МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное автономное учреждение

высшего профессионального образования

"Казанский (Приволжский) федеральный университет"

Отделение Высшая школа исторических наук и всемирного культурного наследия

УТВЕРЖДАЮ

Проректор по образовательной деятельности КФУ

Проф. Таюрский Д.А.

_____ _____ 20___ г.

подписано электронно-цифровой подписью

Программа дисциплины

История английского языка Б3+.ДВ.10

Направление подготовки: 050100.62 - Педагогическое образование

Профиль подготовки: История и иностранный (английский) язык

Квалификация выпускника: бакалавр

Форма обучения: очное

Язык обучения: русский

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Протокол заседания кафедры No ____ от "____" _____ 201__г

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Протокол заседания УМК No ____ от "____" _____ 201__г

Регистрационный No 980315518

Казань

2018

ЭЛЕКТРОННЫЙ УНИВЕРСИТЕТ
ИНФОРМАЦИОННО АНАЛИТИЧЕСКАЯ СИСТЕМА КФУ

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Программу дисциплины разработал(а)(и) доцент, к.н. (доцент) Винникова М.Н. Кафедра иностранных языков для социально-гуманитарного направления отделение Высшая школа иностранных языков и перевода , MNVinnikova@kpfu.ru

1. Цели освоения дисциплины

Учебная дисциплина 'История языка' как базовая дисциплина профессионального цикла занимает важное место в системе подготовки бакалавров по образовательной программе 'История и Иностранный язык'. Это один из первых теоретических курсов,
строящихся на материале английского языка. Учебная дисциплина подготавливает студентов к
изучению последующих теоретических курсов лингвистической направленности. В ходе изучения
дисциплины студенты получают представление об истории и современном состоянии английского
языка. Овладение понятийным аппаратом, методологией и методикой лингвистического анализа
формирует языковое мышление будущих специалистов в области лингвистики, межкультурной коммуникации, перевода, их профессиональные умения и навыки.

Цель данной дисциплины - дать студентам ясное представление о тех изменениях, которые имели место в английском языке на всем протяжении его развития, и помочь им в выработке правильного научного подхода к языку. Это необходимо как для будущих преподавателей английского языка, так и для лингвистов-теоретиков и переводчиков.

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

Данная учебная дисциплина включена в раздел " Б3+.ДВ.10 Профессиональный" основной образовательной программы 050100.62 Педагогическое образование и относится к дисциплинам по выбору. Осваивается на 5 курсе, 10 семестр.

Данная учебная дисциплина включена в раздел 'Б1.В.ДВ.18 Дисциплины (модули)' основной профессиональной образовательной программы 44.03.05'Педагогическое образование (История и иностранный (английский) язык) ' и относится к дисциплинам по выбору вариативной части.

Осваивается на 5 курсе в 10 семестре

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

В результате освоения дисциплины формируются следующие компетенции:

Шифр компетенции	Расшифровка приобретаемой компетенции
ОК-10 (общ (общекультурные компетенции)	способность логически верно выстраивать устную и письменную речь
ОК-6 (обще (общекультурные компетенции)	владение одним из иностранных языков на уровне, позволяющем получать и оценивать информацию в области профессиональной деятельности из зарубежных источников
ОПК-1 (про (профессиональные компетенции)	осознание социальной значимости своей будущей профессии, обладанием мотивацией к осуществлению профессиональной деятельности

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Шифр компетенции	Расшифровка приобретаемой компетенции
ОПК-3 (про (профессиональные компетенции)	владение основами речевой профессиональной культуры
ОПК-5 (про (профессиональные компетенции)	способность к подготовке и редактированию текстов профессионального и социально значимого содержания

В результате освоения дисциплины студент:

 1. должен знать:

 - процессы и явления, свойственные как английскому языку, так и другим германским языкам;

- фонетические, лексические и грамматические черты английского языка древнего, среднего и нового периодов;

- особенности письменных памятников различных периодов истории английского языка;

- современное состояние английского языка.

 2. должен уметь:

 - анализировать письменные памятники английского языка;

- сопоставлять данные английского языка с данными современных германских языков и видеть пути развития этих языков;

- выявлять общие и специфические черты английского языка в ряду германских языков.

- анализировать письменные памятники английского языка;

 3. должен владеть:

 - исследований языковых явлений применительно к материалу английского языка;

- анализом языковых явлений в письменных памятниках английского языка;

- чтением и анализом текстов на английском языке разных периодов его истории.

 4. должен демонстрировать способность и готовность:

 - сопоставлять данные английского языка с данными современных германских языков и видеть пути развития этих языков;

- выявлять общие и специфические черты английского языка в ряду германских языков

- чтением и анализом текстов на английском языке разных периодов его истории.

4. Структура и содержание дисциплины/ модуля

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

Форма промежуточного контроля дисциплины зачет в 10 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. General Characteristics of Germanic Languages	10		2	2	0	Устный опрос
2.	Тема 2. Old English. General Characteristics	10		2	2	0	Проверка практических навыков
3.	Тема 3. Old English Phonetics. Old English Grammar	10		2	2	0	Письменная работа
4.	Тема 4. Middle English.General Characteristics	10		2	2	0	Устный опрос
5.	Тема 5. Middle English Phonetics. Middle English Grammar	10		2	2	0	Контрольная работа
6.	Тема 6. New English.General Characteristics	10		2	2	0	Проверка практических навыков
7.	Тема 7. New English Phonetics. New English Grammar	10		2	1	0	Дискуссия
8.	Тема 8. English Vocabulary. Ethymological Strata in Modern English	10		2	1	0	Контрольная работа
.	Тема . Итоговая форма контроля	10		0	0	0	Зачет
	Итого			16	14	0	

4.2 Содержание дисциплины

Тема 1. General Characteristics of Germanic Languages

лекционное занятие (2 часа(ов)):

The aim of the study of the subject. The aims set before you of the history of the English language are as follows: 1. to speak of the characteristics of the language at the earlier stages of its development; 2. to trace the language from the Old English period up to modern times; 3. to explain the principal features in the development of modem language historically. Thus the history of the English language is generally subdivided conventionally into Old English (5th?11th century), Middle English (11,h?15,h century) and New English (15th century?till now). Inner and outer history of the language. . The inner history .of the language is the description of the changes in the language itself, its grammar, phonetics, vocabulary or spelling. . The outer history of the language is the events in the life (history) of the people speaking this language affecting the language, i.e. the history of the people reflected in their language. Chief characteristics of the Germanic language.

