

**Отчет обучающегося по
учебной языковой практике по профилю
Кольцовой Аделины Рустамовны**

Место прохождения практики Кафедра романо-германских языков и методик их преподавания ФГБОУ ВО «НГПУ»

Сроки практики с 10.05.2023 по 06.06.2023

Направление подготовки 44.03.01 Педагогическое образование

Направленность (профиль) Иностранный язык

Курс 2, группа 2171

1. Характеристика базы практики.

Я, Кольцова Аделина Рустамовна, студентка ФГБОУ ВО «НГПУ» по направлению подготовки 44.03.01 Педагогическое образование, по профилю «Иностранный язык» проходила учебную языковую практику в период с 10 мая 2023 года по 6 июня 2023 года.

Руководителем практики от университета является кандидат педагогических наук, доцент кафедры РГЯиМП Радионова Светлана Александровна.

Цель учебной языковой практики заключается в формировании первичных профессиональных умений в предметной области «Иностранный язык» на основе специальных научных знаний.

Задачами учебной языковой практики по профилю являются:

- систематизация полученных знаний по иностранному языку;
- закрепление теоретических знаний по основным грамматическим категориям;
- закрепление практических навыков, полученных при изучении дисциплины «Практическая грамматика иностранного языка»;
- осуществление предметно-профессиональной деятельности в соответствии с ФГОС.

Практика направлена на формирование следующих компетенций:

УК-4: Способна осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном языке

Индикаторы достижения компетенций:

УК-4.7: Осуществляет выбор коммуникативных стратегий и тактик при ведении деловых переговоров

УК-4.2: Демонстрирует умение осуществлять деловую переписку на иностранном языке с учетом социокультурных особенностей

Знать:

- особенности осуществления деловой переписки на иностранном языке с учетом социокультурных особенностей.

Уметь:

- осуществлять деловую переписку на иностранном языке с учетом социокультурных особенностей.

Владеть:

- навыками ведения деловой переписки на иностранном языке с учетом социокультурных особенностей.

ОПК-8: Способна осуществлять педагогическую деятельность на основе специальных научных знаний

Индикаторы достижения компетенций:

ОПК-8.1: Демонстрирует специальные научные знания в т.ч. в предметной области

Знать: специфику осуществления педагогической деятельности на основе специальных научных знаний;

Уметь: осуществлять педагогическую деятельность на основе специальных научных знаний;

Владеть: навыками осуществления педагогической деятельности на основе специальных научных знаний; специальными научными знаниями, в т.ч. в предметной области.

2. Описание выполненной работы по отдельным разделам с указанием объема работы.

2.1.1. Индивидуальное чтение 100 страниц аутентичного текста.

В ходе практики было прочитано 100 страниц аутентичного текста на английском языке из романа Джейн Остин «Гордость и предубеждение» (Jane Austen «Pride and Prejudice»). С текстом можно ознакомиться по ссылке: <https://drive.google.com/file/d/110G7Xgw64QkGXIpIzpvwBzgXZLdA7Tk4/view?usp=sharing>.

Выбор текста из данной книги, был обусловлен интересом к прочтению данного произведения в оригинале и выявления отличий с русской версией перевода. В ходе чтения я ознакомилась с новой лексикой, увидела разницу оформления текста между книгами на русском и английском языках, пополнила свой словарный запас.

2.1.2 Написание характеристики 2 персонажей с использованием предложенной схемы и клише.

Были написаны характеристики двух персонажей Мистера Уикхема и Лидии Беннет.

1. Mr. Wickham.

Mr. Wickham, a minor character in Jane Austen's novel "Pride and Prejudice" is a complex evil character with his own secrets. Mr. Wickham has an attractive appearance and a particular manner of speech that he has skillfully used to his advantage, presenting a lie as truth.

At the first encounter with the main characters of the work, his appearance is described in this way: «His appearance was greatly in his favour; he had all the best part of beauty, a fine countenance, a good figure, and very pleasing address.»

