

МИНОБРНАУКИ РОССИИ

**Федеральное государственное автономное образовательное
учреждение высшего образования "Пермский
государственный национальный исследовательский
университет"**

Кафедра лингводидактики

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**Рабочая программа дисциплины
CORPUS LINGUODIDACTICS
Код УМК 99351**

**Утверждено
Протокол №6
от «10» февраля 2023 г.**

Пермь, 2023

1. Наименование дисциплины

Corpus Linguodidactics

2. Место дисциплины в структуре образовательной программы

Дисциплина входит в вариативную часть Блока « М.1 » образовательной программы по направлениям подготовки (специальностям):

Направление подготовки: **44.04.01** Педагогическое образование
направленность Цифровая лингводидактика (иностраннные языки)

3. Планируемые результаты обучения по дисциплине

В результате освоения дисциплины **Corpus Linguodidactics** у обучающегося должны быть сформированы следующие компетенции:

44.04.01 Педагогическое образование (направленность : Цифровая лингводидактика (иностраные языки))

ПК.2 Способен преподавать по программам бакалавриата и ДПП, ориентированным на соответствующий уровень квалификации

Индикаторы

ПК.2.1 Систематизирует специальные знания, необходимые для преподавания по программам бакалавриата и ДПП

4. Объем и содержание дисциплины

Направление подготовки	44.04.01 Педагогическое образование (направленность: Цифровая лингводидактика (иностранные языки))
форма обучения	очная
№№ триместров, выделенных для изучения дисциплины	1
Объем дисциплины (з.е.)	3
Объем дисциплины (ак.час.)	108
Контактная работа с преподавателем (ак.час.), в том числе:	36
Проведение лекционных занятий	12
Проведение практических занятий, семинаров	24
Самостоятельная работа (ак.час.)	72
Формы текущего контроля	Защищаемое контрольное мероприятие (1) Итоговое контрольное мероприятие (1) Письменное контрольное мероприятие (1)
Формы промежуточной аттестации	Экзамен (1 триместр)

5. Аннотированное описание содержания разделов и тем дисциплины

The terminology of the corpus linguistics

Definition, subject, main tasks of linguistics

Didactics (from the Greek. Didaktikos - teaching and DIDASKO - studying) the section of pedagogy, which sets out the general theory of learning. The main task of didactics is the development of problems: what to teach and how to teach; Modern science also intensively explores problems: when, where, whom and why teach.

Didactics as a science study the laws acting in the field of its subject, analyzes the dependencies that determine the course and results of the learning process, determines the methods, organizational forms and means that ensure the implementation of planned goals and objectives. It performs two functions:

- theoretical (mainly diagnostic);
- practical (normative, instrumental).

Linguistics is a relatively young scientific discipline that arose in the second half of the 20th century.

Linguistics - is designed to determine the basic laws of the process of teaching a foreign language in order to create an objective scientific base to assess the effectiveness of teaching methods and their further improvement. Linguistics, being an integrative science, is designed to give both a description of the mechanisms of mastering the language and the specifics of managing these mechanisms in educational conditions.

Linguistics provides for the interaction of several independent and at the same time interconnected scientific disciplines: methodology, linguistics, pedagogy, psychology, psycholinguistics; It is a linguistic base of teaching foreign languages in relation to the listed scientific disciplines.

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The types of the languages' corpora

1. Content of the corpora.

Current studies in the field of corpora have, as can be judged by the materials of [3] conference, held in 2001 in Louvens (Belgium) ("LINC 2001"), a clearly expressed "annotation roll". In the focus of attention is the format of the annotation (markings) of the corpora, methods of combating errors, even the psychological reality of the annotated case (report by A. Abei, etc.), but the problem is that it is for the texts that should be presented in the case and what types of corpora can be (Must?) To differ in this parameter, no less important.

The main task is the representativeness of the corpus. It is generally recognized that written and oral language function in many registers (genres, etc. - the terms in different traditions are different), from religious literature to technical, from public political speech to non-formal conversation. Since these registers differ at many language levels, then all or most of them should be represented in the corpus. As the current saying says, on the Internet you can only find what they put there; The same applies to the corpus. The solution to this problem is undoubtedly associated with the coverage of texts. The principle of "the more, the better" works here; The frequency and relevance of any linguistic phenomenon is easier to trace by volume of one hundred million of usage than one hundred thousand. Such a task was faced with the creators of the first corpora, including Uppsalsky, which included, along with artistic works, publications of magazines and newspapers.

