

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное автономное образовательное учреждение высшего образования
"Казанский (Приволжский) федеральный университет"
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Высшая школа востоковедения - Восточный разряд



УТВЕРЖДАЮ:

Проректор по образовательной деятельности КФУ

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28 февраля 2025 г.

подписано электронно-цифровой подписью

Программа дисциплины

Лингвострановедение Великобритании

Направление подготовки: 45.03.02 - Лингвистика

Профиль подготовки: Перевод и переводоведение (персидский и английский языки)

Квалификация выпускника: бакалавр

Форма обучения: очное

Язык обучения: русский

Год начала обучения по образовательной программе: 2025

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1. Перечень планируемых результатов обучения по дисциплине (модулю), соотнесенных с планируемыми результатами освоения ОПОП ВО

Обучающийся, освоивший дисциплину (модуль), должен обладать следующими компетенциями:

Шифр компетенции	Расшифровка приобретаемой компетенции
ПК-5	Способен прогнозировать характер общения и моделировать потенциальные ситуации общения между представителями различных культур и социумов и выбирать адекватные коммуникативные стратегии для обеспечения интеракции представителей различных культур и социумов

Обучающийся, освоивший дисциплину (модуль):

Должен знать:

характерные языковые и культурные особенности разных народов, которые накладывают отпечаток на менталитет данного народа; научиться видеть мир глазами другой языковой культуры и знать, как можно использовать это изменение видения в процессе изучения иностранного языка

Должен уметь:

ориентироваться по карте, овладеть основной терминологией курса на английском языке

Должен владеть:

лингвострановедческой компетенцией

ориентироваться в межкультурных различиях (учитывая скрытые и очевидные трудности).

Должен демонстрировать способность и готовность:

аудировать, читать, говорить и писать на английском языке в рамках требований программы вуза по направлению "Лингвистика", проявить свою лингвострановедческую компетенцию, а также продемонстрировать уважение к личности, культуре стран изучаемого языка в рамках современной концепции поликультурной коммуникации

2. Место дисциплины (модуля) в структуре ОПОП ВО

Данная дисциплина (модуль) включена в раздел "Б1.В.ДВ.17.01 Дисциплины (модули)" основной профессиональной образовательной программы 45.03.02 "Лингвистика (Перевод и переводоведение (персидский и английский языки))" и относится к дисциплинам по выбору части ОПОП ВО, формируемой участниками образовательных отношений.

Осваивается на 1 курсе в 2 семестре.

3. Объем дисциплины (модуля) в зачетных единицах с указанием количества часов, выделенных на контактную работу обучающихся с преподавателем (по видам учебных занятий) и на самостоятельную работу обучающихся

Общая трудоемкость дисциплины составляет 3 зачетных(ые) единиц(ы) на 108 часа(ов).

Контактная работа - 32 часа(ов), в том числе лекции - 20 часа(ов), практические занятия - 12 часа(ов), лабораторные работы - 0 часа(ов), контроль самостоятельной работы - 0 часа(ов).

Самостоятельная работа - 76 часа(ов).

Контроль (зачёт / экзамен) - 0 часа(ов).

Форма промежуточного контроля дисциплины: зачет во 2 семестре.

4. Содержание дисциплины (модуля), структурированное по темам (разделам) с указанием отведенного на них количества академических часов и видов учебных занятий

4.1 Структура и тематический план контактной и самостоятельной работы по дисциплине (модулю)

N	Разделы дисциплины / модуля	Семестр	Виды и часы контактной работы, их трудоемкость (в часах)						Самостоятельная работа
			Лекции, всего	Лекции в эл. форме	Практические занятия, всего	Практические в эл. форме	Лабораторные работы, всего	Лабораторные в эл. форме	
1.	Тема 1. Early History of Britain	2	2	0	1	0	0	0	6
2.	Тема 2. Roman Britain	2	2	0	1	0	0	0	6
3.	Тема 3. Political History of England in the Middle Ages	2	2	0	1	0	0	0	6
4.	Тема 4. Life in Britain in the Middle Ages	2	2	0	1	0	0	0	6
5.	Тема 5. Early Modern Britain	2	2	0	2	0	0	0	6
6.	Тема 6. Great Britain in the 18-19th Century	2	2	0	2	0	0	0	6
7.	Тема 7. Britain in the 20th Century	2	2	0	0	0	0	0	6
8.	Тема 8. The UK in the New Century: A Multicultural Society	2	2	0	0	0	0	0	6
9.	Тема 9. British Habitats and Homelands	2	2	0	0	0	0	0	7
10.	Тема 10. Great Britain. Educating the Nation	2	2	0	0	0	0	0	7
11.	Тема 11. The English National Character	2	0	0	2	0	0	0	7
12.	Тема 12. Great Britain. A View of Europe and the World	2	0	0	2	0	0	0	7
	Итого		20	0	12	0	0	0	76

4.2 Содержание дисциплины (модуля)

Тема 1. Early History of Britain

1. INTRODUCTION 2. STONE AGE 2.1. PALAEOLITHIC /2.2. MESOLITHIC 2.31. INTRODUCTION

Britain has been intermittently inhabited by members of the Homo genus for hundreds of thousands of years, and by Homo sapiens for tens of thousands of years. DNA analysis has shown that modern humans arrived in Britain at least 25,000 years ago, before the end of the last glacial period. This evidence also shows that as the last glacial period encroached from the north, the first humans living in Britain then retreated to Southern Europe when much of the continental land mass of Britain became covered with ice or frozen as tundra.

The first significant written record of Britain and its inhabitants was made by the Greek navigator Pytheas, who explored the coastal region of Britain around 325 BC.

The story of ancient Britain is traditionally seen as one of successive waves of invasion from the continent, with them came different cultures and technologies. More recent archaeological theories have questioned this migrationist interpretation and argue for a more complex relationship between Britain and the Continent. Many of the changes in British society demonstrated in the archaeological record are now suggested to be the effects of the native inhabitants adopting foreign customs rather than being subsumed by an invading population.

2. STONE AGE

2.1. PALAEOLITHIC (FROM ABOUT 800,000 - 10,000 YEARS AGO)

Palaeolithic (Old Stone Age) Britain is the period of the earliest known occupation of Britain by humans. This huge period saw many changes in the environment, encompassing several glacial and interglacial episodes greatly affecting human settlement in the region. Providing dating for this distant period is difficult and contentious. The inhabitants of the region at this time were bands of hunter-gatherers who roamed Northern Europe following herds of animals, or who supported themselves by fishing.

Recent (2006) scientific evidence regarding mitochondrial DNA sequences from ancient and modern Europe has shown a distinct pattern for the different time periods sampled in the course of the study. Despite some limitations regarding sample sizes, the results were found to be non-random.

2.2. MESOLITHIC (AROUND 10,000 TO 5,500 YEARS AGO)

Around 9600 years ago the ice age finally ended and the Holocene era began. By 8000 BC temperatures were higher than today, and birch woodlands spread rapidly. Rising sea levels caused by melting glaciers had cut Britain off from Ireland by about 12,000 years ago, whereas the land bridge between Britain and the continent lasted much longer. The plains of Doggerland were thought to have finally been submerged around 6500 to 6000 BC, but recent evidence suggests that the bridge may have lasted until between 5800 and 5400 BC, and possibly as late as 3800 BC.

Excavations at Howick in Northumberland uncovered evidence of a large circular building dating to c. 7600 BC which is interpreted as a dwelling. A further example has also been identified at Deepcar in Sheffield, and a building dating to c. 8500 BC was discovered at the Star Carr site. The older view of Mesolithic Britons as nomadic is now being replaced with a more complex picture of seasonal occupation or, in some cases, permanent occupation. Travel distances seem to have become shorter, typically with movement between high and low ground.