On his first meeting, he encouraged Kitty, Lydia, and Elizabeth to continue their relationship. At the next meeting, Lizzie distinguished him among other officers: «The gentlemen did approach, and when Mr. Wickham walked into the room, Elizabeth felt that she had been neither seeing him before, thinking of since, with the smallest degree of unreasonable admiration. The officers of the ***shire were in general a very creditable, gentlemanlike set, and the best of them were of the present party; but Mr. Wickham was as far beyond them all in person, countenance, air, and walk, as they were superior to the broad-faced, stuffy uncle Phillips, breathing port wine, who followed them into the room. Mr. Wickham was the happy man whom almost every female eye was turned.

But despite his attractive appearance, he turned out to be an antagonist who had always been against Mr. Darcy. He has long deceived everyone, assuring that Mr. Darcy (the protagonist of the novel) is the culprit of his poor and unhappy life, jealous of his father from childhood and not allowing him to receive his rightful inheritance.

«We are not on friendly terms, and it always gives me pain to meet him, but I have no reason for avoiding him but what I might proclaim before all the world, a sense of very great ill-usage, and most painful regrets at his being being he is.

«His behaviour to myself has been scandalous.»

«-What can have induced him to behave so cruelly?»

«-A thorough, determined dislike of me-a dislike which I cannot attribute in some measure to jealousy.» - these words he said to Elizabeth.

In addition to being a skilled liar, he was also a gambler, had a lot of debts.

Elizabeth Bennett is one of the first to know his nature and will be shocked that she was full of prejudices about Mr. Darcy. The truth about Mr. Wickham's mercantile and cunning comes out after the youngest daughter of the Bennet family, Lydia, escapes with him. The family need to pay money to Mr. Wickham and marry a couple in order to avoid public censure.

The author's attitude to Mr. Wickham is clearly expressed, and the whole truth is revealed by the reader as he reads along with the protagonists. My attitude towards the character is completely negative and I believe that in this novel he has received a very happy ending, not worthy of him.

2. Mrs. Lydia Bennet.

Mrs. Lydia Bennet is the minor character in novel. She is fifteen years old. She is the youngest sister in the Bennet's family. Writer describes her in this way: «Lydia was a stout,

well-grown girl of fifteen, with a fine complexion and good-humoured countenance; a favourite with her mother, whose affection had brought her into public at an early age. She had high animal spirits, and a sort of natural self-consequence, which the attention of the officers, to whom her uncle's good dinners, and her own easy manners recommended her, had increased into assurance. »

Miss Lydia has poor manners and has often been the cause of her older sisters' shame. Lydia has both bad and good qualities.

She's frivolous, irresponsible, but uptight and social. Her main goal throughout the novel was to get married quickly, which happened at the end. This is what Lydia says on a trip with her sisters: «Lord! how I should like to be married before any of you; and then I would chaperon you about to all the balls.»

Lydia is selfish, she has absolutely no thoughts about her behavior or how this behavior is related to her family. At every opportunity, she seeks ways to communicate with men. She goes to balls, evenings and receptions with officers. Her permissive attitude to family honour leads to the point that her family could be disgraced. Lydia escapes with no one but mercantile and cunning Mr. Wickham. It's only thanks to Mr. Darcy that the family keeps their dignity because they marry a couple and pay Mr. Wickham money. But even after the escape and all the family's experiences and hardships, Lydia feels no guilt at all, she's fine. After the wedding, she becomes even more selfish because of her married status and starts bragging about her lovely husband.

The writer treats Lydia as a foolish young woman with no special interests or goals. The author has managed to show how much he treats life like Lydia's. I disdain this character. I didn't like her personality traits or her keen interest in men at a very young age.

2.1.3. Составление списка из 10 – 15 фразеологических оборотов (идиом) с переводом на русский язык и указанием страницы из источника.

Используя текст выше названного произведения, мною был составлен список фразеологических оборотов и идиом с переводом на русский язык и указанием страницы из источника.