практическое занятие (2 часа(ов)):

Chief characteristics of the Germanic languages: Phonetics, Grammar, Alphabet. One of the most important common features of all Germanic languages is its strong dynamic stress falling on the first root syllable. The fixed stress emphasised the syllable bearing the most important semantic element and to a certain degree later contributed to the reduction of unstressed syllables, changing the grammatical system of the languages. The most important feature of the system of Germanic vowels is the so-called Ablaut, or gradation, which is a spontaneous, positionally independent alteration of vowels inhabited by the Germanic languages from the Common Indo- European period. This ancient phenomenon consisted in alteration of vowels in the root, suffix or ending depending on the grammatical form or meaning of the word. There are two types of Ablaut: quantitative and qualitative. The qualitative Ablaut is the alteration of different vowels, mainly the vowels [e] / [a] or [e] / [o] Old Icelandic bera (to give birth) ? barn (baby) Old High German stelan (to steal)? stal (stole) Cf: Russian бреду (I stroll, I wade) ? брод (ford, wade) Latin tego (to cover, to cloth) ? toga (clothes) Quantitative Ablaut means the change in the length of quantitatively one and the same vowel: normal, lengthened and reduced. A classic example of the Indo-European Ablaut is the declension of the Greek word ?pater? (father): [e:] [e] [-] Ablaut in Germanic languages is a further development of Indo-European alterations. Here we often find cases with both the quantitative and qualitative ablaut. It should be also mentioned that in the zero stage before sonorants an extra-short vowel [u] was added: quantitative ablaut Goth qiman (to come) ? qums (the arrival) qualitative ablaut OHG stelan (to steal) ? stal (stole) quantitative+qualitative ablaut OE . findan (to find) ? fand (found, ? fundan (found, past tense) past part.) Ablaut as a kind of an internal flexion functioned in Old Germanic languages both in form- and word-building, but it was the most extensive and systematic in the conjugation of strong verbs.

Тема 2. Old English. General Characteristics

лекционное занятие (2 часа(ов)):

Outer history of Old English: 1.1. Principal written records. 1.2.Dialectal classification The dialects in Old English Old English written records The principal written records that came to us through the centuries date from as far back as the 8th century. They were written with the help of the so-called ?Runic Alphabet?. This was an alphabet of some 26 letters, the shape of which is quite peculiar: prm< [?fuGark], or [?fuQork] We have already said that it is assumed the Runic alphabet was composed by Germanic scribes in the II?III centuries AD. and their angular shape is due to the material those inscriptions were made on ? wood, stone, bone ? and the technique of?writing? ? the letters were not written but carved on those hard materials. The word ?rune? meant ?mystery?, and those letters were originally considered to be magic signs known to very few people, mainly monks, and not understood by the vast majority of the illiterate population. Among the first Old English runic inscriptions we generally mention two: the inscription on the so- called ?Franks? casket? ? a small box made of whalebone containing a poem about it1, and the inscription on the ?Ruthwell cross? ? a religious poem engraved on a stone cross found in Scotland. Rune Anglo-Saxon Name Meaning P f feoh cattle, wealth h u ur bison (aurochs) V P t>orn thorn F 0 os god/mouth ft r rad journey/riding < c cen torch X gUJ giefu gift P w wyn joy N h h?gl hail * n nied necessity/trouble 1 i is ice * j gear year C P peor [unknown] T X eolh [unknown] s sigel sun t t tiw/tir Tiw (name of a god) к b beorc birch M e eoii horse и m man man r 1 lagu water/sea ng ing Ing (name of a hero) S oe epel iand/estate N d d?g day F a ac oak F аз ?sc ash * У yr bow 'See a picture of the Franks' casket in Pari 2 ?

практическое занятие (2 часа(ов)):

Inner history of Old English: Phonetics During the period the language was developing very slowly. 2.1. Phonetics The phonetics of the Old English period was characterised by a system of dynamic stress. The fixed stress fell on the first root syllable: The vowels had the following characteristic features: a) The quantity and the quality of the vowel depended upon its position in the word. Under stress any vowel could be found, but in unstressed position there were no diphthongs or long monophthongs, but only short vowels [a], [e], [i], [o], [u]. b) The length of the stressed vowels (monophthongs and diphthongs) was phonemic, which means that there could be two words differing only in the length of the vowel: metan (to mete, to measure) ? metan (to meet) pin (pin) ? pin (pain) Spelling 2.1. Spelling The Old English spelling was mainly phonetic, i.e. each letter as a rule denoted one sound in every environment. Note should be taken that the letters f, s, could denote voiced consonants in intervocal positions or voiceless otherwise; the letter c was used to denote the sound [k] (palatal or velar); the letter y denoted the sound [y] (similar to German [u] in the word ?Gemut? or Russian [ю] in the word ?бюро?). The letter could denote three different sounds: [j] ? before or after front vowels [ae], [e], [i] : (give), (year), (day) [Y] ? after back vowels and consonants and (days), (follow) [g] ? before consonants and before back vowels [a], [o], [u]: (good), (glee) Grammar Old English was a synthetic language (the lexical and grammatical notions of the word were contained in one unit). It was highly inflected, with many various affixes. The principal grammatical means were suffixation, vowel interchange and suppliton. Suffixation: (I keep) ? (you keep) ? (he keeps) Vowel interchange: (to write) ? (I wrote) Suppliton: (to go) ? (went) beon (to be) ? (lam) (you are) he is (he is) There was no fixed word-order in Old English, the order of the words in the sentence being relatively free.

