: 1. Who were the Anglo-Saxons and when did they appear on the British Isles? 2. Who were the Celts and what happened with them after the Anglo-Saxons had come? 3. Do you know what the Romans were doing in Britain? 4. Who was Egbert and why is his name remembered in Great Britain? 5. Why was it so necessary for the Saxon kingdoms to be united? 6. In what century did Alfred the Great live? 7. What is the point of the legend of the "burnt cakes"? Why is it remembered? What features does it reveal in the great king? 8. What do we know about King Alfred for sure? 9. What was happening in England during the reign of King Athelstan? 10. Name three English kings whose reigns were especially brief. 11. What nickname was King Aethelred given? Did he deserve it? 12. Who restored the Saxon royal line on the English throne and when did it come to an end?

Тема 2. Тема 2. The Early Middle Ages. The Norman Conquest

лекционное занятие (2 часа(ов)):

The Norman Conquest. Feudalism. Parliament. Church, state and ordinary people. Law and justice. Towns and villages. Language, literature and culture. Although William was now crowned king, his conquest had only just begun, and the fighting lasted for another five years. There was an Anglo-Saxon rebellion against the Normans every year until 1070. The small Norman army marched from village to village, destroying places it could not control, and building forts to guard others. It was a true army of occupation for at least twenty years. The north was particularly hard to control, and the Norman army had no mercy. When the Saxons fought back, the Normans burnt, destroyed and killed. Between Durham and York not a single house was left standing, and it took a century for the north to recover. Few Saxon lords kept their lands and those who did were the very small number who had accepted William immediately. All the others lost everything. By 1086, twenty years after the arrival of the Normans, only two of the greater landlords. William was careful in the way he gave land to his nobles. The king of France was less powerful than many of the great landlords, of whom William was the outstanding example. In England, as each new area of land was captured, William gave parts of it as a reward to his captains. This meant that they held separate small pieces of land in different parts of the country so that no noble could easily or quickly gather his fighting men to rebel. There were two basic principles to feudalism: every man had a lord, and every lord had land. The king was connected through this 'chain' of people to the lowest man in the country. At each level a man had to promise loyalty and service to his lord. This promise was usually made with the lord sitting on his chair and his vassal kneeling before him, his hands placed between those of his lord. This was called 'homage', and has remained part of the coronation ceremony of British kings and queens until now. On the other hand, each lord had responsibilities to his vassals. He had to give them land and protection. All Christian Europe was shocked, and Thomas Becket became a saint of the Church. For hundreds of years afterwards people not only from England but also from Europe travelled to Canterbury to pray at Becket's grave. Henry was forced to ask the pope's forgiveness. He also allowed himself to be whipped by monks. The pope used the event to take back some of the Church's privileges. But Henry II could have lost much more than he did. Luckily for Henry, the nobles were also involved in the argument, and Henry had the nobles on his side. Usually the Church preferred to support the king against the nobles, but expected to be rewarded for its support. King John's mistake forty years later was to upset both Church and nobles at the same time. The growth of literacy in England was closely connected with the twelfth-century Renaissance, a cultural movement which had first started in Italy. Its influence moved northwards along the trade routes, reaching England at the end of the century. This revolution in ideas and learning brought a new desire to test religious faith against reason. Schools of learning were established in many towns and cities. Some were 'grammar' schools independent of the Church, while others were attached to a cathedral. All of these schools taught Latin, because most books were written in this language. Although it may seem strange for education to be based on a dead language, Latin was important because it was the educated language of almost all Europe, and was therefore useful in the spread of ideas and learning. In spite of the dangers, the Church took a lead in the new intellectual movement. In England two schools of higher learning were established, the first at Oxford and the second at Cambridge, at the end of the twelfth century. By the 1220s these two universities were the intellectual leaders of the country.

практическое занятие (2 часа(ов)):

Answer the following questions: 1. Why was October 14, 1066, called "a fateful date of English history"? 2. What artful manoeuvre of Duke William turned the balance of forces in his favour? 3. How did King Harold die? 4. What did the people call the abbey that William the Conqueror had built on the former battlefield? 5. Is it still there? 6. What marks the place where King Harold fell dead? 7. What words does the writer choose to describe the place as it looks now? 8. What features does he stress in William's character? 9. What kind of man was he? 10. Did the Norman Conquest change England for the better or for the worse?

Тема 3. Тема 3. The Late Middle Ages. Geoffrey Chaucer

лекционное занятие (4 часа(ов)):