2.3. NEOLITHIC (AROUND 4000 - 2000 BC)

The Neolithic was the period of domestication of plants and animals. There is a current debate between those who believe that the introduction of farming and a sedentary lifestyle was brought about by resident peoples adopting new practices, and those who hold the opinion that it was effected by continental invaders bringing their culture with them and, to some degree, replacing the indigenous populations.

Тема 2. Roman Britain

1. EARLY CONTACT 2. ROMAN INVASION 3. OCCUPATION AND RETREAT FROM SOUTHERN SCOTLAND 4. 3RD-4TH CENTURY 5. END OF ROMAN RULE

1. EARLY CONTACT

Britain was not unknown to the Classical world. As early as the 4th century BC, the Greeks, Phoenicians and Carthaginians traded for Cornish tin. The Greeks refer to the Cassiterides, or "tin islands", and describe them as being situated somewhere near the west coast of Europe. The Carthaginian sailor Himilco is said to have visited the island in the 5th century BC and the Greek explorer Pytheas in the 4th. But it was regarded as a place of mystery, with some writers even refusing to believe it existed at all.

The first direct Roman contact came when the Roman general and future dictator, Julius Caesar, made two expeditions to Britain in 55 and 54 BC as an offshoot of his conquest of Gaul, believing the Britons had been helping the Gallic resistance. The expedition was a military failure, but was at least a political success. Caesar had conquered no territory and had left behind no troops, but had established clients on the island and had brought Britain into Rome's sphere of political influence.

2. ROMAN INVASION

The invasion force in 43 was led by Aulus Plautius. It is not known how many Roman legions were sent. The Romans defeated the Catuvellauni and their allies in two battles: the first, assuming a Richborough landing, on the river Medway, the second on the Thames. The future emperor Vespasian subdued the southwest. Cogidubnus was set up as a friendly king of several territories, and treaties were made with tribes outside the area under direct Roman control.

In 60-61, while Governor Gaius Suetonius Paulinus was campaigning in Wales, the southeast of Britain rose in revolt under the leadership of Boudica. But Suetonius chose a battlefield, and, despite being heavily outnumbered, defeated the rebels in the Battle of Watling Street.

There was further turmoil in 69, the "Year of four emperors". In the following years, the Romans conquered more of the island, increasing the size of Roman Britain. Governor Gnaeus Julius Agricola, father-in-law to the historian Tacitus, conquered the Ordovices in 78.

3. OCCUPATION AND RETREAT FROM SOUTHERN SCOTLAND

There is no historical source describing the decades that followed Agricola's recall. Roman coins and pottery have been found circulating at native settlement sites in the Scottish Lowlands in the years before 100, indicating growing Romanisation.

A new crisis occurred at the beginning of Hadrian's reign (117): a rising in the north which was suppressed by Quintus Pompeius Falco. When Hadrian reached Britannia on his famous tour of the Roman provinces around 120, he directed an extensive defensive wall, known to posterity as Hadrian's Wall, to be built close to the line of the Stanegate frontier.

The first Antonine occupation of Scotland ended as a result of a further crisis in 155-157, when the Brigantes revolted. With limited options to despatch reinforcements, the Romans moved their troops south, and this rising was suppressed by Governor Cnaeus Julius Verus. The second occupation was probably connected with Antoninus' undertakings to protect the Votadini or his pride in enlarging the empire, since the retreat to the Hadrianic frontier occurred not long after his death when a more objective strategic assessment of the benefits of the Antonine Wall could be made.

4. 3-4TH CENTURY

The death of Commodus put into motion a series of events which eventually led to civil war. Following the short reign of Pertinax, several rivals for the emperorship emerged, including Septimius Severus and Clodius Albinus. The latter was the new governor of Britannia, and had seemingly won the natives over after their earlier rebellions; he also controlled three legions, making him a potentially significant claimant.

Тема 3. Political History of England in the Middle Ages

1. POLITICAL HISTORY

At the start of the Middle Ages, England was a part of Britannia, a former province of the Roman Empire. At the end of the 4th century, however, Germanic immigrants began to arrive in increasing numbers during the 5th century, initially peacefully, establishing small farms and settlements. New political and social identities emerged, including an Anglian culture in the east of England and a Saxon culture in the south, with local groups establishing regions, small polities, ruled over by powerful families and individuals. By the 7th century, some rulers, including those of Wessex, East Anglia, Essex, and Kent, had begun to term themselves kings, living in villa regalis, royal centres, and collecting tribute from the surrounding regions; these kingdoms are often referred to as the Heptarchy.

1.2. HIGH MIDDLE AGES (1066-1272)

In 1066, William, the Duke of Normandy, took advantage of the English succession crisis to invade. By the time of William's death in 1087, England formed the largest part of an Anglo-Norman empire, ruled over by a network of nobles with landholdings across England, Normandy, and Wales. England's growing wealth was critical in allowing the Norman kings to project power across the region, including funding campaigns along the frontiers of Normandy.

Norman rule, however, proved unstable; In 1100, William II died while hunting. Despite Robert's rival claims, his younger brother Henry I immediately seized power. Henry's nephew, Stephen of Blois, claimed the throne in 1135, but this was disputed by the Empress Matilda, Henry's daughter. Matilda's son, Henry, finally agreed to a peace settlement at Winchester and succeeded as king in 1154. After a final confrontation with Henry, his son Richard succeeded to the throne in 1189. Richard spent his reign focused on protecting his possessions in France and fighting in the Third Crusade; his brother, John, inherited England in 1199. John's efforts to raise revenues, combined with his fractious relationships with many of the English barons, led to confrontation in 1215, an attempt to restore peace through the signing of the Magna Carta, and finally the outbreak of the First Barons' War. Henry's son, Edward, defeated the rebel factions between 1265-67, restoring his father to power.

1.3. LATE MIDDLE AGES (1272-1485)

On becoming king, Edward I rebuilt the status of the monarchy, restoring and extending key castles that had fallen into disrepair. Edward III took steps to restore royal power and started the Hundred Years' War but during the 1340s the Black Death arrived in England. Edward's grandson, the young Richard II, faced political and economic problems, many resulting from the Black Death, including the Peasants' Revolt that broke out across the south of England in 1381. A sequence of bloody civil wars, later termed the Wars of the Roses, finally broke out in 1455, spurred on by an economic crisis and a widespread perception of poor government.

2. GOVERNMENT AND SOCIETY

2.1. GOVERNANCE AND SOCIAL STRUCTURES

2.1.1. EARLY MIDDLE AGES (600-1066)

The Anglo-Saxon kingdoms were hierarchical societies, each based on ties of allegiance between powerful lords and their immediate followers. At the top of the social structure was the king, beneath the king were thegns, nobles, the more powerful of which maintained their own courts and were termed ealdormen. Freeman, called churls, formed the next level of society, often holding land in their own right or controlling businesses in the towns. Geburs, peasants who worked land belonging to a thegn, formed a lower class still. The very lowest class were slaves, who could be bought and sold and who held only minimal rights.

2.1.2. HIGH MIDDLE AGES (1066-1272)

Within twenty years of the Norman conquest, the former Anglo-Saxon elite were replaced by a new class of Norman nobility, with around 8,000 Normans and French settling in England.