The task of fixing oral speech in the corpus is quite solved, and foreign experience (primarily German) shows this, but this is a task for a separate corpus; The need for transcription and the desirability of audio or video recording inevitably inform a different format to the oral case, and the well-known language features of colloquial speech put it separately from the written one. If we take oral speech for brackets, then we must unite some subset from the entire "sea" of written Russian texts, depending on our tasks.

1.1. Full corpus.

1.2. Cultural-residential corpus.

1.3. "Reference" corp

Typology of corps

There are a large number of different types of corps, which is determined by the variety of research and applied tasks for which they are created, and various grounds for classification.

A sign of the type of case

Type of language data written oral mixed

Parallelism single -language bilingual multilingual

Literature / specificity literary journalistic dialectic conversational terminological mixed, etc.

The purpose of creating multi -purpose specialized

Accessibility freely affordable commercial closed

Dynamic dynamic (monitor) static

Marking marking

The first languages' corps

History of the creation of linguistic corps

The first corpus of the texts - the Brown Corpus (The Brown Corpus) was created in 1963. At Brown University (USA). The creators of the corpus U. Francis and the city of Kuchera. The Brown corpus includes 500 texts from American books, newspapers, magazines first published in the USA in 1961. Each text has a length of 2000 usage, and the entire collection includes 1 million words (500 texts for 2000 words each). The texts in the Brownian corps belong to the 15 most massive genres of the English English prose.

Later, European researchers compiled a corps of texts, first published in the UK in 1961, following the same principles: 15 genres, 500 texts in 2000 tires. It included 1 million words of the British version of the English language, and it was called the Lancaster-Ol-Bergen corps (The Lancaster-Soslo-Bergen Corpus, according to the names of the British and two Norwegian universities, or briefly Lob).

So, the two earliest large corps are the building of the written speech of the American and British variants of the English language. Both corps remain useful now, numerous studies of the English language are based on them. BC set a standard of 1 million of usage to create representative corps in other languages.

According to a similar model, the first Russian corps was built, created in the 1980s at the University of Uppsala, Sweden-the UPSAL Corps of the Russian language.

However, the size of 1 million words is sufficient for a lexicographic description of only the most frequency words. For these reasons, as well as in connection with the growth of computer capacities capable of working with large volumes of texts, in the 1980s several attempts were made in the world to create a larger corpus. In the UK, such projects were a linguistic bank of English at Birmingham University, British National Corpus (BNTIONAL CORPUS, BNC), Corpus of Contemporary American English - Coca). In the USSR, such a project was a machine fund of the Russian language, created on the initiative of A.P. Ershov.

By 1990, more than 600 computer corps have already been recorded. In subsequent years, the quantity and diversity of the created corps went on increasing. Currents are currently created for many languages of the world. Some of them contain billions of uses.

The National languages' corps

The corpus is a collection of texts in electronic form in which you can search words, phrases, grammatical forms, meanings of words using a certain search engine

systems. There are many varieties of corps - for example, the corp of one author, the corpus.

One book (in particular, the first corps were made for the Bible). The National Corps of a certain language represents this language at a certain stage of its existence and in all the variety of genres, styles, territorial and social options, etc. The National Corps of The Russian language has been operating on the Internet since 2003 and at the moment includes a variety of Russian texts with a total volume of 140 million of the usages. In the future, the National Corps of the Russian Language should contain texts with a total volume of about 200

million Wages.

The usage of corpuses

Working with electronic corps opens up new opportunities and certainly increases the level of objectivity of a linguistic research, we should always remember that when “the purpose of the formation of the corp is a lexical analysis, we have to abandon all hopes to complete the dumping of vocabulary. The vocabulary of the language is so great, so huge, almost endlessly, the number of possible combinations that we are not able to imagine a corps that would contain all this .. The vocabulary, on the contrary, is actually an open system. No matter how long we expand the sample, we will still meet the words that have not yet been presented in it. ”

The use of the corp in translation allows us to optimize the use of translation resources, representing a universal set of language elements of situational content with a set of rapid access to a more accurate meaning of the word through context, which increases the degree of effectiveness of association and understanding of the text, through the situation, words in action.

