

федеральное государственное бюджетное образовательное
учреждение высшего образования «Екатеринбургский государственный театральный
институт»

Иностранный язык

рабочая программа дисциплины (модуля)

Закреплена за кафедрой **Кафедра продюсерства, теории и практики исполнительских искусств**

Учебный план Сценическая речь_2022_очное_рассредоточ.pr.lx
52.09.03 Сценическая речь

Квалификация **Преподаватель творческих дисциплин в высшей школе**

Форма обучения **очная**

Общая трудоемкость **8 ЗЕТ**

Часов по учебному плану	288	Виды контроля в семестрах: экзамены 1, 2
в том числе:		
аудиторные занятия	68	
самостоятельная работа	202	
контактная работа во время промежуточной аттестации (ИКР)	0	
часов на контроль	18	

Распределение часов дисциплины по семестрам

Семестр (<Курс>.<Семестр на курсе>)	1 (1.1)		2 (1.2)		Итого	
	уп	рп	уп	рп		
Неделя	18 3/6		17 3/6			
Вид занятий	уп	рп	уп	рп	уп	рп
Практические	34	34	34	34	68	68
Итого ауд.	34	34	34	34	68	68
Контактная работа	34	34	34	34	68	68
Сам. работа	137	137	65	65	202	202
Часы на контроль	9	9	9	9	18	18
Итого	180	180	108	108	288	288

Программу составил(и):

кни, Доцент, Горшкова Е.Е.

Рабочая программа дисциплины

Иностранный язык

разработана в соответствии с ФГОС ВО:

Федеральный государственный образовательный стандарт высшего образования по специальности 52.09.03 Сценическая речь (уровень подготовки кадров высшей квалификации). (приказ Минобрнауки России от 22.03.2016 г. № 285)

составлена на основании учебного плана:

52.09.03 Сценическая речь

утвержденного учёным советом вуза от 27.05.2022 протокол № 5.

1. ЦЕЛИ ОСВОЕНИЯ ДИСЦИПЛИНЫ (МОДУЛЯ)	
1.1	Основной целью дисциплины Иностранный язык (английский) является формирование способности к практическому владению иностранным языком, позволяющей использовать его в различных видах профессиональной деятельности в иноязычной среде

2. МЕСТО ДИСЦИПЛИНЫ (МОДУЛЯ) В СТРУКТУРЕ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ	
Цикл (раздел) ОП:	Б1.Б
2.1	Требования к предварительной подготовке обучающегося:
2.1.1	Для освоения дисциплины необходимо наличие компетенций, сформированных у обучающегося в результате освоения дисциплин программ подготовки специалистов, магистров.
2.1.2	Обучение дисциплине иностранный язык по ООП ассистентуры-стажировки предусматривает специальные требования к входным знаниям ассистента-стажера, которые определяются вступительными испытаниями, состоящим из трех частей: составление письменной аннотации для аутентичного научного текста в области театрального искусства на английском языке (до 10000 печ.знаков, со словарем); чтение и устный перевод текста в области театрального искусства с иностранного языка на русский (1500 печ. знаков, без словаря); беседа по своему профессиональному портфолио на английском языке: карьера, профессиональный опыт, достижения и амбиции.
2.1.3	Исходный уровень ассистента-стажера должен быть не ниже В2 (средний, продвинутый) при объеме языкового материала не менее 1000 частотных лексических единиц, а также знать и использовать основные грамматические явления в разговорной речи.
2.2	Дисциплины (модули) и практики, для которых освоение данной дисциплины (модуля) необходимо как предшествующее:
2.2.1	Лексико-фразеологический корпус дисциплины подобран с учетом профессиональной направленности и обозначенных дисциплин в ООП подготовки научных кадров и кадров высшей квалификации в ассистентуре-стажировке по специальности 52.09.03 «Сценическая речь». Являясь одной из базовых дисциплин ООП, предполагается формирование универсальной компетенции владения иностранным языком на уровне, обеспечивающим эффективное формирование (деятельность) других универсальных компетенций: УК - 1, УК-2, УК-3, УК-4. Формирование УК-5 «способность к свободному владению иностранным языком для целей профессионального общения» находится в неразрывном единстве с другими универсальными компетенциями, создающимися в процессе обучения на родном языке.
2.2.2	При овладении ассистентами-стажерами языковой компетенции (УК-5) на заданном уровне, знание иностранного языка позволит использовать освоенный языковой материал в профессиональном сообществе в рамках межкультурного пространства

3. ФОРМИРУЕМЫЕ КОМПЕТЕНЦИИ И ИНДИКАТОРЫ ИХ ДОСТИЖЕНИЯ	
УК-5: Способность к свободному владению иностранным языком для целей профессионального общения	
Знать	
<p>профессиональную терминологию в объеме курса;</p> <p>основные требования к написанию и оформлению различных текстов научного стиля (монография, научная статья, реферат, аннотация, конспект, тезисы, рецензии; метатекстовые комментарии (модели и примеры аннотаций, резюме, рецензий, комментариев, названий научных статей);</p> <p>особенности культуры, принципы делового взаимодействия, существующие в профессиональном сообществе страны изучаемого языка;</p> <p>основные речевые обороты (фразы, вводные слова) для составления сообщения (выступления, доклада, монолога) в научных и профессиональных мероприятиях, для участия в диалогах, беседах, для выражения личного мнения, рассуждения на профессиональную, научную тематику;</p> <p>речевые формулы, обороты и выражения для организации научного текста, для формулировки проблемы исследования, описания научного эксперимента, интерпретации, оформления заключения и выводов;</p> <p>речевые модели рассуждения (речевые формулы, модели и образцы) для составления связного и законченного научного рассуждения;</p> <p>язык деловой переписки и письменных научных и профессиональных текстов</p>	
Уметь	
<p>употреблять грамматические конструкции; применять речевые обороты научного стиля;</p> <p>применять терминологический словарь на иностранном языке профессиональной и научной направленности;</p> <p>уметь создавать и понимать научный текст на иностранном языке;</p> <p>составлять и представлять устное публичное выступление о своей научной, профессиональной деятельности и деловых интересах;</p> <p>представлять свои научные интересы с использованием терминологического словаря на иностранном языке;</p> <p>понимать, переводить, интерпретировать и анализировать материалы иноязычных источников;</p> <p>понимать диалогическую и монологическую речь в научной и профессиональной направленности;</p> <p>понимать на слух оригинальные тексты научной и профессиональной направленности, уметь обобщить полученную</p>	