Тема 4. Life in Britain in the Middle Ages

1. NATIONAL IDENTITY 2. RELIGION 3. ECONOMY AND TECHNOLOGY 3.1. ECONOMY AND DEMOGRAPHICS 3.2. TECHNOLOGY AND SCIENCE 4. THE CHANGING ROLE OF WOMEN IN SOCIETY 5. ARTS 5.1. ART 5.2. LITERATURE, DRAMA AND MUSIC 5.3. ARCHITECTURE 1. NATIONAL IDENTITY

An English cultural identity first emerged from the interaction of the Germanic immigrants of the 5th and 6th centuries and the indigenous Romano-British inhabitants. By the 9th century, the term the Angelcynn was being officially used to refer to a single English people, and promoted for propaganda purposes by chroniclers and kings to inspire resistance to the Danish invasions.

During the 12th and 13th centuries, the English began to consider themselves superior to the Welsh, Scots and Bretons. Even within England, different identities abounded, each with their own sense of status and importance. Regional identities could be important - men and women from Yorkshire, for example, had a clear identity within English society, and professional groups with a distinct identity, such as lawyers, engaged in open fighting with others in cities such as London.

2. RELIGION

Christianity had been the official imperial religion of the Roman Empire, and the first churches were built in England in the second half of the 4th century, overseen by a hierarchy of bishops and priests. Many existing pagan shrines were converted to Christian use and few pagan sites still operated by the 5th century.

The movement towards Christianity began again in the late 6th and 7th centuries. The Viking invasions of the 8th and 9th centuries reintroduced paganism to North-East England, leading in turn to another wave of conversion. As the Norse in mainland Scandinavia started to convert, many mainland rulers recruited missionaries from England to assist in the process.

3. ECONOMY AND TECHNOLOGY

3.1. ECONOMY AND DEMOGRAPHICS

The English economy was fundamentally agricultural, depending on growing crops such as wheat, barley and oats on an open field system, and husbanding sheep, cattle and pigs. By the 11th century, a market economy was flourishing across much of England, while the eastern and southern towns were heavily involved in international trade. Around 6,000 watermills were built to grind flour, freeing up labour for other more productive agricultural tasks.

Economic growth began to falter at the end of the 13th century, owing to a combination of overpopulation, land shortages and depleted soils. By the end of Middle Ages the economy had begun to recover and considerable improvements were being made in metalworking and shipbuilding that would shape the Early Modern economy.

3.2. TECHNOLOGY AND SCIENCE

Technology and science in England advanced considerably during the Middle Ages, driven in part by the Greek and Islamic thinking that reached England from the 12th century onwards. Clocks were first built in England in the late 13th century, and the first mechanical clocks were certainly being installed in cathedrals and abbeys by the 1320s. Astrology, magic and palm reading were also considered important forms of knowledge in medieval England, although some doubted their reliability.

Technological advances proceeded in a range of areas. Windmills began to be built in the late 12th century and slowly became more common. Water-powered fulling mills and powered hammers first appeared in the 12th century; water power was harnessed to assist in smelting by the 14th century, with the first blast furnace opening in 1496. New mining methods were developed and horse-powered pumps were installed in English mines by the end of the Middle Ages.

4. THE CHANGING ROLE OF WOMEN IN SOCIETY

After the Norman invasion, the position of women in society changed. The rights and roles of women became more sharply defined, in part as a result of the development of the feudal system and the expansion of the English legal system; some women benefited from this, while others lost out.

Тема 5. Early Modern Britain

1. 1. ENGLAND DURING THE TUDOR PERIOD (1486?1603) 1.1. ENGLISH RENAISSANCE 1.2. ELIZABETHAN ERA (1558?1603) 2. SCOTLAND FROM 15TH CENTURY TO 1603 2.1. MARY, QUEEN OF SCOTS 2.2. PROTESTANT REFORMATION 3. 17TH CENTURY 3.1. UNION OF THE CROWNS 3.2. ENGLISH CIVIL WAR

1. ENGLAND DURING THE TUDOR PERIOD (1486-1603)

1.1. ENGLISH RENAISSANCE

The term, "English Renaissance" is used by many historians to refer to a cultural movement in England in the 16th and 17th centuries that was heavily influenced by the Italian Renaissance. This movement is characterised by the flowering of English music (particularly the English adoption and development of the madrigal), notable achievements in drama (by William Shakespeare, Christopher Marlowe, and Ben Jonson), and the development of English epic poetry (most famously Edmund Spenser's *The Faerie Queene*).

During this period Henry VII and his son Henry VIII greatly increased the power of the English monarchy. A similar pattern was unfolding on the continent as new technologies, such as gunpowder, and social and ideological changes undermined the power of the feudal nobility and enhanced that of the sovereign. Henry VIII also made use of the Protestant Reformation to seize the power of the Roman Catholic Church, confiscating the property of the monasteries and declaring himself the head of the new Anglican Church. Under the Tudors the English state was centralized and rationalized as a bureaucracy built up and the government became run and managed by educated functionaries. The most notable new institution was the Star Chamber.

1.2. ELIZABETHAN ERA (1558-1603)

The Elizabethan Era is the reign of Queen Elizabeth I (1558-1603) and is known to be a golden age in English history. It was the height of the English Renaissance and saw the flowering of English literature and poetry. This was also the time during which Elizabethan theatre was famous and William Shakespeare, among others, composed plays that broke away from England's past style of plays and theatre. It was an age of expansion and exploration abroad, while at home the Protestant Reformation became entrenched in the national mindset.

2. SCOTLAND FROM 15TH CENTURY TO 1603

2.1. MARY, QUEEN OF SCOTS

Scotland advanced markedly in educational terms during the 15th century with the founding of the University of St Andrews in 1413, the University of Glasgow in 1450 and the University of Aberdeen in 1495, and with the passing of the Education Act 1496.

In 1468 the last great acquisition of Scottish territory occurred when James III married Margaret of Denmark, receiving the Orkney Islands and the Shetland Islands in payment of her dowry.

After the death of James III in 1488, during or after the Battle of Sauchieburn, his successor James IV successfully ended the quasi-independent rule of the Lord of the Isles, bringing the Western Isles under effective Royal control for the first time. In 1503, he married Henry VII's daughter, Margaret Tudor, thus laying the foundation for the 17th century Union of the Crowns.

She did not do well and after only seven turbulent years, at the end of which Protestants had gained complete control of Scotland, she had perforce to abdicate. Imprisoned for a time in Loch Leven Castle, she eventually escaped and attempted to regain the throne by force. After her defeat at the Battle of Langside in 1568 she took refuge in England, leaving her young son, James VI, in the hands of regents. In England she became a focal point for Catholic conspirators and was eventually executed on the orders of her kinswoman Elizabeth I.

2.2. PROTESTANT REFORMATION IN SCOTLAND

During the 16th century, Scotland underwent a Protestant Reformation. The eventual Reformation of the Scottish Church followed a brief civil war in 1559-60, in which English intervention on the Protestant side was decisive. A Reformed confession of faith was adopted by Parliament in 1560,

Tema 6. Great Britain in the 18-19th Century

1.18TH CENTURY 1.1. TREATY OF UNION 1.2. WARFARE AND FINANCE 2. BRITISH EMPIRE IN THE 19TH CENTURY 2.1. UNION OF GREAT BRITAIN AND IRELAND 2.2. NAPOLEONIC WARS 2.3 VICTORIAN ERA 2.4. FOREIGN POLICY 2.5 IRELAND AND THE MOVE TO HOME RULE

1.1801 TO 1837

1.1. UNION OF GREAT BRITAIN AND IRELAND

Ireland gained a degree of independence in the 1780s thanks to Henry Grattan. During this time the effects of the penal laws on the majority Catholic population were reduced, and Catholics were granted the franchise in 1794; however, they were still excluded from becoming members of the Irish House of Commons. This brief period of limited independence came to an end following the Irish Rebellion of 1798, which occurred during the British war with revolutionary France. The British government's fear of an independent Ireland siding against them with the French resulted in the decision to unite the two countries. This was brought about by legislation in the parliaments of both kingdoms, and came into effect on 1 January 1801.