Determination of concordance.

The searching system in the national languages' corpuses

The easiest type of search is to search for a specific form or a specific combination of forms. If you look for the exact form of the word sleep, then only the forms of them will be issued. And Vin. p. If you look for the exact form of the phrase to drink tea, then 44 examples will be found exactly with this combination.

To search for the exact form, you need to use the upper line on the page "Search in the case" (see Fig. 2.5).

You can request an accurate form in the main “lexical-grammatical” request, but for this you need to use the “quotes” operator (see 4.6. Form fixation: the operator “quotation marks” (“” ”)).

If you need to find the word not in a fixed form, but in different ones, for example, all the phrases are needed to drink tea (such as drinking tea or drinking tea, etc.), then you need to use a lexical and grammatical search, with which 216 will be found examples in different forms.

The ways of the application of the languages' corps

New information technologies have firmly entered our lives, becoming the necessary tool in the implementation of almost all areas of human activity, including in teaching a foreign language. The importance of owning skills in using information technology is confirmed, in particular, the inclusion of the same discipline in all educational standards of the new generation.

One of these tools is an electronic language (linguistic) corpus. The skills of working with corps data are extremely necessary for a modern foreign language teacher along with the skills of using electronic dictionaries, machine translators, Internet resources and other technical means. It should also be noted that in addition to the expansion of didactic capabilities, the use of corps technologies also stimulates students' interest in the educational process and research activity, thereby contributing to the increase in their level of ownership of a foreign language.

The main computer programs for working with corpuses.

Corpus of modern chatbots

A chatbot is a computer program that uses artificial intelligence (AI) and natural language processing (NLP) to understand customer questions and automate responses to them, simulating human conversation.

Chatbots can make it easy for users to find the information they need by responding to their questions and requests—through text input, audio input, or both—without the need for human intervention.

Chatbot technology is almost everywhere these days, from the smart speakers at home to messaging applications in the workplace. The latest AI chatbots are often referred to as “virtual assistants” or “virtual agents.” They can use audio input, such as Apple's Siri, Google Assistant and Amazon Alexa, or interact with you via SMS text

messaging. Either way, you're able to ask questions about what you need in a conversational way, and the chatbot can help refine your search through responses and follow-up questions.

How chatbots work:

Historically, chatbots were text-based, and programmed to reply to a limited set of simple queries with answers that had been pre-written by the chatbot's developers. They operated like an interactive FAQ, and while they worked well for those specific questions and answers on which they had been trained, they failed when presented with a complex question or one that hadn't been predicted by the developers.

Over time, chatbots have integrated more rules and natural language processing, so end users can experience them in a conversational way. In fact, the latest types of chatbots are contextually aware and able to learn as they're exposed to more and more human language.

Today's AI chatbots use natural language understanding (NLU) to discern the user's need. Then they use advanced AI tools to determine what the user is trying to accomplish. These technologies rely on machine learning and deep learning—elements of AI, with some nuanced differences—to develop an increasingly granular knowledge base of questions and responses that are based on user interactions. This improves their ability to predict user needs accurately and respond correctly over time.

For example, if a user asks about tomorrow's weather, a traditional chatbot can respond plainly whether it will rain. An AI chatbot, however, might also inquire if the user wants to set an earlier alarm to adjust for the longer morning commute (due to rain).

6. Методические указания для обучающихся по освоению дисциплины

Освоение дисциплины требует систематического изучения всех тем в той последовательности, в какой они указаны в рабочей программе.

Основными видами учебной работы являются аудиторские занятия. Их цель - расширить базовые знания обучающихся по осваиваемой дисциплине и систему теоретических ориентиров для последующего более глубокого освоения программного материала в ходе самостоятельной работы. Обучающемуся важно помнить, что контактная работа с преподавателем эффективно помогает ему овладеть программным материалом благодаря расстановке необходимых акцентов и удержанию внимания интонационными модуляциями голоса, а также подключением аудио-визуального механизма восприятия информации.