Тема 3. Old English Phonetics. Old English Grammar

лекционное занятие (2 часа(ов)):

1. Old English Phonetics: Old English vowels Old English consonants The phonetics of the Old English period was characterised by a system of dynamic stress. The fixed stress fell on the first root syllable: The vowels had the following characteristic features: a) The quantity and the quality of the vowel depended upon its position in the word. Under stress any vowel could be found, but in unstressed position there were no diphthongs or long monophthongs, but only short vowels [a], [e], [i], [o], [u]. b) The length of the stressed vowels (monophthongs and diphthongs) was phonemic, which means that there could be two words differing only in the length of the vowel: metan (to mete, to measure) ? metan (to meet) pin (pin) ? pin (pain) god (god) ? god (good) ful (full) ? ful (foul) c) there was an exact parallelism of long and short vowels: d) Short: Long: The consonants were few. Some of the modern sounds were non-existent The quality of the consonant very much depended on its position in the word, especially the resonance (voiced and voiceless sounds: hlaf [f] (loaf) ? hlaford [v] (lord, "bread-keeper)) and articulation (palatal and velar sounds: climban [k] (to climb) ? cild [k?] (child)), etc.

практическое занятие (2 часа(ов)):

Old English Grammar: the nominal system the verbal system. 2.2. Grammar Old English was a synthetic language (the lexical and grammatical notions of the word were contained in one unit). It was highly inflected, with many various affixes. The principal grammatical means were suffixation, vowel interchange and supplition. Suffixation: (I keep) ? (you keep) ? (he keeps) Vowel interchange: (to write) ? (I wrote) Supplition: (to go) ? (went) beon (to be) ? (lam) (you are) he is (he is) There was no fixed word-order in Old English, the order of the words in the sentence being relatively free.

Тема 4. Middle English.General Characteristics

лекционное занятие (2 часа(ов)):

Outer history of Middle English: Scandinavian Invasion Norman Conquest Formation of the English national language 1.1. Scandinavian Invasion The end of the Old English period and the beginning of Middle English is marked by two outstanding political events ? the Scandinavian invasion and the Norman conquest. It is impossible to state the exact date of the Scandinavian invasion as it was a long process embracing over two centuries, the first inroads of the Scandinavian Vikings having began as far back as the end of the 8th century. Various Scandinavian adventurers at the head of their troops came to England wave after wave, although the English offered the invaders a stubborn resistance. At first the invaders fought with the natives, robbed and plundered the country, but later they began to settle on the lands they had managed to conquer. The part of England which suffered more from the invasion was the North-Eastern part of the country. From that part the invaders trying to conquer the whole of the country gradually proceeded to the South-West. The kingdom that was the strongest among many existing in Britain at that time and that could consequently withstand the invasion more successfully than any other was the Wessex kingdom, especially under the rule of King Alfred the Great. King Alfred the Great was so powerful and successful in his struggle against the invaders that hostilities ceased for a time and a peace treaty was concluded ? the Treaty of Wedmore, in accordance with which the territory of the country was subdivided into two parts: the south-western part remained English under the rule of King Alfred and the north-eastern part was to be Scandinavian. That part was referred to as Danelagu or Danelaw, i.e. the territory which was under the rule of Scandinavians, or ?Danes?. The Scandinavians in England remained very strong through centuries, and at the beginning of the 11th century, namely in the period between 1016 and 1042 the whole of-England came under the Scandinavian rule ? the conquest was completed and the Danish king was seated on the English throne. Although in 1042 England was back under English power, the English king who came to the throne ? Edward the Confessor ? was to be the last English king for more than three centuries. The Scandinavian invasion and the subsequent settlement of the Scandinavian on the territory of England, the constant contacts and intermixture of the English and the Scandinavians brought about many changes in different spheres of the English language: word-stock, grammar and phonetics. The influence of Scandinavian dialects was especially felt in the North and East parts of England, where mass settlement of the invaders and intermarriages with the local population were especially common. The relative ease of the mutual penetration of the languages was conditioned by the circumstances of the Anglo- Scandinavian contacts, i.e.: a) There existed no political or social barriers between the English and the Scandinavians, the latter not having formed the ruling class of the society but living on an equal footing with the English; b) There were no cultural barriers between the two people as they were approximately the same in their culture, habits and customs due to their common origin, both of the nations being Germanic. c) The language difference was not so strong as to make their mutual understanding impossible, as their speech developed from the same source ? Common Germanic, and the words composing the basic word-stock of both the languages were the same, and the grammar systems similar in essence.

практическое занятие (2 часа(ов)):

Inner history: Phonetics Grammar Word-stock The Middle English period was a time of unprecedentedly rapid development of the language. For the first three centuries English was only a spoken language, and as such had no norm and could develop without any restrain. All the elements of the language changed fundamentally. 2.7. Phonetics The stress is dynamic and fixed in the native words. But in the borrowed French words the stress was on the last syllable: licour [li'ku:r], nature [na'tu:r], etc. New consonant sounds developed in native words: [f] ship [tf] child [d$] bridge OE scip cild Ьгусз The resonance of the consonant does not depend so much on the position of the consonant, and voiced consonants can appear not only in intervocal, but also in initial and other positions. Vowels in unstressed position were reduced: Old English Middle English These sounds were in the end of the word, and it neutralised the difference between the suffixes ? the main grammar means. Compare: Vowels under stress underwent mainly quantitative changes. In Middle English we observe a rhythmic tendency, the aim of which is to obliterate overlong and overshort sequences. The tendency is to have in the word one long vowel + one consonant or one short vowel + two consonants. 2.2. Grammar The grammar system in Middle English gradually but very quickly changed fundamentally: the Old English was a synthetic language, the Middle English at the end of the period ? an analytical language. The principal grammatical means of the Old English were preserved, but were no longer principal. At the end of the Middle English period the analytical means, which began developing in Middle English, are predominant. They are: 1. analytical verb-forms (Chaucer: perfect ? hath holpen (has helped); passive ? engendered is (is bom)); 2. the use of prepositions for grammatical purposes (Chaucen drought of March); 3. a fixed word-order began to develop. 2.3. Word-stock In Middle English it underwent fundamental changes and became almost new. If in Old English the word-stock was almost completely native, in Middle English there were many borrowings. The principal sources of them were: 1. Scandinavian (those who came in the end of the Old English period) ? over 500 words (take, give, sky, wrong, etc.); 2. French (the language of the Norman conquerors) ? over 3500 words (government, army, battle, etc.).