1.2. NAPOLEONIC WARS

During the War of the Second Coalition (1799-1801), Britain occupied most of the French and Dutch colonies (the Netherlands had been a satellite of France since 1796), but tropical diseases claimed the lives of over 40,000 troops. When the Treaty of Amiens ended the war, Britain was forced to return most of the colonies. In May 1803, war was declared again. Napoleon's plans to invade Britain failed due to the inferiority of his navy, and in 1805, Lord Nelson's fleet decisively defeated the French and Spanish at Trafalgar, which was the last significant naval action of the Napoleonic Wars.

. The Duke of Wellington and his army of British and Portuguese gradually pushed the French out of Spain and in early 1814, as Napoleon was being driven back in the east by the Prussians, Austrians and Russians, Wellington invaded southern France. After Napoleon's surrender and exile to the island of Elba, peace appeared to have returned, but when he escaped back into France in 1815, the British and their allies had to fight him again. The armies of Wellington and Von Blucher defeated Napoleon once and for all at Waterloo.

2. VICTORIAN ERA

The Victorian era was the period of Queen Victoria's rule between 1837 and 1901 which signified the height of the British Industrial Revolution and the apex of the British Empire. The Victorian era is famous for the Victorian standards of personal morality. Historians generally agree that the middle classes held high personal moral standards (and usually followed them), but have debated whether the working classes followed suit. Moralists in the late 19th century such as Henry Mayhew decried the slums for their supposed high levels of cohabitation without marriage and illegitimate births.

2.1. FOREIGN POLICY

In 1853, Britain and France intervened in the Crimean War against Russia. Despite mediocre generalship, they managed to capture the Russian port of Sevastopol, compelling Tsar Nicholas I to ask for peace. The next Russo-Ottoman war in 1877 led to another European intervention, although this time at the negotiating table.

During the American Civil War (1861-1865), British leaders favoured the Confederacy, a major source of cotton for textile mills. The British sold arms to both sides, built blockade runners for a lucrative trade with the Confederacy, and surreptitiously allowed warships to be built for the Confederacy.

In 1867, Britain united most of its North American colonies as the Dominion of Canada, giving it self-government and responsibility for its own defence, but Canada did not have an independent foreign policy until 1931. The second half of the 19th century saw a huge expansion of Britain's colonial empire, mostly in Africa.

The British imperial vision called for control over these new countries, and the Dutch-speaking "Boers" (or "Afrikaners") fought back in the War in 1899-1902.

Tema 7. Britain in the 20th Century

1. 20TH CENTURY 1.1. WORLD WAR I 1. 2. PARTITION OF IRELAND AND IRISH INDEPENDENCE 1. 3. WORLD WAR II 1. 4. EMPIRE TO COMMONWEALTH 1.5. THE ECONOMY IN THE LATE 20TH CENTURY

1. 20TH CENTURY

1.1. WORLD WAR I

In June 1914, the Austrian archduke Franz Ferdinand was assassinated by a Serbian nationalist, leading to war between those two countries. The system of alliances caused a local conflict to engulf the entire continent. The United Kingdom was part of the Triple Entente with France and Russia, while the German Empire, the Austrian-Hungarian Empire were allied. Following the death of the Austrian archduke, the Austrian-Hungarian Empire attacked Serbia allied to Russia. Russia then declared war on the Austrian-Hungarian Empire leading Germany to enter into war against Russia.

Along the Western Front the British and French launched repeated assaults on the German trench lines in 1915-1916, which killed and wounded hundreds of thousands, but failed to accomplish anything significant. The navy continued to dominate the seas, fighting the German fleet to a draw in the great 1916 Battle of Jutland. But a sensational defeat inflicted on a British squadron off the coast of South America by the Germans in November 1914 (battle of Coronel) marked the first time since the War of 1812 that Britain had lost a naval engagement outright. A British blockade of Germany also caused widespread food and fuel shortages there.

On other fronts, the British, French, Australians, and Japanese occupied Germany's colonies and Britain fought the Ottoman Empire in Palestine and Mesopotamia. An Allied attempt to capture Constantinople in 1915 (the Gallipoli Campaign) ended in disaster, costing the lives of over 200,000 men. In the spring of 1918, Germany could now devote most of its resources to the Western Front. The war had been won by Britain and its allies, but at a terrible cost, creating a sentiment that wars should never be fought again.

1.2. PARTITION OF IRELAND AND IRISH INDEPENDENCE

In 1912, the Irish Party had a further Home Rule bill passed by the House of Commons but was defeated in the House of Lords, as was the bill of 1893, but by this time the House of Lords had lost its veto on legislation under the 1911 Parliament Act and could only delay the bill by two years: until it was enacted as the Government of Ireland Act 1914.

As a result in the December 1918 General Election Sinn Féin won a majority of seats, its MPs refusing to take their seats at Westminster, instead choosing to sit in the First Dáil parliament in Dublin. A declaration of independence was ratified by Dáil Éireann, the self-declared Republic's parliament in January 1919.

Northern Ireland was created by the Government of Ireland Act 1920, enacted by the United Kingdom of Great Britain and Ireland parliament in May 1921. Southern Ireland never came into being as a real state and was superseded by the Irish Free State in 1922. That state is now known as the Republic of Ireland.

1.3. WORLD WAR II

Britain, along with the dominions and the rest of the Empire, declared war on Nazi Germany in 1939, after the German invasion of Poland. Hostilities with Japan began in December 1941, after it attacked Hong Kong. Britain formed close bonds with the Soviet Union (starting in 1941) and the United States (starting in 1940), with the U.S. giving \$40 billion in munitions through Lend Lease; Canada also gave aid. (The American and British aid did not have to be repaid, but there were also loans that were repaid.)

As France collapsed under German onslaught in spring 1940 the British with the thinnest of margins rescued the main British army from Dunkirk (as well as many French soldiers), leaving their munitions and supplies behind. Winston Churchill came to power, promising to fight the Germans to the very end. The Germans threatened an invasion-which the Royal Navy was prepared to repel.

Тема 8. The UK in the New Century: A Multicultural Society

1. THE BEGINNING OF THE 21TH CENTURY : main political and economic issues 1. HISTORY OF MULTICULTURAL BRITAIN. 2. LIFE OF ETHNIC MINORITIES IN CONTEMPORARY BRITAIN. 3. RACIAL DISCRIMINATION IN GREAT BRITAIN

1. HISTORY OF MULTICULTURAL BRITAIN

The first people to come to Britain from the European mainland about 2000 BC were called the Beaker Folk. They in turn were replaced by the Celts, who also came from Europe. Julius Caesar brought in army here in 54 BC; later the Romans set up a colony and stayed until AD 410. It was then the turn of various Germanic peoples: the Angles, the Saxons and the Jutes. They were followed by the Danes and the Vikings, who repeatedly attacked the east coast of England. The Normans invaded successfully in 1066, and subjugated but did not expel the Anglo-Saxons, and the Scandinavians. From Roman times on, the Celts moved or were pushed out to the edges of the British Isles, the so-called Celtic Fringe of Scotland, Wales and Ireland. One reason was persecution. The slave trade was based on inhuman treatment of West Africans, regarded as non-people by the traders and those who profited from it. The next major stage of immigration was driven not by escape but by attraction - to a British labour market that was short of workers and .iii economy that offered lots of opportunity for business. The most recent arrivals in Britain have not been from countries with wars or other serious problems. The conflicts in the Horn of Africa in the late 1980s sent out refugees from Ethiopia, Somalia and Eritrea. Then Croatians, Serbs, Bosnians fled from the violent break-up of Yugoslavia.