Самостоятельная работа преследует следующие цели:

- закрепление и совершенствование теоретических знаний, полученных на лекционных занятиях;
- формирование навыков подготовки текстовой составляющей информации учебного и научного назначения для размещения в различных информационных системах;
- совершенствование навыков поиска научных публикаций и образовательных ресурсов, размещенных в сети Интернет;
- самоконтроль освоения программного материала.

Обучающемуся необходимо помнить, что результаты самостоятельной работы контролируются преподавателем во время проведения мероприятий текущего контроля и учитываются при промежуточной аттестации.

Обучающимся с ОВЗ и инвалидов предоставляется возможность выбора форм проведения мероприятий текущего контроля, альтернативных формам, предусмотренным рабочей программой дисциплины. Предусматривается возможность увеличения в пределах 1 академического часа времени, отводимого на выполнение контрольных мероприятий.

Процедура оценивания результатов обучения инвалидов и лиц с ограниченными возможностями здоровья по дисциплине предусматривает предоставление информации в формах, адаптированных к ограничениям их здоровья и восприятия информации.

При проведении текущего контроля применяются оценочные средства, обеспечивающие передачу информации, от обучающегося к преподавателю, с учетом психофизиологических особенностей здоровья обучающихся.

7. Перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине

При самостоятельной работе обучающимся следует использовать:

- конспекты лекций;
- литературу из перечня основной и дополнительной учебной литературы, необходимой для освоения дисциплины (модуля);
- текст лекций на электронных носителях;
- ресурсы информационно-телекоммуникационной сети "Интернет", необходимые для освоения дисциплины;
- лицензионное и свободно распространяемое программное обеспечение из перечня информационных технологий, используемых при осуществлении образовательного процесса по дисциплине;
- методические указания для обучающихся по освоению дисциплины.

8. Перечень основной и дополнительной учебной литературы

Основная:

1. Беляева, Л. А. Интерактивные средства обучения иностранному языку. Интерактивная доска : учебное пособие для вузов / Л. А. Беляева. — Москва : Издательство Юрайт, 2019. — 157 с. — (Университеты России). — ISBN 978-5-534-10853-8. — Текст : электронный // ЭБС Юрайт [сайт]. <https://www.urait.ru/bcode/431686>
2. Беляева, О. А. Педагогические технологии в профессиональной школе : учебно-методическое пособие / О. А. Беляева. — 10-е изд. — Минск : Республиканский институт профессионального образования (РИПО), 2018. — 61 с. — ISBN 978-985-503-793-5. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. <https://www.iprbookshop.ru/93433>

Дополнительная:

1. Teaching big history/edited by Richard B. Simon, Mojgan Behmand, and Thomas Burke.-Oakland:University of California Press,2015, ISBN 9780520283541.-426.-Библиогр. в конце ст. - Указ.: с. 401
2. Лингвистика текста и методика преподавания иностранных языков:сборник статей/ред. Н. В. Бессмертная.-Киев:Вища школа,1981.-174.-Библиогр. в конце ст.
3. Беляева, Л. Н. Лингвистические технологии в современном сетевом пространстве. Language worker в индустрии локализации : монография / Л. Н. Беляева. — Санкт-Петербург : Книжный дом, 2016. — 133 с. — ISBN 978-5-94777-397-2. — Текст : электронный // Электронно-библиотечная система IPR BOOKS : [сайт]. <http://www.iprbookshop.ru/71523.html>

9. Перечень ресурсов сети Интернет, необходимых для освоения дисциплины

<https://urait.ru/bcode/497535> Шунейко А.А. Корпусная лингвистика

<https://cyberleninka.ru/article/n/ispolzovanie-yazykovyh-korpusov-v-obuchenii-inostrannomu-yazyku>

Павлова О.Ю. Использование языковых корпусов в обучении иностранному языку

<https://kovi.ru/rukovodstvo-dlya-nachinayushchih-po-chatbotam-otvety-na-vse-vashi-voprosy/>

Основные понятия чатботов

10. Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине

Образовательный процесс по дисциплине **Corpus Linguodidactics** предполагает использование следующего программного обеспечения и информационных справочных систем:

1) Microconcord. This program operates in Kwic (Key Word in Context). It has the ability to the quick search. The issued concordance can be viewed in scroll mode, saved in a separate file or printed in the future. There are restrictions on the number of issued lines in Concordance (1662 lines). The program works with European languages ​​- http://onlineqda.hud.ac.uk/intro_qda/index.php

2) Concordance. Carries out quick search on request; It offers opportunities for further processing of information found (save, print). Condordance can transform into the HTML file. The program also works with European languages ​​- <https://concordance.pponic.com/>

3) monoConc. It works not only with KWIC, but also with full concordans. It can create requests for templates (for example, searching inside tags). It is also capable of working with annotated corpuses (html and XML format) - <http://www.monoConc.com/>

При освоении материала и выполнения заданий по дисциплине рекомендуется использование материалов, размещенных в Личных кабинетах обучающихся ЕТИС ПГНИУ (**student.psu.ru**).

При организации дистанционной работы и проведении занятий в режиме онлайн могут использоваться:

система видеоконференцсвязи на основе платформы BigBlueButton (<https://bigbluebutton.org/>).

система LMS Moodle (<http://e-learn.psu.ru/>), которая поддерживает возможность использования текстовых материалов и презентаций, аудио- и видеоконтент, а так же тесты, проверяемые задания, задания для совместной работы.

система тестирования Indigo (<https://indigotech.ru/>).

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

1. Multimedia projector, screen.
2. System of wireless Internet communication of the Wi -Fi type.
3. Computer class with Internet access from students' workplaces.

Помещения научной библиотеки ПГНИУ для обеспечения самостоятельной работы обучающихся:

1. Научно-библиографический отдел, корп.1, ауд. 142. Оборудован 3 персональными компьютера с доступом к локальной и глобальной компьютерным сетям.

2. Читальный зал гуманитарной литературы, корп. 2, ауд. 418. Оборудован 7 персональными компьютерами с доступом к локальной и глобальной компьютерным сетям.

3. Читальный зал естественной литературы, корп.6, ауд. 107а. Оборудован 5 персональными компьютерами с доступом к локальной и глобальной компьютерным сетям.

4. Отдел иностранной литературы, корп.2 ауд. 207. Оборудован 1 персональным компьютером с доступом к локальной и глобальной компьютерным сетям.

5. Библиотека юридического факультета, корп.9, ауд. 4. Оборудована 11 персональными

компьютерами с доступом к локальной и глобальной компьютерным сетям.

6. Читальный зал географического факультета, корп.8, ауд. 419. Оборудован 6 персональными компьютерами с доступом к локальной и глобальной компьютерным сетям.

Все компьютеры, установленные в помещениях научной библиотеки, оснащены следующим программным обеспечением:

Операционная система ALT Linux;

Офисный пакет Libreoffice.

Справочно-правовая система «КонсультантПлюс»

**Фонды оценочных средств для аттестации по дисциплине
Corpus Linguodidactics**

**Планируемые результаты обучения по дисциплине для формирования компетенции.
Индикаторы и критерии их оценивания**

ПК.2

Способен преподавать по программам бакалавриата и ДПП, ориентированным на соответствующий уровень квалификации

Индикатор	Планируемые результаты обучения	Критерии оценивания результатов обучения
<p>ПК.2.1 Систематизирует специальные знания, необходимые для преподавания по программам бакалавриата и ДПП</p>	<p>A student who has mastered the discipline (module): Must know: the main theoretical issues of corpus linguistics; the subject, tasks, methods of the conceptual apparatus of the discipline studied. Must be able to: analyze the corpus of texts; apply modern information technology in research work Must own: linguistic search skills on the Internet, navigate the problems of comparing various data corpora Must demonstrate: ability and readiness to apply computer technology on language material, correctly use materials from various corpora of texts, etc.</p>	<p align="center">Неудовлетворител Does not know the terminology of the course. Does not know how to analyze the corpus of texts, use ICT in the classroom. Cannot conduct research. Does not have linguistic search skills in the Internet. Cannot navigate the problems of comparing various data corpora. Does not have the skill of forming the concordance.</p> <p align="center">Удовлетворительн Partially knows the terminology of the course. Does not completely know how to analyze the corpus of texts, use ICT in the classroom. Cannot fully conduct research. Does not have a skill of linguistic search in the Internet. Cannot completely navigate the problems of comparing of various data corpora. Does not fully have the skill of forming the concordans.</p> <p align="center">Хорошо Knows the terminology of the course. Knows how to analyze the corpus of texts, use ICT in the classroom. Can conduct research. Has a skill of linguistic search in the Internet. Cannot completely navigate the problems of comparing of various data corpora. Does not fully have the skill of forming the concordans.</p> <p align="center">Отлично Knows the terminology of the course. Knows how to analyze the corpus of texts, use ICT in the classroom. Can conduct research. Has a skill of linguistic search in the Internet. Can navigate the problems of comparing of various data corpora. Has the skill of forming the concordans.</p>
<p>ПК.2.1 Систематизирует</p>	<p>A student who has mastered the discipline (module):</p>	<p align="center">Неудовлетворител Does not know the terminology of the course.</p>