Тема 5. Middle English Phonetics. Middle English Grammar

лекционное занятие (2 часа(ов)):

Changes in the phonetic system in Middle English 1.1. Vowels in the unstressed position 1.2. Vowels under stress 1.3. Cosonants The stress is dynamic and fixed in the native words. But in the borrowed French words the stress was on the last syllable: licour [li'ku:r], nature [na'tu:r], etc. New consonant sounds developed in native words: [f] ship [tf] child [d$] bridge OE scip cild Ьгусз The resonance of the consonant does not depend so much on the position of the consonant, and voiced consonants can appear not only in intervocal, but also in initial and other positions. Vowels in unstressed position were reduced: Old English Middle English These sounds were in the end of the word, and it neutralised the difference between the suffixes ? the main grammar means. Compare: Vowels under stress underwent mainly quantitative changes. In Middle English we observe a rhythmic tendency, the aim of which is to obliterate overlong and overshort sequences. The tendency is to have in the word one long vowel + one consonant or one short vowel + two consonants.

практическое занятие (2 часа(ов)):

General survey of grammar changes in Middle English: 1.1. The Noun 1.2 The adjective 1.3. The Pronoun 1.4. The articles

Тема 6. New English.General Characteristics

лекционное занятие (2 часа(ов)):

Emergence of the nation. Establishment of the literary norm. Geographical expansion of Englisn in the 17-20 th centuries and effect in the language. Emergence of the nation The 15'h century is a border-line in the history of the English people. In 1485 there ended the War between the Roses. The end of the war meant the end of feudalism and the beginning of capitalism, a new, more peaceful era and the transition between the Middle Ages and the Renaissance. An absolute monarchy was established, the first absolute monarch being Henry Tudor. It meant a real unification of the country, political and economic, resulted in the development of capitalism and made it inevitable that one nation and one national language be established. The first king of the period, Henry VII (1485?1509) strengthened the monarchy and provided the revenue imperative for its very existence. During his reign commerce and shipbuilding were encouraged, and the material wealth of the country increased. New lands ? Newfoundland and Nova Scotia ? were discovered. Following in his steps, his son, Henry VIII (1509?1547) broke away from the ecclesiastical influence of Rome, made himself head of the Church of England and of the State and transferred the property of the monasteries to himself. Dozens of large ships were built, trade continued to develop, and new territories were drawn into it. It was during the reign of Henry?s son, Edward VI (1547?1553), that trade with Muscovy, or Russia, as we call it today, was opened up. The long reign of Elizabeth I (1558?1603) was one of the most remarkable for the country, its progress in the discovery and colonizing field tremendous. Queen Elizabeth?s reign was also particularly rich in learning ? it was the age of Shakespeare, Sidney, Spencer, Bacon, Marlowe and many other famous names. Nevertheless, the evident achievements in foreign policy, trade and culture did not put an end to the controversy of various powerful forces in the country. Another problem which was to have far-reaching concequences was that of whether sovereignty lay with monarch or Parliament advocating the interests o t e new developing classes of society. The strife between the Crown and Parliament was aggavated by religious differences. The development of the country required more regular revenue and forced the Crown to raise taxes, which met with disapproval from Parliament. In the XVII century Charles I (1625?1649) for over decade ruled without Parliament, but had finally to reach a compromise, according to which the powers of Parliament were greatly extended. Henceforth one legal system was to apply to the king and his subjects alike, and no taxation was to be raised without Parliament?s consent. However, when Parliament demanded further concessions, denied the king control of the army, a crisis followed which is now known under the title of the Great Rebellion. The Crown lost the ensuing war, Charles I surrendered and was executed, and for over a decade the country was ruled by Parliament alone, the most notable leader of that time being Oliver Cromwell. Granted the title of or Lord Protector, he was a virtual dictator of the nation, heavily relying on the Army and disillusioning Parliament which had first brought him to power. After the death of Oliver Cromwell the Army and were unable to agree on a government, an the restoration of monarchy that followed in 1660, when the son of the executed king, Charles II, was, invited to return to the throne , was more a restoration of Parliament than of the King himself. Charles II, who during the time of Cromwell lived in exile in France, brought with him from the Continent a keen interest in scientific development, culture and arts, together with a considerable influence of the French language spoken by his supporters.

практическое занятие (2 часа(ов)):

Inner history: Phonetics Grammar Word-stock Inner history The speed of the development of the language was lesser than in Middle English. The language developed quickly at the beginning of the period and slowly ? at the end (with the exception of the word-stock which develops equally quickly during the whole period). When the literary norm was formed, it, being always very conservative, prevented the change of the language, that is why the speed of the development slowed down. 2.1. Phonetics 2.1.1. The system of stress In native words the stress is fixed and falls on the first root syllable (as in Old English and Middle English). Some of the borrowed words were not fully assimilated phonetically, that is why the stress falls on another syllable, those fully assimilated have the stress on the first root syllable, like in native words. Native English words are short ? they have one or two syllables, that is why it is a norm, a rhythmic tendency of the language to have one stressed syllable and one unstressed one => in borrowed words there developed a system of two stresses. Sometimes the stress is used to differentiate the words formed from the same root by the process called conversion (to pro'duce? 'produce).