War with Scotland and France. The age of chivalry. War of Roses. Government and society. The church. Language and culture. Wales and Scotland. Literature Edward III declared war on France in 1337. His excuse was a bold one: he claimed the right to the French Crown. It is unlikely that anyone, except for the English, took his claim very seriously, but it was a good enough reason for starting a war. The war Edward began, later called the Hundred Years War, did not finally end until 1453, with the English Crown losing all its possessions in France except for Calais, a northern French port. At first the English were far more successful than the French on the battlefield. The English army was experienced through its wars in Wales and in Scotland. It had learnt the value of being lightly armed, and quick in movement. Its most important weapon was the Welsh longbow, used by most of the ordinary footsoldiers. It was very effective on the battlefield because of its quick rate of fire. An experienced man could fire a second arrow into the air before the first had reached its destination. The value of the longbow was proved in two victories, at Crecy in 1346 and at Poitiers in 1356, where the French king himself was taken prisoner. The English captured a huge quantity of treasure, and it was said that after the battle of Poitiers every woman in England had a French bracelet on her arm. The French king bought his freedom for £500,000, an enormous amount of money in those days. By the treaty of Bretigny, in 1360, Edward III was happy to give up his claim to the French throne because he had re-established control over areas previously held by the English Crown. The French recognised his ownership of all Aquitaine, including Gascony; parts of Normandy and Brittany, and the newly captured port of Calais. Richard III was not popular. Lancastrians and Yorkists both disliked him. In 1485 a challenger with a very distant claim to royal blood through John of Gaunt landed in England with Breton soldiers to claim the throne. Many discontented lords, both Lancastrians and Yorkists, joined him. His name was Henry Tudor, duke of Richmond, and he was half Welsh. He met Richard III at Bosworth. Half of Richard's army changed sides, and the battle quickly ended in his defeat and death. Henry Tudor was crowned king immediately, on the battlefield. The war had finally ended, though this could not have been dear at the time. Much later, in the nineteenth century, the novelist Walter Scott named these wars the 'Wars of the Roses', because York's symbol was a white rose, and Lancaster's a red one. The Wars of the Roses nearly destroyed the English idea of kingship for ever. After 1460 there had been little respect for anything except the power to take the Crown. Those captured in battle were usually killed immediately. By the time of the battle of Bosworth in 1485, the old nobility had nearly destroyed itself. With the spread of literacy, cultural life in Britain naturally developed also. In the cities, plays were performed at important religious festivals. They were called 'mystery plays' because of the mysterious nature of events in the Bible, and they were a popular form of culture. After the Norman Conquest English (the old Anglo-Saxon language) continued to be spoken by ordinary people but was no longer written. By the end of the fourteenth century, however, English was once again a written language, because it was being used instead of French by the ruling, literate class. Two writers, above all others, helped in the rebirth of English literature. One was William Langland, a mid-fourteenth century priest, whose poem Piers Plowman gives a powerful description of the times in which he lived. The other, Geoffrey Chaucer, has become much more famous. He lived at about the same time as Langland. His most famous work was The Canterbury Tales, written at the end of the fourteenth century.

практическое занятие (4 часа(ов)):

Answer the following questions: 1. What were England's troubles with France in the 14th century? 2. What is the war that Edward began? 3. What was the aftermath? 4. Describe the state of the country at the time of reign of Henry VI. 5. What are the names of the two struggling families belonging to the discontented nobility? 6. Why was Richard III unpopular? 7. What the War of Roses resulted in? 8. Describe cultural life in Britain. 9. What is the plot of the Canterbury Tales? 10. What was the life of women in the Middle Ages?

Тема 4. The Tudors. The English Renaissance

лекционное занятие (2 часа(ов)):

The Tudors. England and her neighbours. Government and society. Language and culture. Literature The century of Tudor rule (1485-1603) is often thought of as a most glorious period in English history. Henry VII built the foundations of a wealthy nation state and a powerful monarchy. His son, Henry VIII, kept a magnificent court, and made the Church in England truly English by breaking away from the Roman Catholic Church. Finally, his daughter Elizabeth brought glory to the new state by defeating the powerful navy of Spain, the greatest European power of the time. During the Tudor age England experienced one of the greatest artistic periods in its history. Henry VIII was always looking for new sources of money. His father had become powerful by taking over the nobles' land, but the lands owned by the Church and the monasteries had not been touched. The Church was a huge landowner, and the monasteries were no longer important to economic and social growth in the way they had been two hundred years earlier. In fact they were unpopular because many monks no longer led a good religious life but lived in wealth and comfort. Henry disliked the power of the Church in England because, since it was an international organisation, he could not completely control it. If Henry had been powerful enough in Europe to influence the pope it might have been different. But there were two far more powerful states, France, and Spain, with the Holy Roman Empire, tying between him and Rome. The power of the Catholic Church in England could therefore work against his own authority, and the taxes paid to the Church reduced his own income. Henry was not the only European king with a wish to 'centralise' state authority. Many others were doing the same thing. But Henry had another reason for standing up to the authority of the Church. When she became queen in 1558, Elizabeth I wanted to find a peaceful answer to the problems of the English Reformation. She wanted to bring together again those parts of English society which were in religious disagreement. And she wanted to make England prosperous. In some ways the kind of Protestantism finally agreed in 1559 remained closer to the Catholic religion than to other Protestant groups. But Elizabeth made sure that the Church was still under her authority, unlike politically dangerous forms of Protestantism in Europe. In a way, she made the Church part of the state machine. The struggle between Catholics and Protestants continued to endanger Elizabeth's position for the next thirty years. Both France and Spain were Catholic. Elizabeth and her advisers wanted to avoid open quarrels with both of them. This was not easy, because both the French and Spanish kings wanted to marry Elizabeth and so join England to their own country. Elizabeth and her advisers knew how much damage Mary had done and that it was important that she should avoid such a marriage. At the same time, however, there was a danger that the pope would persuade Catholic countries to attack England. Finally, there was a danger from those Catholic nobles still in England who wished to remove Elizabeth and replace her with the queen of Scotland, who was a Catholic. Mary, the Scottish queen, usually called 'Queen of Scots', was the heir to the English throne because she was Elizabeth's closest living relative, and because Elizabeth had not married. Mary's mother had been French, and Mary had spent her childhood in France, and was a strong Catholic. When she returned to rule Scotland as queen, Mary soon made enemies of some of her nobles, and to avoid them she finally escaped to the safety of England. Elizabeth, however, kept Mary as a prisoner for almost twenty years. During that time Elizabeth discovered several secret Catholic plots, some of which clearly aimed at making Mary queen of England. It was difficult for Elizabeth to decide what to do with Mary. So for a long time Elizabeth just kept Mary as a prisoner.