2. LIFE OF ETHNIC MINORITIES IN CONTEMPORARY BRITAIN

According to the National Office of Statistics Survey the size of the minority ethnic population was 4.6 million in 2001 or 7.9 per cent of the total population of the United Kingdom. Indians form the largest minority group, followed by Pakistanis, those of mixed ethnic backgrounds, Black Caribbeans, Black Africans and Bangladeshis. What can be said of the ethnic minority groups as a whole is that they tend to be considerably younger than the population at large - the median age of whites is 37, that of Afro-Caribbeans 33 Indians 31 and Bangladeshis 18 - while the heavy clustering of 'ethnic communities' has made multiculturalism in Britain largely an English urban question.

3. RACIAL DISCRIMINATION IN GREAT BRITAIN

Every stage of immigration in Britain's history has given rise to opposition and hostility from those who consider themselves indigenous (but are in fact only earlier immigrants). The most recent arrivals are no exception: in 1998, Romanian families who arrived at the port of Dover had to be protected in secret locations after openly racist reports in the press inflamed public opinion against them.

Thus, in employment, promotion prospects, housing, health and education, many immigrant communities find themselves significantly disadvantaged.

The ethnic minority communities feel that they also face hostility from the authorities. In some areas a young black man is 10 times more likely to be stopped in the street by police than the average white citizen.

It might be assumed that the fault lies with the education system. For example, African-Caribbean boys are five times more likely to be suspended or expelled from school than white

boys. But the correlation poor education/poor employment is not straightforward. Asian children do particularly well at school and black women do better in higher education than white women.

The Race Relations Acts and others make it illegal to discriminate against ethnic groups in employment, housing and education. But few cases come before the courts - discrimination is very hard to prove. In some fields the situation is worse than in others.

Tema 9. British Habitats and Homelands

1. HIGHLAND AND LOWLAND BRITAIN. CLIMATE AND WEATHER. 2. THE CORE AND THE PERIPHERY. POPULATION. 3. THE NORTH-SOUTH DIVIDE. 4. ?SUNSET? AND ?SUNRISE? AREAS. 5. TOWN AND COUNTRY

1. HIGHLAND AND LOWLAND BRITAIN. CLIMATE AND WEATHER

Britain is unpredictable in climate and varied in scenery. In particular there is a dramatic contrast between "highland" and "lowland" Britain. England, unlike the largely mountainous countries of Wales and Scotland, is mainly lowland, except for six major hilly regions: the Pennines, called the 'backbone of England' dividing the north-west part of England from the north-east; the scenic Lake District in the north west; the Yorkshire Dales, running to the east coast of Yorkshire; the moorlands of Cornwall and Devon; and the border areas with Scotland and Wales respectively. Elsewhere the ranges of hills are relatively low, while the East Midlands and East Anglia are notably flat and featureless.

In Scotland and Wales the greater part of the population is concentrated in the more lowland areas, particularly the area between Glasgow and Edinburgh, and in the east and south-east parts of Wales.

Britain is as far north as Canada's Hudson Bay or Siberia. For example Edinburgh is 56 degrees north of the equator, the same latitude as Moscow, yet its climate is much milder because of the Gulf Stream, which brings warm water and air across the Atlantic from the Gulf of Mexico. Average temperatures in England and Wales vary from 4°C in January to 16°C in July and August. The wind brings rain from the Atlantic to the hills of the west. This means that the western parts of Britain are wetter than the east, which is fairly sheltered. London is drier than continental cities such as Hamburg. Its weather may be unpredictable, but it is not particularly wet.

2. CORE AND PERIPHERY. POPULATION.

Although Britain is densely populated, there are large areas which contain fewer than 100 people per square kilometre (much of Scotland, Wales and Northern Ireland). There are only 5 cities with populations over 500,000, although Manchester, Liverpool and Newcastle also exceed this figure if neighbouring towns are included.

In Scotland and Wales the greater part of the population is concentrated in the more lowland areas, particularly the areas between Glasgow and Edinburgh, and in the eastern and southeastern part of Wales.

By 2011 Britain's total population was just over 60.1 million, but although it is barely increasing, the demographic pattern is changing. There is a steady stream of young people, mainly aged between 18 and 35, who move southwards in order to improve their economic prospects. The forecast up to the year 2016 reveals that population will increase in the areas where the greatest economic growth is expected. Wales, Scotland and Northern Ireland will be virtually static or even slightly decline.

3. THE NORTH-SOUTH DIVIDE

If one looks at living standards and expectations in recent years, they show that the south east, south, south west, East Anglia and the East Midlands tend to do very much better than the peripheral areas.

A sharp contrast undeniably exists between the conditions of life in the north and in the south. The most northerly of the ten most prosperous towns was Stratford-on-Avon in the Midlands. The most southerly of the poorest towns was still north of Nottingham. The north of England had the lowest average weekly wages and the second highest regional unemployment level. Northern Ireland had the highest.

4. "SUNSET" AND "SUNRISE" AREAS

The pattern of prosperity, or lack of it, is evident in the areas of development and stagnation in the country. The "sunset" areas are broadly those where traditional industries have collapsed during the past decades, for example cotton goods in Lancashire, car production in the West Midlands, coal and steel production in south Wales, Tyne and Wear, Durham and parts of Yorkshire, and shipbuilding in Tyne and Wear, Clydeside and Belfast.

Tema 10. Great Britain. Educating the Nation

1. PRIMARY AND SECONDARY EDUCATION. 2. FURTHER AND HIGHER EDUCATION. 3. THE UNIVERSITY OF OXFORD. THE DEPARTMENT OF EDUCATIONAL STUDIES.

1. PRIMARY AND SECONDARY EDUCATION

Schooling is compulsory for 12 years, for all children aged 5 to 16. There are 2 voluntary years of schooling thereafter. Children may attend either state-funded or fee-paying independent schools.

In England, Wales and Northern Ireland the primary cycle lasts from 5 to 11. Roughly 90% of children receive their secondary education at "comprehensive" schools. For those, who wish to stay on, secondary school can include the 2 final years of secondary education at "the sixth form". These 2 years are spent at a tertiary or sixth-form college which provides academic and vocational courses.

At 16 pupils take the General Certificate of Secondary Education (GCSE) introduces in 1989. During the 2 voluntary years of schooling, pupils specialize in 2 or 3 subjects and take the General Certificate of Education Advanced Level. These examinations are not set by the government, but by independent examination boards, most of which are associated with a particular university or group of universities.

2. FURTHER AND HIGHER EDUCATION

Further education has traditionally been characterized by part-time vocational courses for those who leave school at the age of 16, but need to acquire a skill in the manual, technical or clerical field. About 3 million students are usually enrolled in part-time courses. As for full-time training there has always been a much smaller proportion (nearly 900.000). Higher education has undergone a massive expansion. There are today 116 universities and colleges of higher education. They fall into 5 broad categories. They are all private institutions, receiving grants from central government.

3. THE UNIVERSITY OF OXFORD. THE DEPARTMENT OF EDUCATIONAL STUDIES

University examinations are for Bachelor of Arts, or of Science (BA or BSc) on completion of the undergraduate course, and Master of Arts or of Science (MA or MSc) on completion of postgraduate work, usually a one or 2-year course involving some original research. Some students continue to complete a 3-year period of original research for the degree of Doctor of Philosophy (PhD).

Tema 11. The English National Character

1. LOYALTY TO TRADITIONS. 2. LIVING HISTORY. 3. ATTITUDE TO KNOWLEDGE AND EDUCATION

1. LOYALTY TO TRADITIONS

Indeed, the desire to retain ways of life and behavior, rituals and customs in their initial form sometimes leads to what are, from a contemporary and non-English point of view, absurdities. For example, in English cars the steering wheel is on the right and they drive on the left. The English do not want to become 'like everybody else'.