№	Praseological Units (Idioms)	Translation	Source
1.	Keep your breath to cool your porridge'	(Сохраняй свое дыхание, чтобы кашку (или) кашу студить (или) охлаждать.) Держи язык за зубами. Чем сказать лучше смолчать. Не лезьте в чужие дела.	p.15 line 29
2.	The olive-branch	(Оливковая ветка) Ветка примирения.	p.39 line 40
3.	To be cast down	Быть подавленным, грустить, упасть духом.	p.134 line 39
4.	Shift for oneself	Обходиться без посторонней помощи.	p.202 line 34
5.	Be lost upon somebody	Не заметить, не обратить внимания.	p. 22 line 27
6.	To throw in a good word (for someone)	Замолвить словечко, рассказать хорошее о человеке	p. 4 line 3
7.	To heal the breach	Положить конец размолвке	p. 39 line 26
8.	Throw oneself at (someone's) feet	Просить благословения	p. 74 line 12
9.	To be on (your) guard	Быть начеку, быть более осмотрительней	p. 86 line 14
10.	Catch (someone's) fancy	Прийтись по вкусу	p. 102 line 16
11.	Think ill of somebody	Плохо думать о ком-то	p. 113 line 10
12.	Not to care a straw	Не беспокоиться о ком-то или о чём-то	p. 128 line 25
13.	(Be) Out of one's senses	Быть без ума от кого-то	p. 163 line 14
14.	Make haste	Поторопиться, спешить	p. 199 line 1
15.	Pass one's lips	Сорваться с губ, произнести	p. 201 line 16

Благодаря данному заданию, я познакомилась с множеством фразеологических оборотов и идиом, что расширило мой словарный запас.

2.2. Написание письменного сообщения на английском языке об образовательной системе Великобритании.

Было подготовлено письменное сообщение на английском языке о системе образования в Великобритании.

British system of education.

The system of public education in England is organized in three stages of Primary, Secondary and Further Education. The first 2 are compulsory for all children. Further education

is voluntary. So children study at school from 5 to 16–18 years old. Then they can go to work, to further education or to university. Over 9.9 million children attend 33,685 state and private schools in Britain. About 93% receive free education financed from public funds, the rest attend fee-paying independent schools. Boys and girls are taught together in most schools. Many children receive pre-school education from the age of three, attending kindergarten. But this is not necessary.

First schooling - primary education, for children from 5 to 11 years of age. There are both public and private primary schools in England. State, in turn, can be non-religious and religious.

Non-religious are elementary schools that are familiar to our understanding, where children are enrolled on a territorial basis. State religious schools-despite the fact that a large role is assigned to religious education, many of these institutions also provide higher-quality academic buildings, in comparison with state non-religious ones.

Compulsory secondary education begins when children are 11 or 12 and lasts for 5 years. Secondary school is traditionally divided into 5 forms: a form to each year. Children study English, Mathematics, Science, History, Art, Geography, Music, a Foreign language and have lessons of Physical training. Religious education is also provided. English, Mathematics and Science are called "core" subjects. At the age of 7, 11 and 14 pupils take examinations in the core subjects.

There are 3 types of state secondary schools in Great Britain. They are:

1) comprehensive schools, which take pupils of all abilities without exams. In such schools pupils are often put into certain sets or groups, which are formed according to their abilities for technical or humanitarian subjects. Almost all senior pupils (around 90 per cent) go there;

2) grammar schools, which give secondary education of a very high standard. Entrance is based on the test of ability, usually at 11. Grammar schools are single sexed schools;

3) modern schools, which don't prepare pupils for universities. Education in such schools gives good prospects for practical jobs.

After five years of secondary education, at the age of 16, pupils take the General Certificate of Secondary Education (GCSE) examination. When they are in the third or in the fourth form, they begin to choose their exam subjects and prepare for them.