практическое занятие (2 часа(ов)):

Answer the following questions: 1. What is called the century of Tudor rule? 2. What was the Protestant-Catholic struggle? 3. What was Henry VIII European politics? 4. Describe the Reformation period. 5. What was the power of the Catholic Church? 6. The politics of Elizabeth I. 7. Who was Mary Stuart and what did she die for? 8. Who was James Stuart and how did he become the founder of the new royal line of the English throne? 9. What was the official name of the state regime established in England after the execution of Charles I? 10. Is this term used nowadays?

Тема 5. The Stuarts

лекционное занятие (2 часа(ов)):

Crown and parliament. Republican and Restoration Britain. Scotland and Ireland. Life and thought

The first signs of trouble between Crown and Parliament came in 1601, when the Commons were angry over Elizabeth's policy of selling monopolies. But Parliament did not demand any changes. It did not wish to upset the ageing queen whom it feared and respected. Like Elizabeth, James I tried to rule without Parliament as much as possible. He was afraid it would interfere, and he preferred to rule with a small council. James was clever and well educated. As a child in Scotland he had been kidnapped by groups of nobles, and had been forced to give in to the Kirk. Because of these experiences he had developed strong beliefs and opinions. The most important of these was his belief in the divine right of kings. He believed that the king was chosen by God and therefore only God could judge him. James's ideas were not different from those of earlier monarchs, or other monarchs in Europe. When Elizabeth died she left James with a huge debt, larger than the total yearly income of the Crown. The Civil War had started. Most people, both in the country and in the towns, did not wish to be on one side or the other. In fact, no more than 10 per cent of the population became involved. But most of the House of Lords and a few from the Commons supported Charles. The Royalists, known as 'Cavaliers', controlled most of the north and west. But Parliament controlled East Anglia and the southeast, including London. Its army at first consisted of armed groups of London apprentices. Their short hair gave the Parliamentarian soldiers their popular name of 'Roundheads'. Unless the Royalists could win quickly it was certain that Parliament would win in the end. Parliament was supported by the navy, by most of the merchants and by the population of London. It therefore controlled the most important national and international sources of wealth. The Royalists, on the other hand, had no way of raising money. By 1645 the Royalist army was unpaid, and as a result soldiers either ran away, or stole from local villages and farms. In the end they lost their courage for the fight against the Parliamentarians, and at Naseby in 1645 the Royalist army was finally defeated. Most people were happy that the war had ended. Trade had been interrupted, and Parliament had introduced new taxes to pay for the war. In many places people had told both armies to stay away from their areas. They had had enough of uncontrolled soldiers and of paying the cost of the war. When Queen Anne, the last of the Stuarts, died in 1714, it was not entirely certain that the Protestant ruler of Hanover, George, would become king. There were some Tories who wanted the deposed James II's son to return to Britain as James III. If he had given up Catholicism and accepted the Anglican religion he probably would have been crowned James III. But like other members of his family, James was unwilling to change his mind, and he would not give up his religion. Nor would he give up his claim to the throne, so he tried to win it by force. In 1715 he started a rebellion against George I, who had by this time arrived from Hanover. But the rebellion was a disaster, and George's army had little difficulty in defeating the English and Scottish 'Jacobites', as Stuart supporters were known. Because of the Tory connection with the Jacobites, King George allowed the Whigs to form his government. Government power was increased because the new king spoke only German, and did not seem very interested in his new kingdom. Among the king's ministers was Robert Walpole, who remained the greatest political leader for over twenty years. He is considered Britain's first Prime Minister.

практическое занятие (2 часа(ов)):

Answer the following questions: 1. Describe the Republican Britain. 2. Characterize the rule of James I. 3. Describe the Civil war and its aftermath. 4. Who are the Royalists? 5. What happened in England after Cromwell's death? 6. Do you know why James II was unpopular and eventually lost the throne and died in exile? 7. Who were the Jacobites and what did they want? 8. By what names are their leaders known in history? 9. What was the influence of Puritanism on thought? 10. Who is Robert Walpole?

Тема 6. The eighteenth century. The Enlightenment.

лекционное занятие (2 часа(ов)):

Life in town and country. Politics and finance. When Queen Anne, the last of the Stuarts, died in 1714, it was not entirely certain that the Protestant ruler of Hanover, George, would become king. James II's son to return to Britain as James III. If he had given up Catholicism and accepted the Anglican religion he probably would have been crowned James III. But like other members of his family, James was unwilling to change his mind, and he would not give up his religion. Nor would he give up his claim to the throne, so he tried to win it by force. In 1715 he started a rebellion against George I, who had by this time arrived from Hanover. But the rebellion was a disaster, and George's army had little difficulty in defeating the English and Scottish "Jacobites", as Stuart supporters were known. Because of the Tory connection with the Jacobites, King George allowed the Whigs to form his government. Government power was increased because the new king spoke only German, and did not seem very interested in his new kingdom. Among the king's ministers was Robert Walpole, who remained the greatest political leader for over twenty years. He is considered Britain's first Prime Minister. Walpole came to power as a result of his financial ability. At the end of the seventeenth century the government had been forced to borrow money in order to pay for the war with France. There was nothing new about this, except that because of the war the government's borrowing increased enormously. In 1694, a group of financiers who lent to the government decided to establish a bank, and the government agreed to borrow from it alone. The new bank, called the Bank of England, had authority to raise money by printing "bank notes". This was not an entirely new idea. For hundreds of years bankers and money dealers had been able to give people "promisory notes" signed by themselves. These could be handed on as payment to a third or fourth person. This way of making trade easier had been made lawful during the reign of Henry I, six hundred years earlier. The cheques we use today developed from these promisory notes. In 1764 there was a serious quarrel over taxation between the British government and its colonies in America. It was a perfect example of the kind of freedom for which Wilkes had been fighting. The British government continued to think of the colonists as British subjects. In 1700 there had been only 200,000 colonists, but by 1770 there were 2.5 million. Such large numbers needed to be dealt with carefully. Some American colonists decided that it was not lawful for the British to tax them without their agreement. Political opinion in Britain was divided. Some felt that the tax was fair because the money would be used to pay for the defence of the American colonies against French attack. But several important politicians, including Wilkes and Chatham, agreed with the colonists that there should be "no taxation without representation". The Boston Teaparty, 1773, was one of the famous events leading to open rebellion by the American colonists. It was a protest against British taxation and British monopolies on imports. American colonists, dressed as native Americans, threw a shipload of tea into the harbour rather than pay tax on it. In 1773 a group of colonists at the port of Boston threw a shipload of tea into the sea rather than pay tax on it. The event became known as "the Boston Teaparty". The British government answered by closing the port. But the colonists then decided to prevent British goods from entering America until the port was opened again. This was rebellion, and the government decided to defeat it by force. The American War of Independence had begun.