Индикатор	Планируемые результаты обучения	Критерии оценивания результатов обучения
<p>специальные знания, необходимые для преподавания по программам бакалавриата и ДПП</p>	<p>Must know: the main theoretical issues of corpus linguistics; the subject, tasks, methods of the conceptual apparatus of the discipline studied.</p> <p>Must be able to: analyze the corpus of texts; apply modern information technology in research work</p> <p>Must own: linguistic search skills on the Internet, navigate the problems of comparing various data corpora</p> <p>Must demonstrate: ability and readiness to apply computer technology on language material, correctly use materials from various corpora of texts, etc.</p>	<p>Неудовлетворител Does not know how to analyze the corpus of texts, use ICT in the classroom. Cannot conduct research. Does not have linguistic search skills in the Internet. Cannot navigate the problems of comparing various data corpora. Does not have the skill of forming the concordance.</p> <p>Удовлетворительн Partially knows the terminology of the course. Does not completely know how to analyze the corpus of texts, use ICT in the classroom. Cannot fully conduct research. Does not have a skill of linguistic search in the Internet. Cannot completely navigate the problems of comparing of various data corpora. Does not fully have the skill of forming the concordance.</p> <p>Хорошо Knows the terminology of the course. Knows how to analyze the corpus of texts, use ICT in the classroom. Can conduct research. Has a skill of linguistic search in the Internet. Cannot completely navigate the problems of comparing of various data corpora. Does not fully have the skill of forming the concordance.</p> <p>Отлично Knows the terminology of the course. Knows how to analyze the corpus of texts, use ICT in the classroom. Can conduct research. Has a skill of linguistic search in the Internet. Can navigate the problems of comparing of various data corpora. Has the skill of forming the concordance.</p>

Оценочные средства текущего контроля и промежуточной аттестации

Схема доставки : Базовая

Вид мероприятия промежуточной аттестации : Экзамен

Способ проведения мероприятия промежуточной аттестации : Оценка по дисциплине в рамках промежуточной аттестации определяется на основе баллов, набранных обучающимся на контрольных мероприятиях, проводимых в течение учебного периода.

Максимальное количество баллов : 100

Конвертация баллов в отметки

«отлично» - от 81 до 100

«хорошо» - от 61 до 80

«удовлетворительно» - от 50 до 60

«неудовлетворительно» / «незачтено» менее 50 балла

Компетенция (индикатор)	Мероприятие текущего контроля	Контролируемые элементы результатов обучения
ПК.2.1 Систематизирует специальные знания, необходимые для преподавания по программам бакалавриата и ДПП	The types of the languages' corps Защищаемое контрольное мероприятие	Knows about the linguistic and linguodidactic types of corpuses
ПК.2.1 Систематизирует специальные знания, необходимые для преподавания по программам бакалавриата и ДПП	The usage of corpuses Письменное контрольное мероприятие	Can use and apply the types of corpuses in the practical and pedagogical activities
ПК.2.1 Систематизирует специальные знания, необходимые для преподавания по программам бакалавриата и ДПП	The ways of the application of the languages' corps Итоговое контрольное мероприятие	Owens the skills and methods of the application of the corpuses in the pedagogical practice and digital technologies