<p>информацию;</p> <p>создавать логичные, связные и законченные письменные высказывания научного характера (письменное оформление презентаций, эссе, аннотации, статьи, рецензии, доклады, письма-обращения, реферата);</p> <p>создавать логичные, связные письменные высказывания информативного характера на профессиональную тему (описание профессии, письменное оформление презентаций, эссе, аннотации, статьи, рецензии, доклады);</p> <p>описывать различные факты, явления, события, личные впечатления и выражать авторское мнение или отношение к предмету речи, дать оценку и обосновать, представить аргументы;</p> <p>свободно читать, переводить и понимать (ключевые факты, подробную информацию) аутентичные тексты монологического, диалогического и полилогического характера научной направленности в жанрах информационного сообщения, лекционного сообщения, интервью, публичной речи, беседы, дискуссии, дебатов по представленной проблематике</p>
Владеть
<p>основами научно-деловой публичной речи и навыками презентации результатов деловой, научной и профессиональной деятельности;</p> <p>лексическим разговорным минимумом научной направленности в объеме программы для выражения личного мнения, оценки факта, явления, события, личного впечатления и выражения авторского мнения или отношения к предмету речи, оценки и обоснования, представления аргументов;</p> <p>навыками комментирования научных выступлений по заданной тематике, а также участия в обсуждении научного доклада (сообщения, выступления);</p> <p>научной и профессионально-направленным терминологическим словарем объеме программы;</p> <p>основными речевыми оборотами и выражениями для организации научного текста, для формулировки проблемы исследования, описания научного эксперимента, интерпретации, оформления заключения и выводов;</p> <p>основными речевыми оборотами научной направленности (фразами, вводными словами) для организации встреч научной направленности, составления диалогов, монологов, бесед, выражения личного мнения, рассуждения на иностранном языке;</p> <p>владеть иностранным языком как инструментом научного общения в профессиональном сообществе</p>

4. СТРУКТУРА И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)							
Код занятия	Наименование разделов и тем /вид занятия/	Семестр / Курс	Часов	Компетенции	Литература и эл. ресурсы	Инте ракт.	Примечание
	Раздел 1. Профессиональная сфера общения: Развитие умений коммуникации в профессиональной сфере						
1.1	Основные этапы работы над спектаклем на английском языке или при работе в международном творческом проекте /Пр/	1	4	УК-5			
1.2	Основные этапы работы над спектаклем на английском языке или при работе в международном творческом проекте /Ср/	1	14	УК-5			
1.3	Презентация своей профессиональной деятельности на иностранном языке /Пр/	1	4	УК-5			
1.4	Презентация своей профессиональной деятельности на иностранном языке /Ср/	1	16	УК-5			
1.5	Использование систем автоматического перевода и искусственного интеллекта для редактирования тестов в сфере профессионального общения /Пр/	1	4	УК-5			
1.6	Использование систем автоматического перевода и искусственного интеллекта для редактирования тестов в сфере профессионального общения /Ср/	1	16	УК-5			
	Раздел 2. Научная сфера общения: Особенности организации профессионально-академического текста						
2.1	Перевод-словарь-контекст, переводческие приемы. Лексико-грамматические трансформации при переводе /Пр/	1	6	УК-5			

2.2	Перевод-словарь-контекст, переводческие приемы. Лексико-грамматические трансформации при переводе /Ср/	1	20	УК-5			
2.3	Переводческие приемы для речевых клише, фразовых оборотов в организации профессионально- ориентированного текста /Пр/	1	4	УК-5			
2.4	Переводческие приемы для речевых клише, фразовых оборотов в организации профессионально- ориентированного текста /Ср/	1	21	УК-5			
2.5	Практика перевода и реферирования текста по профессиональной тематике /Пр/	1	6	УК-5			
2.6	Практика перевода и реферирования текста по профессиональной тематике /Ср/	1	25	УК-5			
2.7	Особенности жанра научной статьи (Academic Writing) /Пр/	1	6	УК-5			
2.8	Особенности жанра научной статьи (Academic Writing) /Ср/	1	25	УК-5			
	Раздел 3. Педагогическая сфера общения. Развитие умений коммуникации в сфере профессионального образования						
3.1	Культурное наследие и традиции Урала, России в сфере театрального искусства и образования. Выдающиеся личности в профессиональной сфере, их работы и деятельность /Пр/	2	4	УК-5			
3.2	Культурное наследие и традиции Урала, России в сфере театрального искусства и образования. Выдающиеся личности в профессиональной сфере, их работы и деятельность /Ср/	2	4	УК-5			
3.3	Культурное наследие и традиции стран изучаемого языка/ других стран мира в сфере театрального искусства и образования. Выдающиеся личности в профессиональной сфере, их работы и деятельность /Пр/	2	6	УК-5			
3.4	Культурное наследие и традиции стран изучаемого языка/ других стран мира в сфере театрального искусства и образования. Выдающиеся личности в профессиональной сфере, их работы и деятельность /Ср/	2	8	УК-5			
3.5	Основные термины и подходы к обучению сценической речи /Пр/	2	4	УК-5			
3.6	Основные термины и подходы к обучению сценической речи /Ср/	2	8	УК-5			
3.7	Профессиональные навыки преподавателя творческих специалиста дисциплин в высшей школе, профессиональные навыки специалиста в области театрального и сценического искусства; знания, умения, информационная культура, современные требования, условия, перспективы деятельности /Пр/	2	4	УК-5			