практическое занятие (4 часа(ов)):

Life in town and country. Politics and finance. 1. What misfortunes accompanied Queen Anne all her life? 2. Do you know any work of literature in which Queen Anne appears as one of the characters? 3. Government power 4. The Bank of England. 5. What period of English history was called Georgian? 6. Who was on the English throne, when England lost its American colonies? 7. What is called the Boston Teaparty? 8. The American War of Independence 9. Why the last ten years of the reign are called the Regency period? 10. Town life and the rich.

Тема 7. The nineteenth century. Industrialization

лекционное занятие (4 часа(ов)):

Industrialisation. The railway. The rise of the middle class and cities. Politics. Wales, Scotland and Ireland. The end of an age: social and economic improvements. Several influences came together at the same time to revolutionise Britain's industry: money, labour, a greater demand for goods, new power, and better transport. By the end of the eighteenth century, some families had made huge private fortunes. Growing merchant banks helped put this money to use. Increased food production made it possible to feed large populations in the new towns. These populations were made up of the people who had lost their land through enclosures and were looking for work. They now needed to buy things they had never needed before. In the old days people in the villages had grown their own food, made many of their own clothes and generally managed without having to buy very much. As landless workers these people had to buy food, clothing and everything else they needed. This created an opportunity to make and sell more goods than ever before. The same landless people who needed these things also became the workers who made them. By the early eighteenth century simple machines had already been invented for basic jobs. They could make large quantities of simple goods quickly and cheaply so that 'mass production' became possible for the first time. Each machine carried out one simple process, which introduced the idea of 'division of labour' among workers. This was to become an important part of the industrial revolution. By the 1740s the main problem holding back industrial growth was fuel. There was less wood, and in any case wood could not produce the heat necessary to make iron and steel either in large quantities or of high quality. But at this time the use of coal for changing iron ore into good quality iron or steel was perfected, and this made Britain the leading iron producer in Europe. This happened only just in time for the many wars in which Britain was to fight, mainly against France, for the rest of the century. The demand for coal grew very quickly. In 1800 Britain was producing four times as much coal as it had done in 1700, and eight times as much iron. Increased iron production made it possible to manufacture new machinery for other industries. No one saw this more clearly than John Wilkinson, a man with a total belief in iron. He built the largest ironworks in the country. He built the world's first iron bridge, over the River Severn, in 1779. He saw the first iron boats made. He built an iron chapel for the new Methodist religious sect, and was himself buried in an iron coffin. Wilkinson was also quick to see the value of new inventions. When James Watt made a greatly improved steam engine in 1769, Wilkinson improved it further by making parts of the engine more accurately with his special skills in ironworking. In this way the skills of one craft helped the skills of another. Until then steam engines had only been used for pumping, usually in coal mines. But in 1781 Watt produced an engine with a turning motion, made of iron and steel. It was a vital development because people were now no longer dependent on natural power.

практическое занятие (2 часа(ов)):

1. What were the preconditions to revolutionise Britain's industry? 2. What regions of England are important from the economic point of view? 3. Name Midland towns, which have cultural significance. 4. What region of England got the name of the "Black Country"? 5. What is the other name used to refer to it? 6. What city of this region has the greatest industrial significance, producing practically everything? 7. What is the name of another Midland city, which produces cars and aeroplanes? 8. In what direction does the Black Country stretch out? 9. What is the chief city of the industrial zone situated to the west of it? What do the English people mean when they say that this city "made modern England"? What is the name of the second biggest city of that region? Why is it so important for British national economy? 10. What industrial area is situated to the east of the Black Country? What does this region produce? Why the well-known English saying about the Newcastle coals is out-of-date now?

4.3 Структура и содержание самостоятельной работы дисциплины (модуля)

N	Раздел Дисциплины	Се- местр	Неде- ля семе- стра	Виды самостоятельной работы студентов	Трудо- емкость (в часах)	Формы контроля самосто- ятельной работы
1.	Тема 1. Tema 1. Earliest Times. The Invasion of Britain by Germanic Tribes	8	1	подготовка к письменной работе	2	Пись- мен- ная работа
				подготовка к устному опросу	2	Устный опрос
2.	Тема 2. Tema 2. The Early Middle Ages. The Norman Conquest	8	2	подготовка к письменной работе	2	Пись- мен- ная работа
				подготовка к устному опросу	2	Устный опрос
3.	Тема 3. Tema 3. The Late Middle Ages. Geoffrey Chaucer	8	3-2	подготовка к письменной работе	3	Пись- мен- ная работа
				подготовка к устному опросу	3	Устный опрос
4.	Тема 4. Tema 4. The Tudors. The English Renaissance	8	5	подготовка домашнего задания	3	Пись- мен- ное домаш- нее задание
				подготовка к устному опросу	3	Устный опрос
5.	Тема 5. Tema 5. The Stuarts	8	6	подготовка домашнего задания	2	Пись- мен- ное домаш- нее задание
				подготовка к устному опросу	2	Устный опрос
6.	Тема 6. Tema 6. The eighteenth century. The Enlightenment.	8	7-8	подготовка к письменной работе	3	Пись- мен- ная работа
				подготовка к устному опросу	3	Устный опрос