All the English land which is more or less suitable for walking on is actually private property and is fenced off with a high wall and barbed wire. However, you are allowed to cross private land on condition that you stick to the marked tracks (there are no any) and behave yourself.

The English are known for their fanatical love of old cars. They find it convenient washing under two separate taps, one with hot and the other with cold water. The traditional English bath has two taps and no shower. They wash the dishes adding washing up liquid and without rinsing the soap from the dishes, stand them to dry.

2. LIVING HISTORY

One of the features of England which sets it apart is the great respect that the English have for their own history. This is not just to that venerable past of which they can justly be proud, but which has now passed away and will never return. English history is alive, is cultivated and propagated in the form of old traditions. This is done by enlightening work to spread knowledge about one's past and also by conserving that which has remained and restoring that which has disappeared. History and historical traditions is the base which supports the distinctive national character of England.

The English do not simply love history; they also get a lot of pleasure from it.

Apart from the traditional museums concerned with art, a number of other places throughout England are also 'museums': battlefields, vineyards, whole villages.

3. ATTITUDE TO KNOWLEDGE AND EDUCATION

One of the most important English principles can be summed up as follows "we did not come into this world in order to get pleasure." The system of boarding schools is still popular in England, with boys and girls going to separate schools. The discipline and order that reigns in them to this day are sort of mixture between a prison, a barracks and a monastery. During the 19th century, the birch-rod and other forms of physical punishment were not only commonplace in such boarding schools, but were even admired.

Nowhere else in the world do universities have so many conventionalities and historical traditions as they do in England.

4. THE MYSTERIOUS ENGLISH SOUL

The English character is very integrated and well defined, traceable back over many centuries. Much of the English character is put down to the fact that the country is an island and there is even the term 'island psychology'. Calm and sober-minded English people are a very emotional audience.

The English are known for the strictness of their upbringing, which creates serious young citizens, and the childlike nature of the grownups, who can play with toys for hours and take pleasure in little things, or the spirit of competition and lack of the cult of winning.

The serious English are also famous comics. To laugh at oneself and at others comes naturally to the English. Puns, paradoxical sayings, pointed jokes, these are all part of the fame of the English nation and its language.

Тема 12. Great Britain. A View of Europe and the World

1. FOREIGN POLICY DILEMMAS. BRITAIN IN EUROPE. 2. THE COMMONWEALTH. 3. THE END OF THE BRITISH EMPIRE?

1. FOREIGN POLICY DILEMMAS. BRITAIN IN EUROPE

All countries foster myths about themselves. One of Britain's myths is to do with its world position. For 200 years, until the 1950s, Britain's view of the world was dominated by its overseas territorial possessions and trade. Britain was reluctantly involved in continental Europe.

In the long term Britain is bound primarily to Europe, despite its sometimes unenthusiastic view of the European Union (EU), as the Community became in 1992. Britain did not share the same passion to create an economic and political network as the founder members of the Community.

2. THE COMMONWEALTH

The association does not have a written constitution, but it does have a series of agreements setting out its beliefs and objectives. The first fundamental statement of core beliefs is the Declaration of Commonwealth Principles which was issued at the 1971 summit in Singapore. Among other things it stresses the need to foster international peace and security, democracy, liberty of the individual and equal rights for all, it opposes all forms of racial discrimination. This voluntary association of nations began when Britain's older colonies (Australia, Canada, New Zealand and South Africa) became independent nations. There were only 11 members in 1960, which grew to 21 by 1965, and 53 nowadays. Some have resigned, for example, Ireland, others have been suspended, like Fiji and Nigeria, while others which withdrew to avoid expulsion have returned to the fold, like Pakistan and South Africa.

The Queen is titular head of the Commonwealth, even though half the member states are republics. The aim of commemorating Commonwealth Day is to promote understanding on global issues, international cooperation and the work of the Commonwealth to improve the lives of its citizens.

3. THE END OF THE BRITISH EMPIRE?

By 1929, the British Empire included a quarter of the world and around 600 million people. 40 years later most of these people belonged to independent nations and the British Empire no longer existed.

The building of the Empire

Britain gained its first possessions in 1497 when John Cabot claimed Newfoundland for King Henry VII.

An empire of trade

The empire began as a commercial enterprise. The government gave companies the right to trade in certain areas of the world

The growth of empire

Captain Cook discovered Australia and a penal colony (= a colony for prisoners) was established there in 1788. New Zealand came under British rule in 1840.

The jewel in the crown

British rule in India was known as the Raj.

Africa

Towards the end of the 19th century, Europeans fought to win control in Africa. The British took large areas of south and east Africa as well as some western states. Cecil Rhodes wanted British control to stretch "from Cairo to the Cape". However, the Boer War ended support for imperial expansion.

5. Перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине (модулю)

Самостоятельная работа обучающихся выполняется по заданию и при методическом руководстве преподавателя, но без его непосредственного участия. Самостоятельная работа подразделяется на самостоятельную работу на аудиторных занятиях и на внеаудиторную самостоятельную работу. Самостоятельная работа обучающихся включает как полностью самостоятельное освоение отдельных тем (разделов) дисциплины, так и проработку тем (разделов), осваиваемых во время аудиторной работы. Во время самостоятельной работы обучающиеся читают и конспектируют учебную, научную и справочную литературу, выполняют задания, направленные на закрепление знаний и отработку умений и навыков, готовятся к текущему и промежуточному контролю по дисциплине.

Организация самостоятельной работы обучающихся регламентируется нормативными документами, учебно-методической литературой и электронными образовательными ресурсами, включая:

Порядок организации и осуществления образовательной деятельности по образовательным программам высшего образования - программам бакалавриата, программам специалитета, программам магистратуры (утвержден приказом Министерства науки и высшего образования Российской Федерации от 6 апреля 2021 года №245)

Письмо Министерства образования Российской Федерации №14-55-99б/15 от 27 ноября 2002 г. "Об активизации самостоятельной работы студентов высших учебных заведений"

Устав федерального государственного автономного образовательного учреждения "Казанский (Приволжский) федеральный университет"

Правила внутреннего распорядка федерального государственного автономного образовательного учреждения высшего профессионального образования "Казанский (Приволжский) федеральный университет"

Локальные нормативные акты Казанского (Приволжского) федерального университета

лингвострановедение Великобритании - <https://edu.kpfu.ru/course/view.php?id=956>

6. Фонд оценочных средств по дисциплине (модулю)

Фонд оценочных средств по дисциплине (модулю) включает оценочные материалы, направленные на проверку освоения компетенций, в том числе знаний, умений и навыков. Фонд оценочных средств включает оценочные средства текущего контроля и оценочные средства промежуточной аттестации.

В фонде оценочных средств содержится следующая информация:

- соответствие компетенций планируемым результатам обучения по дисциплине (модулю);
- критерии оценивания сформированности компетенций;
- механизм формирования оценки по дисциплине (модулю);
- описание порядка применения и процедуры оценивания для каждого оценочного средства;
- критерии оценивания для каждого оценочного средства;
- содержание оценочных средств, включая требования, предъявляемые к действиям обучающихся, демонстрируемым результатам, задания различных типов.

Фонд оценочных средств по дисциплине находится в Приложении 1 к программе дисциплины (модулю).