After finishing the fifth form pupils can make their choice: they may either leave school and go to a Further Education College or continue their education in the sixth form. Those who stay at school after GCSE, study for 2 more years for "A' (Advanced) Level Exams in two or three subjects which is necessary to get a place at one of British universities. Students who

choose to continue their studies after 16 – about two-thirds – work for academic (i.e. study for examinations which lead to higher education) or vocational qualifications which are the main standard for entry to higher education or professional training. These include the General National Vocational Qualification (GNVQ), mainly taken between the ages of 16 and 18, which is designed to provide a broad-based preparation for a range of occupations and higher education; the academic General Certificate of Education Advanced (A) level examination taken at the age of 18 or 19, and the Advanced Supplementary (AS) examination.

The final level of education is higher education, which begins at the age of 18. It begins with a bachelor's degree, which lasts 3-4 years (6 years in medicine). If a bachelor's degree takes four years, the fourth course offers a first master's degree. Anyone who has obtained a bachelor's degree may continue his studies at the following levels:

- 1) Master's degree (1-2 years).
- 2) Postgraduate studies (3 years).
- 3) There are three types of colleges in the United Kingdom:

Classical (they have been accredited and can issue a bachelor's degree). Technical (with a narrow curriculum and practical basic training in a particular occupation). Further education (special vocational education, such as engineering, design). British universities are of two types:

- 1) Unitary (these include faculties and departments).
- 2) Collegiate (comprising several dozen colleges), such as Cambridge and Oxford Universities

Higher education is free of charge for all British citizens, including foreigners. However, citizens have certain privileges in payment, while foreign students have to pay full tuition fees. There is support for students in the form of scholarships and grants, which are available to particularly gifted students. The starting time for higher education is October. The school year is divided into three terms, which in turn last between 8 and 10 weeks. The main forms of work in colleges are lectures, seminars and laboratory work. In addition, there are also tutorials for groups of 2-10 students for whom the teacher (tutor) conducts his or her own classes. Students have holidays from June 1 to September 30.

Список использованной литературы:

1. Е.И. Бояринцева Education in Great Britain: Учебно-методическое пособие/ Е.И. Бояринцева, Т.П. Руденко. – Омск: Изд-во ОмГУ, 2004. – 76 с.
2. Туристический портал «Руки в Ноги» –М.: RukiVNogi.com , -2012-2021. -URL: <https://rukivnogi.com/great-britain/obrazovanie-v-velikobritanii> -

01.06.2021

3. Информационный портал «Study in UK» - М.: Studying-in-UK.org,-2020.- URL: <https://www.studying-in-uk.org/uk-education-system-guide/> - 01.06.2021

С помощью данного задания я познакомилась с системой образования Великобритании и её особенностями. Закрепила теоретические знания и практические навыки практической грамматики английского языка.

2.3. Написание письма-запроса в университет на прохождение летних языковых курсов.

Были изучены правила деловой переписки и написано письмо-запрос в университет на прохождение летних языковых курсов.

Adelina Koltsova

10, Polyakova 12

423800 Naberezhnye Chelny

Russia

02.06.2023

Robert Martin

EF International Language Campus Cambridge

221 Hills Road Cambridge

Cambridge CB2 8RN

Great Britain

Dear Mr Martin,

I am writing with regard to the special summer courses that you offer. I would be very grateful if you could send me a brochure with full detailed information about the courses, and information about accommodation. Would like to know if hostel space is provided.

I am 24 years old and I have been learning English for 2 years. I have some problems with English grammar, listening and speaking, so I want to improve my skills. I want to be an English teacher in the near future so i really need to train my English skills. Do you have any interesting courses for young people which offer all parts of basic English in small groups? As I have a job I would be interested in details about the start date, duration of the courses and the full price of the course including accommodation

I look forward to receiving your reply.

Your sincerely

В результате изучения правил деловой переписки на английском языке, мной были выявлены такие особенности: деловое письмо должно быть правильно оформленным, коротким и содержательным, написанным грамотно, вежливым.