№	Раздел Дисциплины	Се- местр	Неде- ля се- мес- тра	Виды самостоятельной работы студентов	Трудо- емкость (в часах)	Формы контроля самосто- ятельной работы
7.	Тема 7. Тема 7. The nineteenth century. Industrialization	8	9-10	подготовка к письменной работе	3	Пись- мен- ная работа
				подготовка к устному опросу	3	Устный опрос
	Итого				36	

5. Образовательные технологии, включая интерактивные формы обучения

Освоение дисциплины 'Реалии истории страны изучаемого языка' предполагает использование как традиционных (практические занятия с использованием методических материалов), так и инновационных образовательных технологий с использованием в учебном процессе активных и интерактивных форм проведения занятий: выполнение ряда практических заданий с использованием профессиональных программных средств создания и ведения электронных баз данных; мультимедийных программ, SANAKO.

6. Оценочные средства для текущего контроля успеваемости, промежуточной аттестации по итогам освоения дисциплины и учебно-методическое обеспечение самостоятельной работы студентов

Тема 1. Тема 1. Earliest Times. The Invasion of Britain by Germanic Tribes

Письменная работа , примерные вопросы:

1. What traces of the Celtic language can we find in the English of today? 2. Prove that there are still some traces of the Romans' influence in modern English. 3. Prove that the Anglo-Saxons were comparatively well-developed. 4. Prove that the written Anglo-Saxon language developed on the basis of the Latin alphabet. 5. The culture of the early Britons. 6. Anglo-Saxon literature. 7. Restoration of the Saxon royal line on the English throne. 8. The Celts and the Anglo-Saxons. 9. Alfred the Great. 10. Anglo-Saxon kingdoms.

Устный опрос , примерные вопросы:

1. Who were the Anglo-Saxons and when did they appear on the British Isles? 2. Who were the Celts and what happened with them after the Anglo-Saxons had come? 3. Do you know what the Romans were doing in Britain? 4. Who was Egbert and why is his name remembered in Great Britain? 5. Why was it so necessary for the Saxon kingdoms to be united? 6. In what century did Alfred the Great live? 7. What is the point of the legend of the "burnt cakes"? Why is it remembered? What features does it reveal in the great king? 8. What do we know about King Alfred for sure? 9. What was happening in England during the reign of King Athelstan? 10. Name three English kings whose reigns were especially brief. What nickname was King Aethelred given? Did he deserve it?

Тема 2. Тема 2. The Early Middle Ages. The Norman Conquest

Письменная работа , примерные вопросы:

1. Dwell on the development of the English language influenced by the Danish invasion. 2. Dwell on the state of the English language after the Norman Conquest. 3. Write how the Norman Conquest affected English literature. 4. Describe the conditions of peasants after the Norman conquest. 5. Relate the story of the Normans and the Norman Conquest. 6. The battle of Hastings. 7. Feudalism. 8. Magna Carta. 9. Church and state. 10. The beginning of Parliament.

Устный опрос , примерные вопросы:

1. Why was October 14, 1066, called "a fateful date of English history"?
2. What artful manoeuvre of Duke William turned the balance of forces in his favour?
3. How did King Harold die?
4. What did the people call the abbey that William the Conqueror had built on the former battlefield? Is it still there?
5. What marks the place where King Harold fell dead?
6. What words does the writer choose to describe the place as it looks now?
7. What features does he stress in William's character?
8. What kind of man was he?
9. Did the Norman Conquest change England for the better or for the worse?
10. What was the development of the English language influenced by the Danish invasion?

Тема 3. Тема 3. The Late Middle Ages. Geoffrey Chaucer

Письменная работа , примерные вопросы:

1. Write about the three periods of Chaucer's creative work.
2. What were the sources of Chaucer's creative work?
3. Dwell on the state of the English language at the beginning of the 14th century and Chaucer's contribution to the development of the English language.
3. Write about the characters of the Canterbury Tales as typical representatives of their time.
4. Write about the reasons for the War of Roses.
5. What poetry flourished in England in the 15th century?
6. What was the state of the country at the time of Henry VI.
7. Law and justice. Religion.
8. Describe the growth of towns.
9. Language, literature and culture of the period.
10. Describe the life of ordinary people.

Устный опрос , примерные вопросы:

1. What were England's troubles with France in the 14th century?
2. What is the war that Edward began?
3. What was the aftermath?
4. Describe the state of the country at the time of reign of Henry VI.
5. What are the names of the two struggling families belonging to the discontented nobility?
6. Why was Richard III unpopular?
7. What the War of Roses resulted in?
8. Describe cultural life in Britain.
9. What is the plot of the Canterbury Tales?
10. What was the life of women in the Middle Ages?

Тема 4. Тема 4. The Tudors. The English Renaissance

Письменное домашнее задание , примерные вопросы:

1. Describe the situation in England after the War of Roses.
2. Dwell on the situation in England after the war with Spain.
3. What was the reign of the Tudors for England?
4. Consider the different views regarding man in the Middle Ages and during the epoch of the Renaissance.
5. Dwell upon the greatest playwrights of the time. Write about the "University Wits".
6. Write about the last Yorkist on the English throne.
7. Aristocracy of blood and aristocracy of money.
8. Bloody Mary and religious persecutions.
9. Roman Catholic country.
10. Wat Tyler and the Peasants' Revolt.