Тема 7. New English Phonetics. New English Grammar

лекционное занятие (2 часа(ов)):

Changes in the phonetic system in New English 1.1. Vowels in the unstressed position 1.2. Vowels under stress 1.3. Changes in alphabet and spelling in New English 2.1.2. Consonants a) A new [3] was introduced in borrowed words. Otherwise the changes were not so great as in Middle English. b) Vocalisation of consonants (some consonants in some positions were vocalised ? they disappeared, influencing the preceding vowel). Ex.: [r] disappeared at the end of the words and before consonants changing the quantity of the vowel immediately preceding it: Middle English New English for [for] [for] form [form] [form] 2.1.3. Vowels a) In the unstressed position the vowels that were levelled in Middle English generally disappeared at the end of the words. Some of them were preserved for phonetic reasons only, where the pronunciation without a vowel was impossible. Compare, for example, the plural forms of nouns: b) All Middle English long vowels underwent the Great Vowel'Shift (in early New English, 15,h?18th century). They became more narrow and more front. Some of them remained monophthongs, others developed into diphthongs. 2.2. Grammar In New English it did not change fundamentally. The main changes are the strengthening of analytical features of the language: a) In many more cases empty grammatical words are used (form-words); b) Analytical forms of the Middle English are preserved, and in addition to them in New English non-finite analytical forms appear (in Middle English only finite forms could be analytical); c) A fixed word-order is established. 2.3. Word-stock The vocabulary is changing quickly. Many new words are formed to express new notions, which are numerous. Ways of enriching the vocabulary: 1. inner means (conversion: hand => to hand); 2. outer means. The sources here are numberless, as the English have not only direct, but also indirect (through books, later ? TV, radio, films) contacts with all the world. In the beginning of the Early New English (15th?16lh century) ? the epoch of the Renaissance ? there are many borrowings from Greek, Italian, Latin. The 17(h century is the period of Restoration =>.borrowings come to the English language from French (a considerable number of these words being brought by Charles II and his court). In the 17lh century the English appear in America => borrowings from the Indians' languages are registered. In the 18th century the English appear in India => borrowings from this source come to the English language (but these words are not very frequent, for they denote some particular reality of India, ex.: curry). In the 19th century the English colonisers appear in Australia and New Zealand => new borrowings follow (kangaroo). At the end of the 19th?beginning of the 20th century the English appear in Africa, coming to the regions formerly colonised by the Dutch =$ borrowings from Afrikaans and Dutch appear. Old English and Middle English Russian borrowings are scarce ? the contacts between the countries and their peoples were difficult. In New English there are more borrowings: sable (very dark), astrakhan, mammoth; in the 20th century ? soviet, kolkhoz, perestroika, etc.

практическое занятие (1 часа(ов)):

General survey of grammar changes in New English: 1.1. The Noun 1.2 The adjective 1.3. The Pronoun 1.4. The articles In New English it did not change fundamentally. The main changes are the strengthening of analytical features of the language: a) In many more cases empty grammatical words are used (form-words); b) Analytical forms of the Middle English are preserved, and in addition to them in New English non-finite analytical forms appear (in Middle English only finite forms could be analytical); c) A fixed word-order is established. In native words the stress is fixed and falls on the first root syllable (as in Old English and Middle English). Some of the borrowed words were not fully assimilated phonetically, that is why the stress falls on another syllable, those fully assimilated have the stress on the first root syllable, like in native words. Native English words are short ? they have one or two syllables, that is why it is a norm, a rhythmic tendency of the language to have one stressed syllable and one unstressed one => in borrowed words there developed a system of two stresses. Sometimes the stress is used to differentiate the words formed from the same root by the process called conversion (to pro'duce? 'produce). 2.1.2. Consonants a) A new [3] was introduced in borrowed words. Otherwise the changes were not so great as in Middle English. b) Vocalisation of consonants (some consonants in some positions were vocalised ? they disappeared, influencing the preceding vowel). Ex.: [r] disappeared at the end of the words and before consonants changing the quantity of the vowel immediately preceding it: Middle English New English for [for] [for] form [form] [form] 2.1.3. Vowels a) In the unstressed position the vowels that were levelled in Middle English generally disappeared at the end of the words. Some of them were preserved for phonetic reasons only, where the pronunciation without a vowel was impossible. Compare, for example, the plural forms of nouns: b) All Middle English long vowels underwent the Great Vowel'Shift (in early New English, 15,h?18th century). They became more narrow and more front. Some of them remained monophthongs, others developed into diphthongs.

Тема 8. English Vocabulary. Ethymological Strata in Modern English

лекционное занятие (2 часа(ов)):

General characteristics of Old English, Middle English and New English. Internal and external means of enriching vocabulary of Old English, Middle English and New English. The vocabulary is changing quickly. Many new words are formed to express new notions, which are numerous. Ways of enriching the vocabulary: 1. inner means (conversion: hand => to hand); 2. outer means. The sources here are numberless, as the English have not only direct, but also indirect (through books, later ? TV, radio, films) contacts with all the world. In the beginning of the Early New English (15th?16lh century) ? the epoch of the Renaissance ? there are many borrowings from Greek, Italian, Latin. The 17(h century is the period of Restoration =>.borrowings come to the English language from French (a considerable number of these words being brought by Charles II and his court). In the 17lh century the English appear in America => borrowings from the Indians' languages are registered. In the 18th century the English appear in India => borrowings from this source come to the English language (but these words are not very frequent, for they denote some particular reality of India, ex.: curry). In the 19th century the English colonisers appear in Australia and New Zealand => new borrowings follow (kangaroo). At the end of the 19th?beginning of the 20th century the English appear in Africa, coming to the regions formerly colonised by the Dutch =$ borrowings from Afrikaans and Dutch appear. Old English and Middle English Russian borrowings are scarce ? the contacts between the countries and their peoples were difficult. In New English there are more borrowings: sable (very dark), astrakhan, mammoth; in the 20th century ? soviet, kolkhoz, perestroika, etc.