Выполнив данное задание, я изучила особенности осуществления деловой переписки на иностранном языке, научилась осуществлять деловую переписку на иностранном языке, овладела навыками ведения деловой переписки на иностранном языке с учетом социокультурных особенностей. Овладела компетенцией УК-4.2: Демонстрирует умение осуществлять деловую переписку на иностранном языке с учетом социокультурных особенностей.

2.4. Составление списка грамматических явлений из художественной литературы английских авторов с указанием источника и с обозначением функций представленных грамматических явлений (80 примеров).

Также на основе произведения «Гордость и предубеждение» был составлен список грамматических явлений из художественной литературы английских авторов с указанием источника и с обозначением функций представленных грамматических явлений.

№ п/п	Грамматические явления	Примеры с обозначением функции	Указание источника
1.	Modal Verbs (15 examples of different types)	1. It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife. (Confident assumption)	p. 2 line 1
		2. «Come, Darcy,» said he, "I must have you dance. (A duty based on one's own opinion)	p. 8 line 1
		3. On this subject, what can you have to say? (Asking for someone's opinion)	p. 113 line 27
		4. How can you be so teasing? (Reproach)	p. 5 line 20
		5. I cannot quite agree with you there. (Expression of disbelief)	p. 5 line 29
		6. If I can but see one of my daughters happily settled at Netherfield,	p. 6 line 31

		and all the others equally well married, I shall have no thing to wish for. (Expression of hope)	
		7. Nothing could be more delightful! (Opinion)	p. 6 line 28
		8. But it is very likely that he may fall in love with one of them, and therefore you must visit him as soon as he comes. (Possibility)	p. 3 line 18
		9. You and the girls may go, or you may send them by themselves... (Permission)	p. 3 line 20
		10. But I knew I should persuade you at last. (A duty based on one's own opinion)	p. 6 line 7
		11. You should be so ready to think your own children silly. (Advice)	p.18 line 33
		12. May I ask whether these pleasing attentions proceed from the impulse of the moment, or are the result of previous study? (Permission)	p. 42 last line
		13. I wish I might take this for a compliment. (Possibility)	p. 27 line 1
		14. "If I," said Mr. Collins, "were so fortunate as to be able to sing, I should have great pleasure. (Possibility)	p. 62 line 23
		15. We dine at Rosings twice every week, and are never allowed to walk home. (Permission)	p. 94 line 2
2.	Tenses (20 examples of different tenses)	1. They attacked him in various ways—with barefaced questions, ingenious suppositions, and distant surmises. (Past Simple- one-off actions in the past)	p. 6 line 23
		2. We dine at Rosings twice every week . (Present Simple- regular action)	p. 94 line 1
		3. But I hope you will get over it, and live to see many young men of four thousand a year come into the neighbourhood. (Future Simple- general prediction about distant future)	p. 4 line 15

		4. You must know that I am thinking of his marrying one of them. (Present Continuous-action happening by the moment of speaking)	p. 3 line 16
		5. Your sister has been talking to me about him, and asking me a thousand questions. (Perfect Continuous-action began on the past, has been going on up to the present moment)	p. 58 line 27
		6. Mr. Darcy was eyeing him with unrestrained wonder. (Past Continuous-action was happening at certain moment in the past)	p. 60 line 6 from the bottom
		7. Bingley was sure of being liked wherever he appeared, Darcy was continually giving offense. (Past Continuous-actions took place simultaneously to each other)	p. 11 line 5
		8. You are dancing with the only handsome girl in the room. (Present Continuous- action is happening now)	p. 8 line 10
		9. We have had a most delightful evening, a most excellent ball. (Present Perfect-the action ended recently and it's result is important at the time of the speaking)	p.8 line 6 from the bottom
		10. Yes, she called yesterday with her father. (Past Simple. Action happened and ended yesterday)	p. 28 line 1
		11. He has always something to say to everybody. (Present Simple-regular action)	p.28 line 3
		12. You will be having a charming mother-in-law. (Future Continuous-continued action in the future)	p. 17 line 4 from the bottom
		13. Mr. Bennet was so odd a mixture of quick parts, sarcastic humour, reserve, and caprice, that the experience of three-and-twenty years had been insufficient to make his wife understand his character. (Past Perfect Continuous- a long-term action that began and ended in the past)	p. 4 line 18
		14. When the first tumult of joy was over, she began to declare that it was what she had expected all the while. (Past Perfect- the action happened in the past and is the cause of another action in the past)	p. 6 line 6
		15. An invitation to dinner was soon afterwards dispatched; and already had Mrs. Bennet planned the courses that were to do credit to her housekeeping, when an answer arrived which deferred it all.(Past Perfect- the action happened in the past before another action in the past)	p. 7 line 4
		16. Why, at that rate, you will have been here only six weeks. (Future Perfect Continuous- action started in	p.123 line 8 from the