Устный опрос , примерные вопросы:

1. What is called the century of Tudor rule?
2. What was the Protestant-Catholic struggle?
3. What was Henry VIII European politics?
4. Describe the Reformation period.
5. The politics of Elizabeth I.
6. Who was Mary Stuart and what did she die for?
7. Who was James Stuart and how did he become the founder of the new royal line of the English throne?
8. What was the official name of the state regime established in England after the execution of Charles I?
9. What happened in England after Cromwell's death?
10. Do you know why James II was unpopular and eventually lost the throne and died in exile?

Тема 5. Тема 5. The Stuarts

Письменное домашнее задание , примерные вопросы:

1. Mary Stuart and her life.
2. Social problems and Elizabeth I.
3. James I and the Gunpowder Plot.
4. Describe the consequences of the civil war.
5. Dwell on the Republican Britain.
6. Oliver Cromwell and the Commonwealth.
7. Charles II, the Plague, the Great Fire of London.
8. James II and exile.
9. Jacobites and the aftermath.
10. Queen Anne, the last monarch of the House of Stuarts.

Устный опрос , примерные вопросы:

1. What was Elizabeth I by nature?
2. Who was Mary Stuart?
3. Who was the founder of the House of Stuarts?
4. The reasons for the Civil War.
5. Describe the Republican Britain.
6. What happened in England after Cromwell's death?
7. Do you know why James II was unpopular and eventually lost the throne and died in exile?
8. Who were the Jacobites and what did they want?
9. By what names are their leaders known in history?
10. Which event is commemorated in the well-known song "My Bonnie is over the ocean"?

Тема 6. Тема 6. The eighteenth century. The Enlightenment.

Письменная работа , примерные вопросы:

1. Write about the political situation in England in the 17th century. 2. Describe the situation in Great Britain in the 18th century. 3. Write about the Enlightenment and its main problem. 4. Who were the two groups among the English Enlighteners? 5. Dwell on the most outstanding representatives of the Enlightenment. 6. John Locke, an English philosopher. 7. The Hanover dynasty and their impact. 8. Georgian period in English history. 9. The Regency period. 10. The Victorianism and its ideas.

Устный опрос , примерные вопросы:

1. What misfortunes accompanied Queen Anne all her life? 2. Do you know any work of literature in which Queen Anne appears as one of the characters? 3. What was the most important event of the reign of Queen Anne? 4. What period of English history was called Georgian? 5. Who was on the English throne, when England lost its American colonies? 6. Why the last ten years of the reign are called the Regency period? 7. When did Queen Victoria ascend the throne and how long was her reign? 8. What ideas are connected with the notion "Victorianism"? 9. In what sense the sun did not set in the British Empire? 10. Describe town life and the rich.

Тема 7. Тема 7. The nineteenth century. Industrialization

Письменная работа , примерные вопросы:

1. Describe the quality of life during Industrialization. 2. Work and industrialization - child labor and the emergence of the male breadwinner family. 3. Industrialization and women - implications for the measurement of welfare. 4. Describe important technological developments. 5. The development of the steam engine and its impact. 6. Industrialization. Opposition from Romanticism. 7. Regions of England, significant from the economic point of view. 8. The region of England named the "Black Country". 9. Smoky Northwest. 10. Industrial Heart of England.

Устный опрос , примерные вопросы:

1. What were the preconditions to revolutionise Britain's industry? 2. What regions of England are important from the economic point of view? 3. Name Midland towns, which have cultural significance. 4. What region of England got the name of the "Black Country"? What is the other name used to refer to it? 5. What city of this region has the greatest industrial significance, producing practically everything? 6. What is the name of another Midland city, which produces cars and aeroplanes? 7. In what direction does the Black Country stretch out? What is the chief city of the industrial zone situated to the west of it? 8. What do the English people mean when they say that this city "made modern England"? What is the name of the second biggest city of that region? Why is it so important for British national economy? 9. What industrial area is situated to the east of the Black Country? What does this region produce? 10. Why the well-known English saying about the Newcastle coals is out-of-date now?

Итоговая форма контроля

зачет (в 8 семестре)

Примерные вопросы к зачету:

Вопросы к зачету

1. Earliest times: Britain's prehistory. The Celts. The Romans. Roman life.
2. Earliest times: The Saxon invasion. Government and society. Christianity. The Vikings.
3. Earliest times: Wales, Scotland, Ireland.
4. The early Middle Ages: The Norman Conquest. Feudalism. Magna Carta.
5. The early Middle Ages: Church and state. The beginning of Parliament. Wales, Scotland, Ireland.
6. The early Middle Ages: Government and society. The growth of government. Law and justice. Religion. Ordinary people.
7. The early Middle Ages: The growth of towns. Language, literature and culture.
8. The late Middle Ages: War with Scotland and Wales. The age of chivalry.
9. The late Middle Ages: The century of plagues. The poor in revolt. Heresy.
10. The late Middle Ages: The crisis of kingship. Wales in revolt. The struggle in France.
11. The late Middle Ages: The Wars of the Roses. Scotland.