3.8	Профессиональные навыки преподавателя творческих дисциплин в высшей школе, профессиональные навыки специалиста в области театрального и сценического искусства; знания, умения, информационная культура, современные требования, условия, перспективы деятельности /Ср/	2	11	УК-5			
Раздел 4. Социально-культурная сфера общения: Развитие умений коммуникации в сфере науки, культуры и искусства							
4.1	Профессиональные мероприятия творческо-исполнительской и театрально-просветительской направленности (конференции, семинары, симпозиумы, творческие проекты) /Пр/	2	4	УК-5			
4.2	Профессиональные мероприятия творческо-исполнительской и театрально-просветительской направленности (конференции, семинары, симпозиумы, творческие проекты) /Ср/	2	10	УК-5			
4.3	Монологическая, диалогическая и полилогическая речь на мероприятиях /Пр/	2	6	УК-5			
4.4	Монологическая, диалогическая и полилогическая речь на мероприятиях /Ср/	2	12	УК-5			
4.5	Общение как искусство, человек в мире коммуникации, этика общения и профессионального дискурса на иностранном языке, технологии ведения переговоров и представления своей деятельности на иностранном языке /Пр/	2	6	УК-5			
4.6	Общение как искусство, человек в мире коммуникации, этика общения и профессионального дискурса на иностранном языке, технологии ведения переговоров и представления своей деятельности на иностранном языке /Ср/	2	12	УК-5			

5. ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

5.1. Контрольные вопросы и задания

Образцы грамматических заданий для текущего, промежуточного, итогового контроля знаний ассистентов-стажеров

Грамматика и лексика

Раскрой скобки, правильно употребив форму глагола

Theatre plays a crucial role in society. It (0) inspires (inspire) people from all walks of life and (1) develops (develop) their imagination. As a director, I constantly (2) ... (strive) to push the boundaries of traditional theatre. Last season, we (3) ... (stage) a classic play but with a modern twist, which was well-received by the audience. Our team (4) ... (work) tirelessly to bring the production to life. In the upcoming months, we (5) ... (explore) new techniques and styles to enhance our performances. I believe that through theatre, we (6) ... (can) provoke thought, evoke emotions. And this season (especially for last four months) we (7) (create) an unforgettable experience for our spectators. The power of theatre (8) ... (lie) in its ability to transport the audience to different worlds and (9) ... (challenge) their perspectives on life.

Keys:

1 2 3 4 5 6 7 8 9

strive strive staged worked are going to explore can have created lies challenge

Чтение

Прочитай начало статьи. Определи, какие предложение верные (Т), а какие не соответствуют содержанию текста (F), либо в тексте нет данной информации (D)

Henry James is one of America's greatest novelists, and the author of *The Turn of the Screw*, a well-known short ghost story, published in 1898. It is a story that many people have made into films and operas. One of the best operas is one written by Benjamin Britten in the mid twentieth century.

The book is about a governess who looks after two children in a house which has no near neighbours. The story is both haunting and frightening. The children, Flora and Miles, are charming to their teacher, but when she starts to see the figures of a man and woman in the gardens, she begins to believe that supernatural forces possess them, and will lead to their destruction. The reader and the listener sometimes wonder if the governess is mad, because both author and composer cleverly leave a lot of room for the reader's / listeners' own terrible thoughts and ideas.

Пример:

The story takes place in a haunted castle. F

10 Henry James and Benjamin Britten worked together on *The Turn of the Screw*.

11 Flora and Miles are brother and sister.

12 Miles and Flora die at the end of both the novel and the opera.

13 The author doesn't give all the details in the story, so the reader has to imagine some of them.

14 The best supernatural tales have something in common with music.

Письмо

Дайте развернутый ответ на вопрос 150-200 слов What is your idea of a perfect Stage Speech teacher or actor?

Либо:

Предоставь информацию о себе для социального сайта, используя следующие данные:

- name
- age
- birthplace and home town
- occupation
- your family
- your habits, likes and dislikes
- how you spend your leisure time
- your ambitions

Говорение

Your friend is going to your home town. Suggest a cultural place to visit. Describe the place or the event and explain why you think it will be interesting to your friend.

Before you start, write down some information about your friend.

In your conversation, include the following:

- Suggest a cultural place or event.
- Describe the place and its history
- Tell about your experience or memories of this place.
- Say why he or she will like it
- Answer your classmate's questions.

Межкультурная коммуникация

Прочитайте утверждения. Определи, какие предложение верные (Т), а какие не соответствуют действительности(F)

1. The ancient Greeks are credited with the invention of theatre.
2. Commedia dell'arte was a form of improvisational theatre developed in England.
3. William Shakespeare is known as the "Father of English Drama."
4. Kabuki theatre originated in China.
5. The Globe Theatre in London was where many of Shakespeare's plays were originally performed.
6. The term "Thespian" refers to a person involved in theatre.
7. Molière was a prominent playwright during the Renaissance period.
8. Anton Chekhov was a Russian playwright known for his tragic plays.
9. Henrik Ibsen is considered the father of modern drama.
10. The Proscenium stage is the oldest form of theatre layout.
11. Tennessee Williams is famous for his musical theatre compositions.
12. August Wilson is known for his series of ten plays called "The American Cycle."
13. The West End in London is known for its theatrical productions.
14. The term "Fourth Wall" refers to the imaginary barrier between the stage and the audience.
15. Greek tragedies often ended with a happy resolution.
16. "Hamilton" is a Broadway musical inspired by the life of Alexander Hamilton.
17. Stanislavski is best known for his work in physical theatre.