практическое занятие (1 часа(ов)):

Native element in Modern English 1.1. Common Indo-European stratum 1.2. Common Germanic stratum Modern element in Modern English Word-hybrids Ethymological doublets

4.3 Структура и содержание самостоятельной работы дисциплины (модуля)

N	Раздел Дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
1.	Тема 1. General Characteristics of Germanic Languages	10		подготовка к устному опросу	5	Устный опрос
2.	Тема 2. Old English. General Characteristics	10		выполнение письменных упражнений	5	Проверка практических навыков
3.	Тема 3. Old English Phonetics. Old English Grammar	10		подготовка к письменной работе	5	Письменная работа
4.	Тема 4. Middle English.General Characteristics	10		подготовка к устному опросу	5	Устный опрос
5.	Тема 5. Middle English Phonetics. Middle English Grammar	10		выполнение письменных упражнений	5	Проверка практических навыков
6.	Тема 6. New English.General Characteristics	10		подготовка к письменной работе	5	Письменная работа
7.	Тема 7. New English Phonetics. New English Grammar	10		подготовка к дискуссии	5	Дискуссия

N	Раздел Дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
8.	Тема 8. English Vocabulary. Ethymological Strata in Modern English	10		подготовка к контрольной работе	7	Контрольная работа
	Итого				42	

5. Образовательные технологии, включая интерактивные формы обучения

Современный подход к преподаванию заключается в построении его на технологической основе. Общие принципы и правила технологии преподавания видятся в следующем:

1. Принцип педагогической целесообразности.

2. Взаимосвязь и взаимообусловленность преподавания и учения как двух неразрывных сторон процесса обучения. Преподавание - это организация педагогически целесообразной самостоятельной деятельности учащихся.

3. Предельная конкретизация учебно-воспитательных и развивающих целей в содержании, методах, средствах обучения, в организуемых учителем способах деятельности учащихся.

4. Необходимым элементом технологии преподавания является тематическое планирование, включающее краткую характеристику конечных результатов и построение всей цепочки отдельных занятий, связанных одной логикой.

5. Организация контроля на каждом этапе учебно-познавательной деятельности учащихся.

6. Стимулирование творческой деятельности учащихся, ориентация на ученика не только знающего, но и умеющего.

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

Тема 1. General Characteristics of Germanic Languages

Устный опрос , примерные вопросы:

Phonetics . One of the most important common features of all Germanic languages is its strong dynamic stress falling on the first root syllable. The fixed stress emphasised the syllable bearing the most important semantic element and to a certain degree later contributed to the reduction of unstressed syllables, changing the grammatical system of the languages. Grammar. One of the main processes in the development of the Germanic morphological system was the change in the word structure. The common Indo-European notional word consisted of three elements: the root, expressing the lexical meaning, the inflexion or ending, showing the grammatical form, and the so called stem-forming suffix, a formal indicator of the stem type. Germanic languages belonged to the synthetic type of form-building, which means that they expressed the grammatical meanings by changing the forms of the word itself, not resorting to any auxiliary words.

Тема 2. Old English. General Characteristics

Проверка практических навыков , примерные вопросы:

Analyse and translate the text of the Old English period. Pis are þe maters redde on raw Pat i thynk in þis bok to draw, Schortly rimand on þe dede, For mani er þai her-of to spede. Notful me thinc it ware to man 5 To knaw him self how he began,? How [he] began in werld to brede, How his oxspring began to sprede, Bath o þe first and o þe last, In quatking curs þis world es past. 10 Efter haly kyrc[es] state Pis ilk bok it es translate In to Inglis tong to rede For þe love of Inglis lede, Inglis lede of Ingland, 15 For þe commun at understand. Frankis rimes here I redd, Comunlik in ilk[a] sted: Mast es it wrought for frankis man. Quat is for him na frankis can? 20 Of Ingland þe nacion? Es Inglis man þar in commun? Pe speche þat man wit mast may spede, Mast þar-wit to speke war nede. Selden was for ani chance 25 Praised Inglis tong in france. Give we ilkan þare langage, Me think we do þam non outrage. To laud and Inglis man i spell Pat understandes þat i tell?. 30 TRANSLATION: These are the matters explained in a row that I think in this book to draw, shortly riming in the doing, for many are they who can profit thereby. Methinks it were useful to man to know himself, how he began,?how he began to breed in the world, how his offspring began to spread, both first and last, through what kind of course this world has passed. After Holy Church?s state this same book is translated into the English tongue to read, for the love of English people, English people of England, for the commons to understand. French rimes I commonly hear read in every place: most is it wrought for Frenchmen. What is there for him who knows no French? Concerning England the nation?the Englishman is common therein?the speech that man may speed most with, it were most need to speak therewith. Seldom was by any chance English tongue praised in France. Let us give each their language: methinks we do them no outrage. To layman and Englishman I speak, that understand what I tell. OBSERVATIONS: The most distinctive feature of the Northern dialect is the retention of OE ā as an a, whereas it became an o in all the other dialects: raw (1), knaw (6), bath (9), haly (11), mast (19, etc.: Northumbrian māst), na (20). Northern shares with all non-W.S. dialects for W.S. dede (3) rhyming with spede (OE spēdan), rede (13) rhyming with lede (OE lēod), etc. Characteristic of the Northern is the spelling qu? for hw-: quatking (10), quat (20); the retention of a hard consonant in kyrces (11), ilk (12), ilka(n) (18, 27); s for sh in Inglis (13, 14), Frankis (17). The pres. participle ends in -and: rimand (3), the 3rd pers. sing. pres. indic. in -es: understandes (30). The verb to be shows typical Northern forms in es (10, 12, etc.) for is, er (4) and are (1), and the pret. plur. ware (5), with a from Scandinavian influence, corresponding to Midland węren, Southern węren. With this may be compared þar (22: ON þar)=Southern þer. The infinitive at understand (16) likewise points to Scandinavian influence and the north. The 3rd pers. plur. pronoun in th? is a Northern characteristic at this date, especially in the oblique cases: þai (4) þare (27), þam (28).