Спецификация мероприятий текущего контроля

The types of the languages' corps

Продолжительность проведения мероприятия промежуточной аттестации: **1 часа**

Условия проведения мероприятия: **в часы самостоятельной работы**

Максимальный балл, выставляемый за мероприятие промежуточной аттестации: **30**

Проходной балл: **15**

Показатели оценивания	Баллы
A student who has mastered the discipline (module): Knows: the main theoretical issues of corps linguistics; the subject, tasks, methods of the conceptual apparatus of the discipline studied. Is able to: analyze the corps of texts; apply modern information technology in research work Owns:	30

linguistic search skills on the Internet, navigate the problems of comparing various data corpuses, the skill of making own concordance Demonstrates: ability and readiness to apply computer technology on language material, correctly use materials from language corps on the lessons	
A student who has mastered the discipline (module): Knows: the main theoretical issues of corps linguistics; the subject, tasks, methods of the conceptual apparatus of the discipline studied. Is able to: analyze the corps of texts; apply modern information technology in research work Partly owns: linguistic search skills on the Internet, navigate the problems of comparing various data corpuses, the skill of making own concordance Partly demonstrates: ability and readiness to apply computer technology on language material, correctly use materials from language corps on the lessons	25
Knows: the main theoretical issues of corps linguistics; the subject, tasks, methods of the conceptual apparatus of the discipline studied. Is not fully able to: analyze the corps of texts; apply modern information technology in research work Partly owns: linguistic search skills on the Internet, navigate the problems of comparing various data corpuses, the skill of making own concordance Partly demonstrates: ability and readiness to apply computer technology on language material, correctly use materials from language corps on the lessons	15
Partly knows: the main theoretical issues of corps linguistics; the subject, tasks, methods of the conceptual apparatus of the discipline studied. Is not able to: analyze the corps of texts; apply modern information technology in research work Does not own: linguistic search skills on the Internet, navigate the problems of comparing various data corpuses, the skill of making own concordance Does not demonstrate: ability and readiness to apply computer technology on language material, correctly use materials from language corps on the lessons	14

The usage of corpuses

Продолжительность проведения мероприятия промежуточной аттестации: **2 часа**

Условия проведения мероприятия: **в часы самостоятельной работы**

Максимальный балл, выставляемый за мероприятие промежуточной аттестации: **30**

Проходной балл: **15**

Показатели оценивания	Баллы
A student who has mastered the discipline (module): Knows: the main theoretical issues of corps linguistics; the subject, tasks, methods of the conceptual apparatus of the discipline studied. Is able to: analyze the corps of texts; apply modern information technology in research work, use COCA at a high level Owns: linguistic search skills on the Internet, navigate the problems of comparing various data corpuses, the skill of making own concordance and work in COCA program Demonstrates: ability and readiness to apply computer technology on language material, correctly use materials from COCA on the lessons	30
A student who has mastered the discipline (module): Knows: the main theoretical issues of corps linguistics; the subject, tasks, methods of the conceptual apparatus of the discipline studied. Is able to: analyze the corps of texts; apply modern information technology in research work, use	25

COCA at a high level Partly owns: linguistic search skills on the Internet, navigate the problems of comparing various data corpuses, the skill of making own concordance and work in COCA program Not fully Demonstrates: ability and readiness to apply computer technology on language material, correctly use materials from COCA on the lessons	
A student who has mastered the discipline (module): Partly knows: the main theoretical issues of corps linguistics; the subject, tasks, methods of the conceptual apparatus of the discipline studied. Is not fully able to: analyze the corps of texts; apply modern information technology in research work, use COCA at a high level Partly owns: linguistic search skills on the Internet, navigate the problems of comparing various data corpuses, the skill of making own concordance and work in COCA program Not fully Demonstrates: ability and readiness to apply computer technology on language material, correctly use materials from COCA on the lessons	15
A student who has mastered the discipline (module): Partly knows: the main theoretical issues of corps linguistics; the subject, tasks, methods of the conceptual apparatus of the discipline studied. Is not able to: analyze the corps of texts; apply modern information technology in research work, use COCA at a high level Does not own: linguistic search skills on the Internet, navigate the problems of comparing various data corpuses, the skill of making own concordance and work in COCA program Does not demonstrate: ability and readiness to apply computer technology on language material, correctly use materials from COCA on the lessons	14