18. "Les Misérables" is based on a novel by Victor Hugo.
19. Ballet originated as a form of theatre in Russia.
20. The Tony Awards recognize excellence in Broadway theatre.
21. Shakespeare wrote all of his plays independently without collaborations.
22. Henrik Ibsen's play "A Doll's House" was controversial for its depiction of women's roles in society.
23. Greek theatre often included elaborate masks worn by actors
24. Medieval mystery plays were performed inside churches
25. "Phantom of the Opera" is the longest-running Broadway musical.
26. Shakespeare's plays were written exclusively in Latin.
27. The Royal Shakespeare Company is based in the United States.
28. The concept of the "tragic hero" was introduced by Aristotle in his work "Poetics."
29. The Protagonist is always the villain in a play.
30. Shakespeare's plays were only performed in prestigious theatres during his time.
31. The term "deus ex machina" refers to a plot device where a seemingly unsolvable problem is suddenly resolved by an unexpected intervention.
32. Kabuki theatre is a traditional form of Japanese theatre that includes song and dance.
33. Henrik Ibsen's play "Hedda Gabler" depicts the struggles of a 19th-century Norwegian family.
34. Broadway is located in Los Angeles, California.
35. "The Crucible" by Arthur Miller is a historical drama about the Salem witch trials.
36. Shakespearean comedies often end in marriages or reunions.
37. The term "dramaturgy" refers to the study of dramatic composition and the representation of the main elements of drama on the stage.
38. "Wicked" is a musical based on the novel by J.K. Rowling.
39. Brechtian theatre focuses on breaking the illusion of reality and engaging the audience in critical thinking.
40. Aristophanes was a Greek playwright known for his tragedies.

Keys:

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ТЕКСТ И ЗАДАНИЯ К ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОМУ ТЕКСТУ

Text 1. Art and culture in Russia.

Art and culture in Russia The Oxford Dictionary by Hornby gives us the following definition of the notion "art". "Art" is the creation or expression of what is beautiful, especially in visual form. Drawing, painting, sculpture, architecture, literature, music, ballet belong to the fine art".

Really when something is extremely beautiful or has great cultural value, we say: "It's art". Art has always been occupation for the few, but has been admired by many. Art reflects feelings and emotions, brings delight and admiration, and makes life pure as it awakens our best hidden qualities. Speaking about art, we connect this notion with culture. According to the dictionary culture of a community or a nation includes all the arts, beliefs and social institutions characteristic of a community or a nation. We can speak about either material, or spiritual culture. Art is both.

Russia is a country that can rightfully boast its artistic and cultural traditions; its art galleries attract huge crowds of tourists from all over the world. St. Petersburg is a precious stone in the crown of Russian cities. The Hermitage is famous all over the world for its valuable rare collections of canvases and other art objects covering a span of about seven hundreds years and comprising masterpieces of by Leonardo da Vinci, Titian, Raphael, Rembrandt, Rubens. The collections illustrate the art of Italy, Spain, Holland, Germany, France, Britain, Sweden. The West-European Department also includes a fine collection of European Sculpture. People come to admire the collections of tapestry, precious textiles, weapons, ivory, pottery, porcelain and furniture as well.

The Tretyakov Gallery in Moscow, the Russian Museum should be mentioned by all means. This picture gallery was founded by a Russian merchant and a connoisseur of art Pavel Tretyakov in the 19th century. He was especially fond of the works of Peredvizhniki – the artists who belonged to the Society of Travelling Art Exhibitions such as Kramskoy, Perov, Ghe and other great Russian painters. The Tretyakov Gallery reflects the whole history of Russian Art. It has a rich collection of early Russian painting including famous icon. The world famous "The Trinity" by Andrey Rublev is exhibited in the gallery.

Speaking about art one should not forget about music, especially classic music. Outstanding Russian composers make all the world admire their music. One can find a man, who does not know Pyotr Ilyich Tchaikovsky, Michail Glinka, Nicholaj Rimsky-Korsakov – the prominent composers of 19th century, and Sergei Rachmaninov, Sergei Prokofiev and Dmitriy Shostakovich.

It was Glinka who laid the foundation for modern Russian music, his music expressed the temperament of Russian people. His two best known operas "Ivan Susanin" and "Ruslan and Ludmila" were based on Russian folklore and historical legends.

The most famous ballets "Swan Lake", "The Sleeping Beauty", "The Nutcracker" and not less famous operas "The Queen of Spades", "Eugenij Onegin" are still excellently staged and performed not only in Russian but in many greatest theatres in the world.

Russia is world famous for its literature. The "golden age" of Russian literature began in the 19th century when such outstanding masters of letters such as Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky created their immortal masterpieces.

Alexander Pushkin, the father of Russian Literature was the author of more than 700 lyrical poems. He wrote also the volumes of

dramatic works, short stories, made adaptations of Russian fairy-tales.

Russia is famous for its architecture. The real jewel of architecture is the Moscow Kremlin with its cathedrals, towers and red brick walls. Just outside the Kremlin walls stands St. Basil's Cathedral, one of the world most astonishing buildings with 8 domes of different designs and colors.

St. Petersburg has a great number of real masterpieces of architecture of different styles and is definitely worth visiting and being admired.

Russia is also rich in young talents, forming new Russian culture. They appeared on the basis of the old one, but their essence is new. We can hear new voices in music and poetry, see new canvases of modern artists, watch great actors.

All of them will make their contribution into Russian Culture and Art.