		the past and will continue until a certain point in the future)	bottom
		17. They had often attempted to do it before. (Past Perfect- the action happened in the past before another action in the past)	p. 39 line 12
		18. When is your next ball to be, Lizzy? (Present Continuous- planned action for the future)	p. 5 line 12
		19. I am sorry to hear that; but why did not you tell me that before? (Past Simple- Action happened and ended in the past)	p. 6 line 1
		20. Does she live near you, sir? (Present Simple-regular action)	42 line 12
3.	Passive Voice (10 examples)	The book was written by J.London. 1. He had the pleasure of being eagerly questioned by his wife and his five daughters at once.	p. 39 line 2
		2. Mrs. Long says that Netherfield is taken by a young man of large fortune from the north of England	p. 3 line 4
		3. They were brightened by the exercise.	p. 23 line 1
		4. I am in no humour at present to give consequence to young ladies who are slighted by other men.	p. 8 line 17
		5. Mrs. Bennet had seen her eldest daughter much admired by the Netherfield party.	p. 8 line 24
		6. Mr. Bingley had danced with her twice, and she had been distinguished by his sisters.	p. 8 line 25
		7. Mr. Bingley had not been of age two years, when he was tempted by an accidental recommendation to look at Netherfield House.	p. 10 line 8 from the bottom
		8. By Jane, this attention was received with the greatest pleasure.	p. 13 line 19
		9. She considered with pleasure that it was not likely to be discovered by the world in general.	p. 13 line 25
		10. Every impulse of feeling should be guided by reason.	p. 20 line 5 from the bottom
4.	Conditional Sentences of 3 Types (15 sentences)	If he had studied harder, he would have passed his exams. (3 rd type – unreal action in the past) 1. If I can but see one of my daughters happily settled at Netherfield, and all the others equally well married, I shall have nothing to wish for.	p. 39 line 10
		2. If I had been you, I should have tried long ago to do something or other about it.(3 rd type – unreal action in	p. 39 line 9

		the past)	
		3. If <u>I had known</u> as much this morning I certainly <u>would not have called</u> on him. (3 rd type – unreal action in the past)	p. 6 line 2
		4. " <u>If I can but see</u> one of my daughters happily settled at Netherfield," said Mrs. Bennet to her husband, "and all the others equally well married, <u>I shall have</u> nothing to wish for." (1 st type-possibility in the future)	p. 6 line 4 from the bottom
		5. " <u>If he had had</u> any compassion for me," cried her husband impatiently, " <u>he would not have danced</u> half so much! (Mixed 1 Conditional-present result of a past condition)	p. 9 line 6
		6. <u>If he had been</u> so very agreeable, <u>he would have talked</u> to Mrs. Long. (3 rd type – unreal action in the past)	p. 12 line 24
		7. " <u>I would not dance</u> with him, <u>if I were</u> you." (2 nd type- imaginary situation in the future)	p. 12 line 8 from the bottom
		8. <u>I could</u> easily <u>forgive</u> his pride, <u>if he had not mortified</u> mine. (Mixed 1 Conditional-present result of a past condition)	p. 12 last line
		9. <u>If I were</u> as rich as Mr. Darcy," cried a young Lucas, who came with his sisters, " <u>I should not care</u> how proud I was. (2 nd type- imaginary situation in the present)	p. 13 line 7 from the bottom
		10. <u>If I were</u> to see you at it, <u>I should take away</u> your bottle directly. (2 nd type- imaginary situation in the present)	p. 13 line 3 from the bottom
		11. If <u>she were married</u> to him tomorrow, <u>I should think</u> she had as good a chance of happiness as <u>if she were</u> to be studying his character for a twelvemonth. (2 nd type- imaginary situation in the future)	p. 14 line 25
		12. <u>If my vanity had taken</u> a musical turn, you <u>would have been</u> invaluable. (Mixed 1 Conditional-present result of a past condition)	p.15 line 24
		13. "That <u>would be</u> a good scheme," said Elizabeth, " <u>if you were</u> sure that they would not offer to send her home." (2 nd type- imaginary situation in the future)	p. 19 line 8 from the bottom
		14. I <u>would go</u> and see her <u>if I could have</u> the carriage. (2 nd type- imaginary situation in the future)	p. 20 line 15 from the bottom