The ways of the application of the languages' corps

Продолжительность проведения мероприятия промежуточной аттестации: **2 часа**

Условия проведения мероприятия: **в часы аудиторной работы**

Максимальный балл, выставляемый за мероприятие промежуточной аттестации: **40**

Проходной балл: **20**

Показатели оценивания	Баллы
Has professional competencies. He is able to develop scientific and methodological and educational materials that ensure the implementation of vocational training programs of SPO and (or) DPP. Can develop methodological support for vocational training programs. Knows the basic terminology of the course being studied. Can develop educational and scientific-methodological support of educational programs based on analysis and taking into account: the requirements of normative and methodological documents; domestic and foreign experience; labor market requirements, including professional standards and other qualification characteristics; age characteristics and educational needs of students, the stage of professional development, the possibility of building individual educational trajectories; designing work programs of disciplines taking into account the subject specifics and profile of the educational program; design of adapted educational programs taking into account individual characteristics and needs of students; reviewing and examination of scientific and methodological and educational materials that ensure the implementation of vocational training programs, SPO and (or) DPP. Is able to systematize the special knowledge necessary for teaching Can carry out theoretical and methodological reflection of actual problems in its subject area Is able to develop and use	40

<p>educational digital content to solve professional and research tasks.</p> <p>Has professional competencies. It is quite capable of developing scientific and methodological and educational materials that ensure the implementation of vocational training programs of SPO and (or) DPP. Can develop methodological support for vocational training programs. Practically knows the basic terminology of the course being studied. Partially can carry out the development of educational and scientific and methodological support of educational programs based on the analysis and taking into account: the requirements of normative and methodological documents; domestic and foreign experience; labor market requirements, including professional standards and other qualification characteristics; age characteristics and educational needs of students, the stage of professional development, the possibility of building individual educational trajectories; designing work programs of disciplines taking into account the subject specifics and profile of the educational program; design of adapted educational programs taking into account individual characteristics and needs of students; reviewing and examination of scientific and methodological and educational materials that ensure the implementation of vocational training programs, SPO and (or) DPP. Not fully able to systematize the special knowledge necessary for teaching Can carry out theoretical and methodological reflection of actual problems in its subject area Is able to develop and use educational digital content to solve professional and research tasks.</p>	<p>30</p>
<p>Partially possesses professional competencies. He is not fully capable of developing scientific and methodological and educational materials that ensure the implementation of vocational training programs for SPO and (or) DPP. Not fully able to develop methodological support for vocational training programs. Does not fully understand the basic terminology of the course being studied. partially can carry out the development of educational and scientific and methodological support of educational programs based on the analysis and taking into account: the requirements of normative and methodological documents; domestic and foreign experience; labor market requirements, including professional standards and other qualification characteristics; age characteristics and educational needs of students, the stage of professional development, the possibility of building individual educational trajectories; designing work programs of disciplines taking into account the subject specifics and profile of the educational program; design of adapted educational programs taking into account individual characteristics and needs of students; reviewing and examination of scientific and methodological and educational materials that ensure the implementation of vocational training programs, SPO and (or) DPP. Not fully able to systematize the special knowledge necessary for teaching He is not fully able to carry out theoretical and methodological reflection of actual problems in his subject area Is not fully capable of developing and using educational digital content to solve professional and research tasks.</p>	<p>20</p>
<p>Does not have professional competencies. Is not able to develop scientific and methodological and educational materials that ensure the implementation of vocational training programs of SPO and (or) DPP. Cannot develop methodological support for vocational training programs. Does not know the basic terminology of the course being studied. Cannot develop educational, scientific</p>	<p>19</p>

<p>and methodological support for educational programs based on analysis and taking into account: the requirements of regulatory and methodological documents; domestic and foreign experience; labor market requirements, including professional standards and other qualification characteristics; age characteristics and educational needs of students, the stage of professional development, the possibility of building individual educational trajectories; designing work programs of disciplines taking into account the subject specifics and profile of the educational program; does not design adapted educational programs taking into account the individual characteristics and needs of students; reviewing and examination of scientific and methodological and educational materials that ensure the implementation of vocational training programs, SPO and (or) DPP. Is not able to systematize the special knowledge necessary for teaching Cannot carry out theoretical and methodological reflection of actual problems in its subject area Unable to develop and use educational digital content to solve professional and research task</p>	
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