12. The late Middle Ages: Government and society. The condition of women.
13. The late Middle Ages: Language and culture.
14. The Tudors: The new monarchy. The Reformation. The Protestant-Catholic struggle.
15. The Tudors: The new foreign policy. The new trading empire. Wales, Ireland, Scotland.
16. Mary Queen of Scots.
17. The Stuarts: Crown and parliament. Republican and Restoration Britain.
18. The Stuarts: Scotland and Ireland. Life and thought.
19. The eighteenth century. The Enlightenment: Life in town and country. Politics and finance.
20. The nineteenth century. Industrialization: The railway. The rise of the middle class and cities.
21. The nineteenth century. Politics. Wales, Scotland and Ireland.
22. The nineteenth century. The end of an age: social and economic improvements.

7.1. Основная литература:

1. Шишкина, С. Г. Faces of History, or History in Faces [Электронный ресурс] : учеб. Пособие / С. Г. Шишкина. - 2е изд., стер. ? М. : ФЛИНТА, 2013. ? 117 с
<http://znanium.com/bookread2.php?book=462990>
2. Английский язык: Учебное пособие / Н.М. Дюканова. - 2-е изд., перераб. и доп. - М.: НИЦ ИНФРА-М, 2013. - 319 с. <http://znanium.com/bookread2.php?book=368907>
3. Бондарчук, Г. Г. Основные различия между британским и американским английским [Электронный ресурс] : учеб. пособие. / Г. Г. Бондарчук, Е. А. Буряя. - 3-е изд., стер. - М. : ФЛИНТА, 2013. - 135 с. <http://znanium.com/bookread2.php?book=457835>
4. Маслова, Ж. Н. A New Highway to English. Быстрый путь к английскому [Электронный ресурс] : учеб. пособие / Ж. Н. Маслова, Л. В. Татару, Т. А. Балашова. - 2-е изд., стер. - М. : Флинта, 2012. - 142 с. <http://znanium.com/bookread2.php?book=455866>
5. Кузнецова, А. Ю. Грамматика английского языка: от теории к практике [Электронный ресурс] : учеб. пособие / А. Ю. Кузнецова. - 2-е изд., стер. - М.: Флинта, 2012. - 152 с.
<http://znanium.com/bookread2.php?book=455240>
6. Ерофеева, Л. А. Modern English in Conversation [Электронный ресурс] : Уч. Пособ. По современному разговорному английскому языку / Л. А. Ерофеева. - 2-е изд., стереотип. - М. : Флинта, 2011. - 340 с. <http://znanium.com/bookread2.php?book=406099>
7. Доркин, И.В. Английский язык. Разговорная лексика [Электронный ресурс] : крат. Справ. / И.В. Доркин. - 3-е изд. - Минск: Выш. Шк., 2011. - 95 с. <http://znanium.com/bookread2.php?book=507358>

7.2. Дополнительная литература:

1. Матюшенков, В. С. Dictionary of Slang in North America, Great Britain and Australia. Словарь английского сленга. Особенности употребления сленга в Северной Америке, Великобритании и Австралии [Электронный ресурс] / В. С. Матюшенков. - 4-е изд. - М. : Флинта : Наука, 2012. - 176 с. <http://znanium.com/bookread2.php?book=456089>
2. Кушникова, Г. К. Практикум для самостоятельного повторения глагольной системы английского языка [Электронный ресурс] : учеб. пособие / Г. К. Кушникова. - 2-е изд., стереотип. - М. : ФЛИНТА : Наука, 2011. - 95 с. <http://znanium.com/bookread2.php?book=406235>
3. Studying Ancient History : учебное пособие для студентов, обучающихся по специальности 'История' - 020700, 'Музеология' - 021000 / Казан. Гос. Ун-т, Ин-т яз. ; [сост.: А. А. Гильманова и др. ; науч. Ред. д.филол.н., проф. Г. А. Багаутдинова] .? Казань : Казанский государственный университет, 2009 .? 103 с. ; 21, 120.
4. Языковая вариативность английского языка Великобритании, США и Канады: Монография / Ж. Багана, А.Н. Безрукая, Е.Н. Таранова. - М.: НИЦ ИНФРА-М, 2014. - 124 с.
<http://znanium.com/bookread.php?book=444834>

5. Аракин, В. Д. История английского языка [Электронный ресурс] : Учеб. пособие / Под ред. М. Д. Резвезовой. - 3-е изд., испр. - М.: ФИЗМАТЛИТ, 2009. - 304 с.
<http://znanium.com/bookread2.php?book=435796>

7.3. Интернет-ресурсы:

British history and culture - <http://www.british-history.ru>

History - <http://www.history.com>

History today - <http://www.historytoday.com>

Все о Великобритании - <http://www.2uk.ru>

История Великобритании - <http://www.uk.ru>

8. Материально-техническое обеспечение дисциплины(модуля)

Освоение дисциплины "Реалии истории страны изучаемого языка" предполагает использование следующего материально-технического обеспечения:

Мультимедийная аудитория, вместимостью более 60 человек. Мультимедийная аудитория состоит из интегрированных инженерных систем с единой системой управления, оснащенная современными средствами воспроизведения и визуализации любой видео и аудио информации, получения и передачи электронных документов. Типовая комплектация мультимедийной аудитории состоит из: мультимедийного проектора, автоматизированного проекционного экрана, акустической системы, а также интерактивной трибуны преподавателя, включающей тач-скрин монитор с диагональю не менее 22 дюймов, персональный компьютер (с техническими характеристиками не ниже Intel Core i3-2100, DDR3 4096Mb, 500Gb), конференц-микрофон, беспроводной микрофон, блок управления оборудованием, интерфейсы подключения: USB, audio, HDMI. Интерактивная трибуна преподавателя является ключевым элементом управления, объединяющим все устройства в единую систему, и служит полноценным рабочим местом преподавателя. Преподаватель имеет возможность легко управлять всей системой, не отходя от трибуны, что позволяет проводить лекции, практические занятия, презентации, вебинары, конференции и другие виды аудиторной нагрузки обучающихся в удобной и доступной для них форме с применением современных интерактивных средств обучения, в том числе с использованием в процессе обучения всех корпоративных ресурсов. Мультимедийная аудитория также оснащена широкополосным доступом в сеть интернет. Компьютерное оборудование имеет соответствующее лицензионное программное обеспечение.