		15. But <u>if you will listen</u> to his letter, <u>you</u> may perhaps <u>be</u> a little softened by his manner of expressing himself. (1 st type-possibility in the future)	p. 39 line 16
5.	Non-Finite Forms of the Verb (Infinitive, Gerund, Participle I, Participle II) (20 examples)	1. Do you not want <u>to know</u> who has taken it? (Infinitive- after “want” , expressions of desire- the infinitive is used, to express purpose.	p. 3 line 1
		2. Lady Lucas was a very good kind of woman, not too clever <u>to be</u> a valuable neighbour to Mrs. Bennet. (Infinitive- after “too” the infinitive is used.)	p. 11 line 8
		3. This is not quite enough <u>to make</u> her understand his character. (Infinitive- after “enough” the infinitive is used.)	p. 14 line 18
		4. Mamma would like <u>to go</u> too of all things! (Infinitive- after “would like” and expressions of desire- the infinitive is used.)	p. 128 line 5
		5. I shall not be able <u>to keep</u> you—and so I warn you. (Infinitive- after “be able to” the infinitive is used.)	p. 69 line 22
		6. However little known the feelings or views of such a man may be on his first <u>entering</u> a neighbourhood, this truth is so well fixed in the minds of the <u>surrounding</u> families, that he is considered the rightful property of some one or other of their daughters. (Gerund-is the object in this sentence)	p. 2 line 5
		7. You want to tell me, and I have no objection to <u>hearing</u> it. (Gerund-is the object in this sentence, expresses a process in a noun)	p. 3 line 2
		8. You must know that I am thinking of his <u>marrying</u> one of them. (Gerund-is the object in this sentence, expresses a process in a noun)	p. 3 line 16
		9. You take delight in <u>vexing</u> me. (Gerund-is the object in this sentence, expresses a process in a noun)	p. 4 line 9
		10. She was a woman of mean <u>understanding</u> , little information, and uncertain temper. (Gerund-is the object in this sentence, expresses a process in a noun)	p. 4 line 20
		11. However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so well fixed in the minds of the <u>surrounding</u> families, that he is considered the rightful property of some one or other of their	p. 2 line 5