Answer the following questions:

1. What is the definition of the "art"?
2. What belongs to the fine art?
3. What includes culture of a community or a nation?
4. What are the Russian cultural traditions?
5. What Russian city has a great number of real masterpieces of architecture?

5.2. Темы письменных работ

Примерный перечень тем эссе/устного сообщения/контрольного монологического высказывания/полилога

1. Театр как неотъемлемая часть культуры общества.
 2. Художественные нормы, ценности и идеалы в российском обществе.
 3. Философия театра.
 4. Отличительные особенности театральной деятельности в России (Англии и любой другой стране, по выбору).
 5. Театральные школы (учения) в России (Англии и любой другой стране).
 6. Преподаватель творческих дисциплин (преподаватель сценической речи).
 7. Мое видение карьеры в сфере театрального творчества.
 8. Как правильно предоставить информацию о своем виде деятельности, о творческом продукте (представлении, спектакле, сценическом произведении)?
 9. Ведущие мировые деятели профессиональной сферы.
 10. Информационно-коммуникационные технологии в области театрального и сценического искусства.
 11. Профессиональные качества режиссера (руководителя творческого коллектива).
 12. Реклама продукта театральной деятельности (промоушн, подача, позиционирование). Роль соцсетей.
 13. Анализ подачи мировых театральных площадок/театров (анализ веб-сайтов).
- * Ассистентом-стажером может быть предложена иная тема эссе/устного сообщения, согласованная с преподавателем

Перечень индивидуальных ситуативных заданий

1. Обсудите со своим речевым партнером достоинства и недостатки современных технологий (инфокоммуникаций) в сфере культуры
2. Обсудите со своим партнером научно-технический прогресс и его достижения в театральной деятельности. Плюсы и минусы всеобщей информатизации общества.
3. Составьте диалог между режиссером и будущим претендентом на главную роль.
4. Составьте диалог с автором (руководителем) творческого проекта (спектакля, сценического произведения, представления).
5. Опишите программу любого профессионального мероприятия (конференции, круглого стола, симпозиума форума, спектакля, фестиваля).
6. Обсудите достижения отечественного образования, науки и культуры в мировом культурном пространстве.
7. Обсудите способы организации обмена опытом творческой и исследовательской работы по сохранению и возрождению забытых видов театральных постановок.
8. Опишите современные способы ознакомления продвижения своих (проектов, спектаклей, сценических произведений, представлений) на потребительский рынок.
9. Обсудите «плюсы» и «минусы» глобализации/проблем глобального языка и культуры.
10. Подготовьте монолог (диалог, полилог, сообщение) о работе и взаимодействии профессиональных ассоциаций, сообществ, объединений, творческих коллективов

Примерная тематика рефератов-переводов

1. История театрального и сценического искусства в России.
2. История театрального и сценического искусства в стране изучаемого языка.
3. Знаменитые деятели в области театрального и сценического искусства в России (в стране изучаемого языка).
4. Мировые школы театра.
5. Учения К. С. Станиславского.
6. Основные продукты театральной деятельности (спектакли, творческие проекты, сценическое произведение).
7. Профессия артиста театра

5.3. Фонд оценочных средств

№ задания Текст задания

УК.5.1 Прочитайте текст, выберите правильный ответ.

Children ____ found in cabbage.

A. am

B. is

C. are

D. was

УК.5.2 Прочитайте текст, выберите правильный ответ.

These books _____ in the classroom yesterday.

A. were leaved

B. was left

C. were left

D. was leaved

УК.5.3 Прочитайте текст, выберите правильный ответ.

How many languages... in 2100?

A. are spoken

B. will be spoken

C. were spoken

D. are being spoken

УК.5.4 Прочитайте текст, выберите правильный ответ.

Baseball ... by two teams of nine players.

A. is being played

B. is played

C. will be played

D. has been played

УК.5.5 Прочитайте текст, выберите правильный ответ.

I am a bit lost. ___ you help me, please?

A. Might

B. Should

C. Could

D. Must

УК.5.6 Прочитайте текст, выберите правильный ответ.

You ___ put the milk in the fridge.

A. should

B. could

C. would

D. must

УК.5.7 Прочитайте текст, выберите правильный ответ.

You ___ use your phone in class. It's forbidden.

A. can't

B. couldn't

C. may not

D. won't

УК.5.8 Прочитайте текст, выберите правильный ответ.

They got married while they _____ at university.

A. studied

B. were studying

УК.5.9 Прочитайте текст, выберите правильный ответ.

When you phoned I _____ a shower.

A. had

B. was having

УК.5.10 Прочитайте текст, выберите правильный ответ.

Joe _____ in the game on Saturday because he _____ his arm.

A. didn't play, hurt

B. didn't play, had hurt

C. hadn't played, hurt

D. hadn't played, had hurt

УК.5.11 Прочитайте текст, раскройте скобки, правильно употребив форму глагола

As a director, I constantly ... (strive) to push the boundaries of traditional theatre.

УК.5.12 Прочитайте текст, раскройте скобки, правильно употребив форму глагола

Last season, we ... (stage) a classic play but with a modern twist, which was well-received by the audience.

УК.5.13 Прочитайте текст, раскройте скобки, правильно употребив форму глагола

Our team ... (work) tirelessly to bring the production to life.

УК.5.14 Прочитайте текст, раскройте скобки, правильно употребив форму глагола

In the upcoming months, we ... (explore) new techniques and styles to enhance our performances.

УК.5.15 Прочитайте текст, раскройте скобки, правильно употребив форму глагола

I believe that through theatre, we ... (can) provoke thought, evoke emotions.

УК.5.16 Прочитайте текст, раскройте скобки, правильно употребив форму глагола

And this season (especially for last four months) we ... (create) an unforgettable experience for our spectators.