7. Перечень литературы, необходимой для освоения дисциплины (модуля)

Освоение дисциплины (модуля) предполагает изучение основной и дополнительной учебной литературы. Литература может быть доступна обучающимся в одном из двух вариантов (либо в обоих из них):

- в электронном виде - через электронные библиотечные системы на основании заключенных КФУ договоров с правообладателями;
- в печатном виде - в Научной библиотеке им. Н.И. Лобачевского. Обучающиеся получают учебную литературу на абонементе по читательским билетам в соответствии с правилами пользования Научной библиотекой.

Электронные издания доступны дистанционно из любой точки при введении обучающимся своего логина и пароля от личного кабинета в системе "Электронный университет". При использовании печатных изданий библиотечный фонд должен быть укомплектован ими из расчета не менее 0,5 экземпляра (для обучающихся по ФГОС 3++ - не менее 0,25 экземпляра) каждого из изданий основной литературы и не менее 0,25 экземпляра дополнительной литературы на каждого обучающегося из числа лиц, одновременно осваивающих данную дисциплину.

Перечень основной и дополнительной учебной литературы, необходимой для освоения дисциплины (модуля), находится в Приложении 2 к рабочей программе дисциплины. Он подлежит обновлению при изменении условий договоров КФУ с правообладателями электронных изданий и при изменении комплектования фондов Научной библиотеки КФУ.

8. Перечень ресурсов информационно-телекоммуникационной сети "Интернет", необходимых для освоения дисциплины (модуля)

British History - <http://www.visitbritain.com/en/About-Britain/History/>

Early British History - <http://study-english.info/topic-british-history.php>

General Information about the UK - <http://en.wikipedia.org/>

History of the UK - <http://www.britannia.com/history/>

The UK as a multinational state - <http://4flaga.ru/hb/>

9. Методические указания для обучающихся по освоению дисциплины (модуля)

Вид работ	Методические рекомендации
лекции	В качестве подготовки к занятию студентам необходимо внимательно прочитать текст Лекции, проверяя значение незнакомых терминов в Глоссарии, представленном в каждой теме, в других печатных и электронных лексикографических ресурсах. Рекомендуются выписывать вызывающие трудности лексические единицы и задавать преподавателю уточняющие вопросы с целью уяснения семантических особенностей новой терминологии.
практические занятия	В виду трудоемкости подготовки к практическому занятию преподавателю следует предложить студентам алгоритм действий. На практическом занятии каждый его участник должен быть готовым к краткому выступлению по всем вопросам по содержанию текста, проявлять максимальную активность при их рассмотрении. Выступление должно строиться свободно, убедительно и аргументировано. Преподаватель следит, чтобы выступление не сводилось к репродуктивному уровню (простому воспроизведению текста лекции), не допускается и простое чтение фрагмента из лекции. Необходимо, чтобы выступающий проявлял собственное отношение к тому, о чем он говорит, высказывал свое личное мнение, понимание, обосновывал его и мог сделать правильные выводы из сказанного. При этом студент может обращаться к глоссарию, непосредственно к первоисточнику (тексту лекции), использовать свои знания литературоведческого характера, факты и наблюдения современной жизни и т. д. Вокруг такого выступления могут разгореться споры, дискуссии, к участию в которых должен стремиться каждый.
самостоятельная работа	Важной частью работы по данной дисциплины является самостоятельная работа студента. Для повышения качества самостоятельной работы необходимо работать в ЭОР. Эти методические рекомендации раскрывают рекомендуемый режим и характер различных видов учебной работы (в том числе самостоятельной работы над рекомендованной литературой) с учетом специфики выбранной студентом очной формы. Изучение дисциплины следует начинать с проработки настоящей рабочей программы, особое внимание, уделяя целям и задачам, структуре и содержанию курса. Студентам рекомендуется получить в Библиотечно-информационном центре института учебную литературу по дисциплине, необходимую для эффективной работы на всех видах аудиторных занятий, а также для самостоятельной работы по изучению дисциплины. Успешное освоение курса предполагает активное, творческое участие студента путем планомерной, повседневной работы. Однако для повышения качества обучения студентам необходимо делать записи и во время лекции. Записи имеют первостепенное значение для самостоятельной работы студентов. Они помогают понять построение изучаемого материала, выделить основные положения, проследить их логику и тем самым проникнуть в творческую лабораторию автора. Ведение записей способствует превращению чтения в активный процесс, мобилизует, наряду со зрительной, и моторную память. Следует помнить: у студента, систематически ведущего записи, создается свой индивидуальный фонд подсобных материалов для быстрого повторения прочитанного, для мобилизации накопленных знаний. Особенно важны и полезны записи тогда, когда в них находят отражение мысли, возникшие при самостоятельной работе. Помимо конспектов лекции и записей, сделанных в ходе чтения лекции преподавателем, в ходе подготовки к практическим занятиям изучить основную литературу, ознакомиться с дополнительной литературой. При этом учесть рекомендации преподавателя и требования учебной программы. Подготовить в тезисной форме основные пункты своего пересказа текста лекции для использования во время обсуждения в группе. Своевременное и качественное выполнение самостоятельной работы базируется на соблюдении настоящих рекомендаций и изучении рекомендованной литературы. Студент может дополнить список использованной литературы современными источниками, не представленными в списке рекомендованной литературы, и в дальнейшем использовать собственные подготовленные учебные материалы при написании творческих эссе и переводов текстов.

Вид работ	Методические рекомендации
зачет	для эффективной подготовки к зачету студент должен тщательно изучить все лекции и презентации в ЭОР, глоссарий (Glossary) по темам, обращая внимание не только на перевод слов и выражений, но и на их определение, а также примеры употребления, взятые из текста лекции и аутентичных толковых словарей. Выучить слова (выражения) с переводом на русский язык и определением на английском языке наизусть. Сделать упражнения на отработку активного словаря (вокабуляра) по теме (Do the Following Exercises), обращая внимание на лексико-грамматические аспекты заданий. В случае затруднения с какими-либо грамматическими явлениями, обратиться за разъяснениями к справочной литературе (References) или преподавателю.

10. Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине (модулю), включая перечень программного обеспечения и информационных справочных систем (при необходимости)

Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине (модулю), включая перечень программного обеспечения и информационных справочных систем, представлен в Приложении 3 к рабочей программе дисциплины (модуля).

11. Описание материально-технической базы, необходимой для осуществления образовательного процесса по дисциплине (модулю)

Материально-техническое обеспечение образовательного процесса по дисциплине (модулю) включает в себя следующие компоненты:

Помещения для самостоятельной работы обучающихся, укомплектованные специализированной мебелью (столы и стулья) и оснащенные компьютерной техникой с возможностью подключения к сети "Интернет" и обеспечением доступа в электронную информационно-образовательную среду КФУ.

Учебные аудитории для контактной работы с преподавателем, укомплектованные специализированной мебелью (столы и стулья).

Компьютер и принтер для распечатки раздаточных материалов.

Мультимедийная аудитория.

Компьютерный класс.

Лингафонный кабинет.