		daughters. (Participle 1- present tense, active voice, as an adjective)	
		12. Observing his second daughter employed in trimming a hat, he suddenly addressed her with. (Participle 1- present tense, active voice.)	p. 4 line 5 from the bottom
		13. I hate to see you standing about by yourself in this stupid manner. (Participle 1- present tense, active voice.)	p. 8 line 2
		14. "About a month," said Elizabeth; and then, unwilling to let the subject drop, added, "He is a man of very large property in Derbyshire, I understand." (Participle 1- present tense, active voice.)	p. 48 line 1
		15. They are young in the ways of the world, and not yet open to the mortifying conviction that handsome young men must have something to live on as well as the plain. (Participle 1- present tense, active voice.)	p. 90 line 1
		16. He had entertained hopes of being admitted to a sight of the young ladies, of whose beauty he had heard much; but he saw only the father. (Participle 2- passive voice)	p. 6 last line
		17. Mr. Darcy danced only once with Mrs. Hurst and once with Miss Bingley, declined being introduced to any other lady, and spent the rest of the evening in walking about the room, speaking occasionally to one of his own party. (Participle 2- passive voice)	p. 7 line 11 from the bottom
		18. His character was decided . (Participle 2- passive voice)	p. 7 line 8 from the bottom
		19. She saw instantly that her cousin's manners were not altered by his marriage. (Participle 2- passive voice)	p. 93 line 1
		20. Here, leading the way through every walk and cross walk, and scarcely allowing them an interval to utter the praises he asked for, every view was pointed out with a minuteness which left beauty entirely behind. (Participle 2- passive voice)	p. 93 line 21

Данное задание способствовало решению таких задач практики:

- закрепление теоретических знаний по основным грамматическим категориям;
- закрепление практических навыков, полученных при изучении дисциплины «Практическая грамматика иностранного языка»;

Т.к при работе над этим заданием я основывалась на знаниях, полученных при изучении дисциплины «Практическая грамматика иностранного языка», при возникновении трудностей, обращалась к записям теоретического материала по данной

дисциплине, и закрепила практические навыки при поиске и обработке, найденных в художественной литературе грамматических явлений.

3. Практическая помощь, оказанная обучающимся в период прохождения практики.

В случае возникновения каких-либо незнакомых, непонятных для меня вопросов, мне давалась подробная консультация со стороны руководителя практики- Родионовой Светланы Александровны.

4. Положительные моменты практики.

Благодаря данной практике я закрепила, как и знания по грамматике английского языка, так и по лексике. Я пополнила свой словарный запас, улучшила навык чтения и написания делового письма.

5. Проблемы и затруднения при прохождении практики.

Проблем и затруднений при прохождении практики не возникало. Задания были подобраны по среднему уровню знаний студентов, не были слишком простыми и слишком сложными.

6. Оценка умений и навыков, приобретенных на практике.

В результате прохождения учебной ознакомительной практики были сформированы следующие компетенции:

УК-4: Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

Индикаторы достижения компетенций:

УК-4.7: Осуществляет выбор коммуникативных стратегий и тактик при ведении деловых переговоров

УК-4.2: Демонстрирует умение осуществлять деловую переписку на иностранном языке с учетом социокультурных особенностей

Знать:

- особенности осуществления деловой переписки на иностранном языке с учетом социокультурных особенностей.

Уметь:

- осуществлять деловую переписку на иностранном языке с учетом социокультурных особенностей.

Владеть:

- навыкамиведения деловой переписки на иностранном языке с учетом социокультурных особенностей.

ОПК-8: Способен осуществлять педагогическую деятельность на основе специальных научных знаний

Индикаторы достижения компетенций:

ОПК-8.1: Демонстрирует специальные научные знания в т.ч. в предметной области

Знать:

- специфику осуществления педагогической деятельности на основе специальных научных знаний;

Уметь:

- осуществлять педагогическую деятельность на основе специальных научных знаний;

Владеть:

- навыками осуществления педагогической деятельности на основе специальных научных знаний;

- специальными научными знаниями, в т.ч. в предметной области.

Считаю, что данные компетенции сформированы на достаточном уровне.

7. Общие выводы о практике, достижение цели и задач практики.

В целом можно сделать вывод, что уровень полученных знаний и компетенций – средний, т.к. мне часто приходилось обращаться к словарям, учебным пособиям и веб-сайтам.

Цель и задачи практики были достигнуты в полной мере.

8. Пожелания и предложения в адрес факультета, университета по организации практики.

В дальнейшем к заданиям по учебной языковой практике было бы хорошо добавить онлайн -тестирования, интерактивные задания для закрепления, проверки, оценки своих знаний.

Дата составления 06.06.2023

Подпись обучающегося _____