УК.5.17 Прочитайте текст, раскройте скобки, правильно употребив форму глагола

The power of theatre (18) ... (lie) in its ability to transport the audience to different worlds and challenge their perspectives on life

УК.5.18 Прочитайте текст, раскройте скобки, правильно употребив форму глагола

The power of theatre lies in its ability to transport the audience to different worlds and (19) ... (challenge) their perspectives on life

УК.5.19 Прочитайте текст, выберите правильный ответ

Which section of speech is fundamental to the proper production of the speaking voice?

- a) diction
- b) breathing
- c) articulation

УК.5.20 Прочитайте текст, выберите правильные ответы

What phonetic means are used to create a stage image?

- a) alliteration
- b) aphony
- c) assonance
- d) sound imitation

УК.5.21 Прочитайте текст, выберите правильный ответ

Diction is....

- a) clear and audible pronunciation of vowel and consonant sounds
- b) correct breathing
- c) a set of norms and rules of literary pronunciation

УК.5.22 Прочитайте текст, выберите правильный ответ

What vocal capabilities are developed in working on speech voice production?

- a) range
- b) diction
- c) articulation

УК.5.23 Прочитайте текст, выберите несколько правильных ответов

What objects are used in exercises to correct diction defects?

- a) cork
- b) pencil
- c) hoop
- d) ball

УК.5.24 Прочитайте текст и запишите развернутый ответ

List the main characteristics of the speech voice.

УК.5.25 Прочитайте утверждения. Определите какие предложение верные (Т), а какие не соответствуют действительности (F)

The ancient Greeks are credited with the invention of theatre

УК.5.26 Прочитайте утверждения. Определите какие предложение верные (Т), а какие не соответствуют действительности (F)

Commedia dell'arte was a form of improvisational theatre developed in England

УК.5.27 Прочитайте утверждения. Определите какие предложение верные (Т), а какие не соответствуют действительности (F)

William Shakespeare is known as the "Father of English Drama"

УК.5.28 Прочитайте утверждения. Определите какие предложение верные (Т), а какие не соответствуют действительности (F)

Kabuki theatre originated in China

УК.5.29 Прочитайте утверждения. Определите какие предложение верные (Т), а какие не соответствуют действительности (F)

The Globe Theatre in London was where many of Shakespeare's plays were originally performed

УК.5.30 Прочитайте утверждения. Определите какие предложение верные (Т), а какие не соответствуют действительности (F)

The term "Thespian" refers to a person involved in theatre

УК.5.31 Прочитайте утверждения. Определите какие предложение верные (Т), а какие не соответствуют действительности (F)

Molière was a prominent playwright during the Renaissance period

УК.5.32 Прочитайте утверждения. Определите какие предложение верные (Т), а какие не соответствуют действительности (F)

Anton Chekhov was a Russian playwright known for his tragic plays

УК.5.33 Прочитайте утверждения. Определите какие предложение верные (Т), а какие не соответствуют действительности (F)

Henrik Ibsen is considered the father of modern drama

УК.5.34 Прочитайте утверждения. Определите какие предложение верные (Т), а какие не соответствуют действительности (F)

The Proscenium stage is the oldest form of theatre layout

УК.5.35 Прочитайте утверждения. Определите какие предложение верные (Т), а какие не соответствуют действительности (F)

Tennessee Williams is famous for his musical theatre compositions

УК.5.36 Прочитайте утверждения. Определите какие предложение верные (Т), а какие не соответствуют действительности (F)

August Wilson is known for his series of ten plays called "The American Cycle."

УК.5.37 Прочитайте утверждения. Определите какие предложение верные (Т), а какие не соответствуют действительности (F)

The West End in London is known for its theatrical productions

УК.5.38 Прочитайте утверждения. Определите какие предложение верные (Т), а какие не соответствуют действительности (F)

The term "Fourth Wall" refers to the imaginary barrier between the stage and the audience

УК.5.39 Прочитайте утверждения. Определите какие предложение верные (Т), а какие не соответствуют действительности (F)

Stanislavski is best known for his work in physical theatre

УК.5.40 Прочитайте и переведите данный текст

Constantin Stanislavski (sometimes spelled "Konstantin Stanislavsky") was a Russian actor and director from the beginning of the 20th century. His "system" was born out of a quest for realism in acting. His acting method both inspired and preceded the major acting techniques developed in America in the twentieth century. He is often referred to as the "father of Method acting".

1) What is the Stanislavski system?

Stanislavski developed a lot of acting techniques that are commonly used by modern actors today. Here are a few highlights of the Stanislavsky system you'll want to be familiar with as an actor:

The Magic If

What if what is happening to your character was happening to you? How would you feel? What would you do? From that simple question, an actor's imagination is stimulated into believing the imaginary circumstances his character is in.

You can also use the magic if to make up details about the props you use on stage.

The Use of Objectives and Active Verbs

Stanislavsky actors try to find the super-objective of the play (i.e. the theme or driving force of the play). Then, they break down the script into objectives (what the character wants to accomplish), obstacles (what's in his or her way) and actions (what are the different things the character can do to try to reach his objective). The Through-Line links all the units together into the super-objective. Using these acting methods helps you concentrate on the action rather than the emotion by making each objective an active verb.

For example, your objective could be...

To Defend

To Destroy

To Understand

To Seize

To Convince

To Seduce

To Discover etc.

The Need to Release Tension and Concentrate

Stanislavski believed that an actor cannot concentrate on the part if his body is tense. To demonstrate his point, he would have

actors try to deliver lines or recall actions while lifting a heavy object. An actor should work on relaxation regularly so that he can limit muscular tension to what is needed to perform an action on stage.