12. Средства адаптации преподавания дисциплины к потребностям обучающихся инвалидов и лиц с ограниченными возможностями здоровья

При необходимости в образовательном процессе применяются следующие методы и технологии, облегчающие восприятие информации обучающимися инвалидами и лицами с ограниченными возможностями здоровья:

- создание текстовой версии любого нетекстового контента для его возможного преобразования в альтернативные формы, удобные для различных пользователей;
- создание контента, который можно представить в различных видах без потери данных или структуры, предусмотреть возможность масштабирования текста и изображений без потери качества, предусмотреть доступность управления контентом с клавиатуры;
- создание возможностей для обучающихся воспринимать одну и ту же информацию из разных источников - например, так, чтобы лица с нарушениями слуха получали информацию визуально, с нарушениями зрения - аудиально;
- применение программных средств, обеспечивающих возможность освоения навыков и умений, формируемых дисциплиной, за счёт альтернативных способов, в том числе виртуальных лабораторий и симуляционных технологий;
- применение дистанционных образовательных технологий для передачи информации, организации различных форм интерактивной контактной работы обучающегося с преподавателем, в том числе вебинаров, которые могут быть использованы для проведения виртуальных лекций с возможностью взаимодействия всех участников дистанционного обучения, проведения семинаров, выступления с докладами и защиты выполненных работ, проведения тренингов, организации коллективной работы;
- применение дистанционных образовательных технологий для организации форм текущего и промежуточного контроля;
- увеличение продолжительности сдачи обучающимся инвалидом или лицом с ограниченными возможностями здоровья форм промежуточной аттестации по отношению к установленной продолжительности их сдачи;
- продолжительности сдачи зачёта или экзамена, проводимого в письменной форме, - не более чем на 90 минут;
- продолжительности подготовки обучающегося к ответу на зачёте или экзамене, проводимом в устной форме, - не более чем на 20 минут;

- продолжительности выступления обучающегося при защите курсовой работы - не более чем на 15 минут.

Программа составлена в соответствии с требованиями ФГОС ВО и учебным планом по направлению 45.03.02 "Лингвистика" и профилю подготовки "Перевод и переводоведение (персидский и английский языки)".

*Приложение 2
к рабочей программе дисциплины (модуля)
Б1.В.ДВ.17.01 Лингвострановедение Великобритании*

Перечень литературы, необходимой для освоения дисциплины (модуля)

Направление подготовки: 45.03.02 - Лингвистика

Профиль подготовки: Перевод и переводоведение (персидский и английский языки)

Квалификация выпускника: бакалавр

Форма обучения: очное

Язык обучения: русский

Год начала обучения по образовательной программе: 2025

Основная литература:

1. Козырева, М. П. Лингвострановедение Великобритании (на английском языке) : учебное пособие / М. П. Козырева, Е. В. Копшукова, Н. В. Панина. - Самара : Самарский университет, 2021. - 124 с. - ISBN 978-5-7883-1606-2. - Текст : электронный // Лань : электронно-библиотечная система. - URL: <https://e.lanbook.com/book/257150> (дата обращения: 23.01.2025). - Режим доступа: для авториз. пользователей.
2. Ларцева, Е. В. Лингвострановедение Великобритании : правила / Е. В. Ларцева, М. И. Михайлова. - 2-е изд., стер. - Москва : ФЛИНТА ; Екатеринбург : Изд-во Урал. ун-та, 2025. - 127 с. - ISBN 978-5-9765-5509-9 ; 978-5-7996-3891-7 (Изд-во Урал. ун-та). - Текст : электронный. - URL: <https://znanium.ru/catalog/product/2186577> (дата обращения: 23.01.2025). - Режим доступа: по подписке.
3. Лингвострановедение: история Великобритании : учебное пособие / составитель А. А. Акатова. - Кострома : КГУ, 2021. - 124 с. - ISBN 978-5-8285-1117-4. - Текст : электронный // Лань : электронно-библиотечная система. - URL: <https://e.lanbook.com/book/176331> (дата обращения: 23.01.2025). - Режим доступа: для авториз. пользователей.

Дополнительная литература:

- 1.1. Проскурин, С. Г. Лингвокультурология и лингвострановедение : учебное пособие / С. Г. Проскурин, А. В. Поскурина. - Новосибирск : Изд-во НГТУ, 2019. - 135 с. - ISBN 978-5-7782-4041-4. - Текст : электронный. - URL: <https://znanium.com/catalog/product/1866278> (дата обращения: 23.01.2025). - Режим доступа: по подписке.
2. 2. Поморцева Н.П. Лингвострановедение Великобритании <https://edu.kpfu.ru/course/view.php?id=956> (дата обращения: 23.01.2025). - Режим доступа: для авториз.пользователей.
- 3.3. Багана, Ж. Языковая вариативность английского языка Великобритании, США и Канады : монография / Ж. Багана, А.Н. Безрукая, Е.Н. Таранова. - Москва : ИНФРА-М, 2023. - 124 с. - (Научная мысль). - ISBN 978-5-16-009502-8. - Текст : электронный. - URL: <https://znanium.com/catalog/product/1914196> (дата обращения: 23.01.2025). - Режим доступа: по подписке.
- 4.4. Гарагуля, С. И. Лингвокультурологический словарь географических названий Великобритании и США / С.И. Гарагуля. - Москва : ИНФРА-М, 2023. - 257 с. - (Библиотека словарей 'ИНФРА-М'). - ISBN 978-5-16-014103-9. - Текст : электронный. - URL: <https://znanium.com/catalog/product/1898771> (дата обращения: 23.01.2025). - Режим доступа: по подписке.
- 5.5. Воевода, Е. В. Великобритания : История и культура Great Britain : Culture Across History : учебное пособие по лингвострановедению для высших учебных заведений (на английском языке) / Воевода Е. В. - Москва : Аспект Пресс, 2015. - 224 с. - ISBN 978-5-7567-0790-8. - Текст : электронный // ЭБС 'Консультант студента' : [сайт]. - URL : <https://www.studentlibrary.ru/book/ISBN9785756707908.html> (дата обращения: 23.01.2025). - Режим доступа : по подписке.

*Приложение 3
к рабочей программе дисциплины (модуля)
Б1.В.ДВ.17.01 Лингвострановедение Великобритании*

Перечень информационных технологий, используемых для освоения дисциплины (модуля), включая перечень программного обеспечения и информационных справочных систем

Направление подготовки: 45.03.02 - Лингвистика

Профиль подготовки: Перевод и переводоведение (персидский и английский языки)

Квалификация выпускника: бакалавр

Форма обучения: очное

Язык обучения: русский

Год начала обучения по образовательной программе: 2025

Освоение дисциплины (модуля) предполагает использование следующего программного обеспечения и информационно-справочных систем:

Операционная система Microsoft Windows 7 Профессиональная или Windows XP (Volume License)

Пакет офисного программного обеспечения Microsoft Office 365 или Microsoft Office Professional plus 2010

Браузер Mozilla Firefox

Браузер Google Chrome

Adobe Reader XI или Adobe Acrobat Reader DC

Kaspersky Endpoint Security для Windows

Учебно-методическая литература для данной дисциплины имеется в наличии в электронно-библиотечной системе "ZNANIUM.COM", доступ к которой предоставлен обучающимся. 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, учебно-методические комплексы, 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 образования (ФГОС ВО) нового поколения.

Учебно-методическая литература для данной дисциплины имеется в наличии в электронно-библиотечной системе Издательства "Лань", доступ к которой предоставлен обучающимся. ЭБС Издательства "Лань" включает в себя электронные версии книг издательства "Лань" и других ведущих издательств учебной литературы, а также электронные версии периодических изданий по естественным, техническим и гуманитарным наукам. ЭБС Издательства "Лань" обеспечивает доступ к научной, учебной литературе и научным периодическим изданиям по максимальному количеству профильных направлений с соблюдением всех авторских и смежных прав.

Учебно-методическая литература для данной дисциплины имеется в наличии в электронно-библиотечной системе "Консультант студента", доступ к которой предоставлен обучающимся. Многопрофильный образовательный ресурс "Консультант студента" является электронной библиотечной системой (ЭБС), предоставляющей доступ через сеть Интернет к учебной литературе и дополнительным материалам, приобретенным на основании прямых договоров с правообладателями. Полностью соответствует требованиям федеральных государственных образовательных стандартов высшего образования к комплектованию библиотек, в том числе электронных, в части формирования фондов основной и дополнительной литературы.