Компьютерный класс, представляющий собой рабочее место преподавателя и не менее 15 рабочих мест студентов, включающих компьютерный стол, стул, персональный компьютер, лицензионное программное обеспечение. Каждый компьютер имеет широкополосный доступ в сеть Интернет. Все компьютеры подключены к корпоративной компьютерной сети КФУ и находятся в едином домене.

Лингафонный кабинет, представляющий собой универсальный лингафонно-программный комплекс на базе компьютерного класса, состоящий из рабочего места преподавателя (стол, стул, монитор, персональный компьютер с программным обеспечением SANAKO Study Tutor, головная гарнитура), и не менее 12 рабочих мест студентов (специальный стол, стул, монитор, персональный компьютер с программным обеспечением SANAKO Study Student, головная гарнитура), сетевого коммутатора для структурированной кабельной системы кабинета.

Лингафонный кабинет представляет собой комплекс мультимедийного оборудования и программного обеспечения для обучения иностранным языкам, включающий программное обеспечение управления классом и SANAKO Study 1200, которые дают возможность использования в учебном процессе интерактивные технологии обучения с использованием современных мультимедийных средств, ресурсов Интернета.

Программный комплекс SANAKO Study 1200 дает возможность инновационного ведения учебного процесса, он предлагает широкий спектр видов деятельности (заданий), поддерживающих как практики слушания, так и тренинги речевой активности: практика чтения, прослушивание, следование образцу, обсуждение, круглый стол, использование Интернета, самообучение, тестирование. Преподаватель является центральной фигурой процесса обучения. Ему предоставляются инструменты управления классом. Он также может использовать многочисленные методы оценки достижений учащихся и следить за их динамикой. SANAKO Study 1200 предоставляет учащимся наилучшие возможности для выполнения речевых упражнений и заданий, основанных на текстах, аудио- и видеоматериалах. Вся аудитория может быть разделена на подгруппы. Это позволяет организовать отдельную траекторию обучения для каждой подгруппы. Учащиеся могут работать самостоятельно, в автономном режиме, при этом преподаватель может контролировать их действия. В состав программного комплекса SANAKO Study 1200 также входит модуль Examination Module - модуль создания и управления тестами для проверки конкретных навыков и способностей учащегося. Гибкость данного модуля позволяет преподавателям легко варьировать типы вопросов в тесте и редактировать существующие тесты.

Также в состав программного комплекса SANAKO Study 1200 также входит модуль обратной связи, с помощью которых можно в процессе занятия провести экспресс-опрос аудитории без подготовки большого теста, а также узнать мнение аудитории по какой-либо теме.

Каждый компьютер лингафонного класса имеет широкополосный доступ к сети Интернет, лицензионное программное обеспечение. Все универсальные лингафонно-программные комплексы подключены к корпоративной компьютерной сети КФУ и находятся в едином домене.

Учебно-методическая литература для данной дисциплины имеется в наличии в электронно-библиотечной системе "ZNANIUM.COM", доступ к которой предоставлен студентам. ЭБС "ZNANIUM.COM" содержит произведения крупнейших российских учёных, руководителей государственных органов, преподавателей ведущих вузов страны, высококвалифицированных специалистов в различных сферах бизнеса. Фонд библиотеки сформирован с учетом всех изменений образовательных стандартов и включает учебники, учебные пособия, УМК, монографии, авторефераты, диссертации, энциклопедии, словари и справочники, законодательно-нормативные документы, специальные периодические издания и издания, выпускаемые издательствами вузов. В настоящее время ЭБС ZNANIUM.COM соответствует всем требованиям федеральных государственных образовательных стандартов высшего профессионального образования (ФГОС ВПО) нового поколения.

Мультимедийная аудитория. Мультимедийная аудитория состоит из интегрированных инженерных систем с единой системой управления, оснащенная современными средствами воспроизведения и визуализации любой видео и аудио информации, получения и передачи электронных документов. Типовая комплектация мультимедийной аудитории состоит из: мультимедийного проектора, автоматизированного проекционного экрана, акустической системы, а также интерактивной трибуны преподавателя, включающей тач-скрин монитор с диагональю не менее 22 дюймов, персональный компьютер (с техническими характеристиками не ниже Intel Core i3-2100, DDR3 4096Mb, 500Gb), конференц-микрофон, беспроводной микрофон, блок управления оборудованием, интерфейсы подключения: USB, audio, HDMI. Интерактивная трибуна преподавателя является ключевым элементом управления, объединяющим все устройства в единую систему, и служит полноценным рабочим местом преподавателя. Преподаватель имеет возможность легко управлять всей системой, не отходя от трибуны, что позволяет проводить лекции, практические занятия, презентации, вебинары, конференции и другие виды аудиторной нагрузки обучающихся в удобной и доступной для них форме с применением современных интерактивных средств обучения, в том числе с использованием в процессе обучения всех корпоративных ресурсов. Мультимедийная аудитория также оснащена широкополосным доступом в сеть интернет. Компьютерное оборудование имеет соответствующее лицензионное программное обеспечение.

Программа составлена в соответствии с требованиями ФГОС ВПО и учебным планом по направлению 44.03.05 "Педагогическое образование (с двумя профилями подготовки)" и профилю подготовки История и иностранный (английский) язык .

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