Тема 3. Old English Phonetics. Old English Grammar

Письменная работа , примерные вопросы:

1. Find the odd one out. One result of the Norman Conquest of 1066 was: 1. to change the writing 2. to place all four Old English dialects more or less on a level 3. the seven long vowels of Chaucer's speech had already begun to shift 4. West Saxon lost its supremacy and the centre of culture and learning gradually shifted from Winchester to London 2. Testing the Old Period 1. When was the Roman withdrawal from Britain? a) 449 b) 436 c) 450 2. When does Alfred become King of Wessex? a) 845 b) 860 c) 871 3. The Venerable Bede publishes ?The Ecclesiastical History of the English People? in Latin. a) 731 b) 742 c) 738 3. The Anglo-Saxon settlement of Britain begins a) 445 b) 449 c) 456 b) Roman invasion of Britain under Julius Caesar c) 55 BC b) 50 BC c) 68 BC d)English replaces Latin as the medium of instruction in schools. e) 1348 b) 1452 c) 1390 f) The Great Vowel Shift begins. g) c.1450 b) c.1400 c) c. 1300 8) The Black Death kills one third of the British population. h) 1340-45 b) 1350-55 c) 1349-50 i) Wyclif publishes his English translation of the Bible. a) 1275 b) 1375 c) 1384 j) Chaucer begins the Canterbury Tales a) 1392 b) 1388 c) 1360 4. Enumerate the seven kingdoms united by Alfred the Great in 878. 5. Write about the main characteristics of the Old English period. 6. Circle the correct number. How many classes are Old English strong verbs distinguished between?. a) 5 b) 3 c)6 d) 7 e)4 f)8

Тема 4. Middle English.General Characteristics

Устный опрос , примерные вопросы:

Comment on the peculiarities of Middle English borrowings, their character and distinctive features. What new letters and digraphs denoting consonants appeared in Middle English? Comment on the origin of the underlined letters and digraphs in the examples below:with, that, shoures, droughte, every, Zephirus Find more examples of this kind in the text assigned for the seminar. Study the rules of reading a Middle English text (see the table below). What new spelling devices denoting vowels appeared in Middle English? Use the following examples from the text below as illustrations: a) shoures, foweles, yonge; b) soote, breeth; c) droghte

Тема 5. Middle English Phonetics. Middle English Grammar

Проверка практических навыков , примерные вопросы:

Write about the peculiarities of Middle English borrowings, their character and distinctive features. What new letters and digraphs denoting consonants appeared in Middle English? Comment on the origin of the underlined letters and digraphs in the examples below:with, that, shoures, droughte, every, Zephirus Find more examples of this kind in the text assigned for the seminar. Study the rules of reading a Middle English text (see the table below). What new spelling devices denoting vowels appeared in Middle English? Use the following examples from the text below as illustrations: a) shoures, foweles, yonge; b) soote, breeth; c) droghte

Тема 6. New English.General Characteristics

Письменная работа , примерные вопросы:

Analyse and translate the text. Cethegrande is a fis ðe moste ðat in water is; ðat tu wuldes seien get, gef ðu it soge wan it flet, ðat it were an eilond ðat sete one ðe se sond. ðis fis ðat is unride, ðanne him hungreð he gapeð wide; ut of his ðrote smit an onde, ðe swetteste ðing ðat is on londe; ðer-fore oðre fisse to him dragen; wan he it felen he aren fagen; he cumen and hoven in his muð; of his swike he arn uncuð ðis cete ðenne hise chaveles lukeð, ðise fisses alle in sukeð; ðe smale he wile ðus biswiken, ðe grete maig he nogt bigripen. ðis fis wuneð wið ðe se grund, and liveð ðer evre heil and sund, til it cumeð ðe time ðe storm stireð al ðe se, ðanne sumer and winter winnen; ne mai it wunen ðer Ser-inne, So drovi is te sees grund, ne mai he wunen ðer ðat stund, oc stireð up and hoveð stille; wiles [ðat] weder is so ille, ðe sipes ðat arn on se fordriven,? loð hem is ded, and lef to liven, biloken hem and sen ðis fis; an eilond he wenen it is, ðer-of he aren swiðe fagen, and mid here migt ðat-to he dragen. TRANSLATION: The cetegrande (whale) is a fish, the greatest that is in water; so that thou wouldst say, if thou saw it when it floats, that it was an island that set on the seasand. This fish, that is enormous, when hungry gapes wide; out of its throat it casts a breath, the sweetest thing that is on land; therefore other fishes draw to it. When they perceive it they are glad; they come and linger in its mouth?of its deceit they are ignorant. This whale then shuts its jaws, sucks all these fishes in; the small he will thus deceive, the great can he not catch. This fish dwells on the sea-bottom and lives there ever hale and sound till it comes the time that a storm stirs up all the sea, when summer and winter contend. Nor may it dwell therein; so troubled is the bottom of the sea, he can not abide there that hour, but comes to the surface and remains still. Whilst the weather is so ill, the ships (seamen) that are tossed about on the sea?loath to them is death, and to live dear?look about them and see this fish. They think it is an island; thereof they are very glad and draw thereto with all their might, moor fast the ships and all go up (on land) to light a fire on this wonder, from stone with steel in the tinder, to warm themselves well and eat and drink. OBSERVATIONS: The East Midland character of this text is not so much indicated by distinctive features as by a combination of phonological characteristics that can be found individually in other dialects. Thus OE appears as a, as it does also at this date generally: ðat (2) water (2), fagen (12), craft (44), etc. As in the north OE appears generally as i: unride (7), stireð (22), fir (40), diveð (41), ðrist (45), sinfull (46), list (46), and ěo becomes e: lef (30), sen (31), devel (43, 53). But the development of OE ā>ō in loð (30), wo (48), lore (53), sore (54) indicates a district south of the Humber. Northern influence is possible in gast (52) although the a may be due to shortening. The morphology is typically East Midland. The 3rd pers. sing. pres. indic. always ends in -eð (except in contractions); hungreð (8), gapeð (8), lukeð (15), etc.; the pres. plur. always ends in -en: dragen (11), felen (12), aren (12), cumen (13), etc.