In order to be relaxed and focused on stage, performers need to increase their capacity to concentrate. One way they learn to do that is by concentrating on a very small area at first and then widening the circle of concentration until it includes the entire stage. By practicing this exercise, one can deal with stage fright and avoid being distracted by the audience.

Emotional Memory

Stanislavsky students learned to access their own memories to call upon emotions needed to play certain scenes and acting roles, but unlike Method Actors, Stanislavsky actors also work “from the outside in”, accessing emotions through physical actions.

Character-building techniques

Stanislavsky students learned how to find their characters’ inner motives, but also how to explore the role from the outside through movement, voice, tempo, costume and make-up. For example, a student of Constantin Stanislavski would explore his character’s rhythm through repetition (by rehearsing his lines over and over until he discovered the right tempo).

2) What can you expect?

Work on relaxation and concentration Most Stanislavski classes will start with a brief relaxation session, followed by some concentration exercises. A beginning actor may do general concentration exercises while a more advanced actor may be asked to do sensory exercises or emotional memory exercises that help him re-create the given circumstances of the play he’s working on (for example, if his character has just been outside in the snow before the scene starts, the actor may do a sensory exercise to re-create the feeling of the snow).

A lot of homework When you study the Stanislavsky technique well, you’ll spend a lot of time using the magic if to create full bios for your characters and to make up scenes that took place outside of the play. You’ll also spend a lot of time writing subtext for your scenes (i.e. breaking the scenes down into units and turning each unit into an action verb).

Some improvisation For example, you may be asked to improvise a scene that is not in the play but took place between your character and another.

Physical and vocal training Stanislavsky believed that acting starts with the actor’s body. Through a series of exercises and an introduction to the art of costumes and make-up, you will find your character’s physicality. A good Stanislavsky teacher will also teach you rhythm and tempo and recommend you take a speech class, a singing class and a dance class to support your acting training.

3) Sample Stanislavski Acting Exercises

Imagination Exercise: Pick someone you don’t know and observe them. What do they look like? How do they walk? What are their mannerisms? Start to write their bio, using your imagination to create a backstory for this “character”, along with information on what they want, where they come from and where they’re going. All this should come from your imagination but be inspired by what you noticed about the person, just like you would be inspired by what you read in a play.

Sensory Exercise: Let’s take the example of the snowy weather we mentioned earlier. The video below will guide you through a short sensory exercise to re-create through your 5 senses the feeling of what it’s like to be outside in the snow. You can watch the video once and then close your eyes and go through the exercise.

This is just a short condensed example to get you started. As a beginner, you would spend half an hour to an hour on a sensory exercise like this one.

4) Is the Stanislavski “system” for you?

Studying the teachings and methods of Constantin Stanislavsky is invaluable to a beginning actor because it will give you a lot of the basics you need:

How to deal with stagefright and not be paralyzed onstage.

How to avoid bad acting habits like faking emotion or overacting by learning how to be realistic onstage and on screen.

How to create a character.

How to understand and study other techniques (most modern acting methods are grounded in the Stanislavsky system).

The acting method of Konstantin Stanislavsky will help any actor get started, whether you want to do stage work or movie acting.

If you need help picking an acting school, you may find my new e-book, *Become an Actor*, helpful. I encourage you to click here to see how this step by step guide can help you.

5) Famous Stanislavski actors

Stella Adler, Gregory Peck, Marlon Brando.

The must-have Stanislavski books

Stanislavsky’s entire system is comprised in 3 books that complete each other and will be indispensable to you as you grow as an actor: *An Actor Prepares*: This is the first book to read that covers all the basics like the importance of relaxation and concentration and how to use the magic if.

Building A Character: As its name suggest, this book has all the details on how to create a character, from physical and vocal work to understanding costumes and make-up.

Creating A Role: Stanislavsky gives specific examples on how an actor is to approach a role and inhabit it, from the initial research to the physical embodiment of the character.

Each book is written as the diary of an imaginary student of Constantin Stanislavski’s that goes from beginning to accomplished actor. Hopefully, these 3 books will get you started on that journey!

УК.5.41 Прочитайте и перескажите его

Constantin Stanislavski (sometimes spelled “Konstantin Stanislavsky”) was a Russian actor and director from the beginning of the 20th century. His “system” was born out of a quest for realism in acting. His acting method both inspired and preceded the major acting techniques developed in America in the twentieth century. He is often referred to as the “father of Method acting”.

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The Use of Objectives and Active Verbs

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For example, your objective could be...

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In order to be relaxed and focused on stage, performers need to increase their capacity to concentrate. One way they learn to do that is by concentrating on a very small area at first and then widening the circle of concentration until it includes the entire stage. By practicing this exercise, one can deal with stage fright and avoid being distracted by the audience.

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1. How did Constantin Stanislavski's introduction of the "Magic If" concept revolutionize actors' approaches to character interpretation?
2. In what ways did Stanislavski's emphasis on setting objectives and using active verbs in acting techniques diverge from traditional emotional-centric methods of performance?
3. How did Stanislavski's advocacy for tension release and enhanced concentration contribute to actors' abilities to deliver focused and authentic performances?
4. What role does the utilization of emotional memory play in Stanislavski's system of acting, and how does it differentiate from conventional acting approaches?
5. How do Stanislavski's teachings on both internal character development and external elements like movement and voice modulation work together to help actors fully embody their roles on stage or screen?

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УК.5.44 Прочитайте текст и напишите заголовок, аннотацию и ключевые слова к нему, как если бы это была подготовка к изданию научной статьи по этой теме Constantin Stanislavski (sometimes spelled “Konstantin Stanislavsky”) was a Russian actor and director from the beginning of the 20th century. His “system” was born out of a quest for realism in acting. His acting method both inspired and preceded the major acting techniques developed in America in the twentieth century. He is often

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5.4. Перечень видов оценочных средств

Текущий контроль успеваемости ассистентов проводится в форме грамматических и лексических тестов, сообщений/эссе (устного, письменного), контрольных переводов, организации монологов/полилогов/диалогов, индивидуальных ситуативных заданий, пересказов.

Экзамен - является формой проверки качества усвоения ассистентом-стажером теоретических знаний учебной дисциплины и умений практического их применения и включает в себя: 1. Чтение и перевод оригинального текста со словарем по специальности. Форма проверки – чтение части текста вслух, выборочная проверка подготовленного перевода Объем 2500-3000 печатных знаков. 2. Краткое изложение содержания текста на иностранном языке. 3. Монологическое высказывание по заданным темам. Монологическое высказывание должно включать 25-30 развернутых предложений, достаточно полно раскрывающих содержание темы.

6. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)

6.1. Рекомендуемая литература

Основная литература

Бурова З.И. Учебник английского языка: для гуманитарных специальностей ВУЗов / все права защищены. – 6-е издание. – Москва: «Айрис-пресс», 2009. – 576 с. – («Высшее образование»). (7 шт.)

Бурова З.И. Учебник Английского языка для гуманитарных специальностей вузов / З.И. Бурова. – 7е издание – М.: Айрис-пресс, 2009. – 576с. – (высшее образование) (8 шт.)

Выборова Галина. Easy English: базовый курс.: учебник для учащихся средней школы и студентов неязыковых вузов / Галина Выборова, Каринэ Махмурян. – Москва: «АСТ-ПРЕСС КНИГА», 2003. – 384 с. – («Easy English»). (17 шт.)

Голицинский Ю.Б. грамматика: сборник упражнений. – 5-е изд. – СПб.: КАРО, 2007. – 544 с. – (Английский язык для школьников). (9шт.)

Дополнительная литература

Бонк Н.А. Учебник английского языка: в двух частях. Часть 1. – Москва: «Эксмо», 2004. – 640 с. (7 шт.)

Бонк Н.А. Учебник английского языка: в двух частях. Часть 2. – Ташкент: ККЖИ «Правда Востока», 2004 – 512 с. (8 шт.)

Практический курс английского языка. 2 курс: учеб. для студентов вузов / под ред. В.Д. Аракина. – 7-е изд., доп. и испр. – М.: Гуманитар. Изд. Центр ВЛАДОС, 2005. – 516 с. – (Учебник для вузов). (4 шт.)

Беляева М.А. Грамматика английского языка. Изд. 6-е. Учеб. пособие для неяз. вузов. М., «Высш. школа». 1977. (4шт.)

Шах-Назарова В.С. Практический курс английского языка. Американский вариант: Учебное пособие. – репринт 2-го изд. Испр. – М.: Высш. Шк. 1985. – 464 с.: ил. (1 шт.)

Ресурсы информационно-телекоммуникационной сети «Интернет»:

Around English in 80 days : Он-лайн сообщество студентов ЕГТИ, изучающих иностранный язык (организация учебного процесса, дополнительные материалы, интерактивное взаимодействие, домашние задания, поддержка и ответы на вопросы) [сайт]. – URL: <https://vk.com/club76837762> – Текст : электронный.

ESL Gold. : [сайт]. – URL: <https://eslgold.com> – Текст : электронный.

UsingEnglish.com. : [сайт]. – URL: <https://www.usingenglish.com.-> Текст : электронный.

Реальный английский. : [сайт]. – URL: <https://www.real-english.com> – Текст : электронный.

Тесты по лексике и грамматике английского языка: [сайт]. – URL: <https://agendaweb.org/> – Текст : электронный.

6.2. Электронные учебные издания и электронные образовательные ресурсы

Э1	Around English in 80 days : Он-лайн сообщество студентов ЕГТИ, изучающих иностранный язык (организация учебного процесса, дополнительные материалы, интерактивное взаимодействие, домашние задания, поддержка и ответы на вопросы) [сайт]. – URL: https://vk.com/club76837762
Э2	BBC Изучение английского языка. : [сайт]. – URL: http://www.bbc.co.uk/learningenglish/
Э3	ESL Gold. : [сайт]. – URL: https://eslgold.com
Э4	UsingEnglish.com. : [сайт]. – URL: https://www.usingenglish.com.-
Э5	WWC Find What Works! : [сайт]. – URL: https://ies.ed.gov/ncee/wwc/
Э6	Реальный английский. : [сайт]. – URL: https://www.real-english.com
Э7	Тесты по лексике и грамматике английского языка: [сайт]. – URL: https://agendaweb.org/

6.3.1 Лицензионное и свободно распространяемое программное обеспечение, в том числе отечественного производства

6.3.1.1	Для реализации образовательного процесса необходимо следующее программное обеспечение: операционная система MS Windows (10, 8, 7, XP); свободно распространяемое программное обеспечение: офисный пакет – Libre Office, браузеры - Internet Explorer, Mozilla Firefox, служебная программа – AdobeReader
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6.3.2 Перечень профессиональных баз данных и информационных справочных систем**7. МТО (оборудование и технические средства обучения)**

7.1	Аудитория, снабженная демонстрационным оборудованием (доска, мультимедиа проектор или ТВ, доступ в сеть Интернет).
7.2	Аудитория для самостоятельной работы:
7.3	столы; стулья; компьютеры с «Интернет» и доступом в образовательную среду;
7.4	Библиотека с читальным залом:
7.5	столы; стулья; компьютеры с доступом к Интернету и доступом в образовательную среду для читателей

8. МЕТОДИЧЕСКИЕ УКАЗАНИЯ ДЛЯ ОБУЧАЮЩИХСЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ (МОДУЛЯ)