Тема 7. New English Phonetics. New English Grammar

Дискуссия , примерные вопросы:

Topics for discussion: 1. What are the attempts made by the Royal Society of London and later Jonathan Swift to found an authoritative arbiter over the English tongue? 2. What did Johnson base his dictionary on? How did his contemporary fellows react on the dictionary? 3. How did the incresed borrowings take place during this period? 4. What are the major differences between RP and the Northen Dialect spoken in the north of England? 5. What are the main peculiarities of the Lowland Scottish Dialect? 6. What are the chief features of the Welsh and the Irish accents?

Тема 8. English Vocabulary. Ethymological Strata in Modern English

Контрольная работа , примерные вопросы:

Translate the text Northumbrian Riddle The text given below is one of the 93 surviving Northumbrian riddles. The riddle was presumably written in the 9th century. Its author is unknown. The artistic merits of the riddle, its refined imagery allow to consider it as a small poetic chef d?oeuvre. The text has been borrowed from the Anglo-Saxon Reader edited by A.J.Wyatt (Cambridge: University Press, 1959). Riddle XVI 1. Oft ic sceal wiþ wæge winnan ond wiþ winde feohtan; 1. somod wiþ þam sæcce, onne ic secan gewite 2. eorþan yðum þeaht: me bið se eþel fremde. 3. Ic beom strong þæs gewinnes, gif ic stille weorþe; 4. gif me þæs tosæleð, hi beoð swiþran þonne ic 5. ond mec slitende sona flymað; 6. willað oþfergan þat ic friþian sceal. 7. Ic him þæt forstonde, gif min steort þolað 8. ond mec stiþne wiþ stanas moton 9. fæste gehabban. Frige hwæt ic hatte. (Solution: ancor). N o t e s 1. The four initial lines present an interesting example of expanded verses: each half-line contains more than two feet. 1. Sæcc = competition, fight. 2. Me bið se eþel fremde = this land is strange to me. 1. Ic beom strong þæs gewinnes = I am powerful in that battle (or: for that battle). 3. Hi = they (waves and winds). 4. Flyman = drive away. 5. Friðian = make peace. 6. þolað = suffers, undergoes. 7. mec stiþne wiþ = against my power. 8. Frige = ask (here: guess).

Тема . Итоговая форма контроля

Примерные вопросы к зачету:

1. The aims of studying the history of the English language. Synchronic and diachronic approaches to studying the language. The concept of 'language change'

2. Proto-Indo-European language and comparative linguistics

3. Proto-Germanic language, its development from Proto-Indo-European

4. Modern Germanic languages

5. The earliest descriptions of the Germans, the ancient tribes that spoke Germanic languages

6. Eastern Germanic, Western Germanic and Northern Germanic groups of languages

7. The runic alphabet. Old English alphabet and pronunciation.

8. Common phonetic characteristics of the Germanic languages

9. Changes in the system of vowels in the Germanic languages

10. Grammar characteristics common to the Germanic languages

11. Periodisation in the history of the English language, Old English written records.

12. The historical background of Old English

13. Phonetic processes in Old English (the system of vowels)

14. Phonetic processes in Old English (the system of consonants)

15. Old English dialects

16. The nominal system of Old English

17. The vocabulary and word-building means in Old English

18. Old English syntax.

19. The verbal system in Old English (grammatical categories)

20. The verbal system in Old English (morphological classification)

21. Economic and social conditions in the 11-12th centuries.

22. The Scandinavian invasions, the Norman Conquest & the way they influenced English.

23. Changes in the alphabet and spelling in Middle English. Middle English written records

24. Middle English dialects. The London dialect.

25. Phonetic processes in Middle English (the system of vowels)

26. Phonetic processes in Middle English (system of consonants)

27. Changes in the categories of the noun in New English

28. Changes in the categories of the pronoun and the adjective in New English

7.1. Основная литература:

- Шапошникова, И. В. История английского языка [Электронный ресурс] : учеб. Пособие / И. В. Шапошникова. - 2-е изд., стереотип. - М.: ФЛИНТА, 2011. - 508 с. http://znanium.com/bookread2.php?book=409604

История английского языка. Староанглийский период. The History of the English Language. Old English period [Электронный ресурс] / Краснова Е.В. - М. : ФЛИНТА, 2017. - http://www.studentlibrary.ru/book/ISBN9785976528512.html

История английского языка и введение в германскую филологию: Краткий очерк [Электронный ресурс] / Красухин К.Г. - М. : ФЛИНТА, 2016. - http://www.studentlibrary.ru/book/ISBN9785976521865.html

7.2. Дополнительная литература:

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

История английского языка [Электронный ресурс] : учеб. пособие для студентов вузов, обучающихся по специальности 'Иностр. яз.' / Л.Г. Павленко. - М. : ВЛАДОС, 2008. - (Практикум для вузов) - http://www.studentlibrary.ru/book/ISBN9785691016592.html

Великобритания: История и культура = Great Britain: Culture Across History [Электронный ресурс]: Учебное пособие по лингвострановедению для высших учебных заведений (на английском языке) / Воевода Е.В. - М. : Аспект Пресс, 2015. - http://www.studentlibrary.ru/book/ISBN9785756707908.html

7.3. Интернет-ресурсы:

University of reading - http://libguides.reading.ac.uk/writing

библиоклуб - www.biblioclub.ru/book/55840/

Мультитран - multitran.ru

Полиглот - www.internetpolyglot.com

Словарь - english-dictionary.ru/01/

8. Материально-техническое обеспечение дисциплины(модуля)

Освоение дисциплины "История английского 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 оборудованием 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.

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.

Освоение дисциплины "История английского 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 Cre i3-2100, DDR3 4096Mb, 500Gb),

конференц-микрофон, беспроводной микрофон, блок управления оборудованием, интерфейсы

подключения: USB,audi, 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

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Преподавание дисциплины История английского языка предполагает использование слайд-презентаций, созданных с помощью Micrsft Pwer Pint, для демонстрации которых необходимы ноутбук, проектор; интерактивная доска.

Программа составлена в соответствии с требованиями ФГОС ВПО и учебным планом по направлению 050100.62 "Педагогическое образование" и профилю подготовки История и иностранный (английский) язык .

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