

BUNIN YELETS STATE UNIVERSITY

"APPROVED"

Director of the Institute of Psychology
And Pedagogy _____/T.D.Krasova/

THE WORK PROGRAMME OF THE DISCIPLINE **B1.C.05.01 Methods of Teaching Russian Language and Literature** **in Primary School**

Direction of training: 44.03.01 Pedagogical Education

Profile: Primary education

Qualification (degree): bachelor

Mode of study: full-time

Institute of Psychology and Pedagogy

Department of Pedagogy and Educational Technologies

	full-timeform	full-time and part-time form	part-time form
Study course	2, 3	-	-
Term	3, 4. 5	-	-

Lectures	52	-	-
laboratory work	-	-	-
Seminars	52	-	-
Forms of control	Exam -0,6	-	-
Control	18	-	-
Other forms of work	-	-	-
Independent work	129,4		

Total number of academic hours: 252

Labor intensity: 7 credit

Developer of the work programme: PhD in Pedagogical Sciences, Associate Professor I. B. Larina

I. ORGANIZATIONAL AND METHODOLOGICAL SECTION

The purpose of studying the discipline: the formation of general professional competencies in students that contribute to the development of a system of theoretical and methodological ideas about the specifics of language and literary education of primary school students in accordance with the requirements of educational standards, the foundations of methodological theory and practice in their current state and historical development.

Objectives of studying the discipline:

- the formation of ideas about the content of language and literary education in primary school;
- the formation of readiness to implement educational tasks in the subject area of "Philology" (Russian language and literary reading) in accordance with the requirements of educational standards;
- the use of modern methods and technology of language education, diagnostics of language and speech knowledge and skills of primary school students;
- the development of research activities of students, a creative approach to solving practical issues;
- developing skills in analyzing scientific and educational literature;
- developing skills in planning, conducting and analyzing lessons at school.

The place of the discipline in the structure of the BPEP: implemented within the framework of the basic (compulsory) part of block B1. Disciplines (modules).

Planned learning outcomes for the discipline:

Competence code	Indicators of Competence Achievement	Planned learning outcomes for the discipline
UC 2	To know:: - legal grounds for presenting and describing the results of activities; legal norms for assessing the results of solving problems; legal norms imposed on methods of solving professional problems, based on current legal norms, available resources and limitations.	Knows: - approaches to setting tasks to achieve the set goal, has knowledge in choosing the best ways to solve them.
	To be able to: - check and analyze regulatory documentation; formulate, within the framework of the project's stated goal, a set of tasks that ensure its achievement; choose the optimal way to solve problems, taking into account current legal norms and	Is able to: - based on current legal regulations, available resources and limitations, select optimal ways to solve problems in the professional field to achieve the set goal.

	existing conditions, resources and limitations.	
	To possess: legal norms in the field corresponding to professional activity, development and implementation of the project, conducting professional discussion of the results of the activity.	Possesses: - skills in defining the range of professional tasks within the framework of the set goal; choosing the optimal ways to solve them, taking into account current legal regulations and available resources.
GPC- 2	To know: the implementation of the selection of pedagogical and other technologies, including information and communication technologies, used in the development of basic and additional educational programs and their elements.	Knows how the selection of pedagogical and other technologies, including information and communication technologies, used in the development of basic and additional educational programs and their elements is carried out.
	To be able to to design individual educational routes for mastering programs of academic subjects, courses, disciplines (modules), and additional education programs in accordance with the educational needs of students.	Is able to to design individual educational routes for mastering programs of academic subjects, courses, disciplines (modules), additional education programs in accordance with the educational needs of students
	To possess to develop a program of academic subjects, courses, disciplines (modules), and additional education programs in accordance with regulatory and legal acts in the field of education.	Possesses: in developing programs of academic subjects, courses, disciplines (modules), and additional education programs in accordance with regulatory and legal acts in the field of education.
GPC-3	To know: - the essence, forms and methods of organizing educational and upbringing activities; - modern technologies for organizing joint and individual educational and upbringing activities, including in the context of an inclusive educational process; - the basics of psychodiagnostics and the	Knows: - the essence, forms and methods of organizing educational and upbringing activities; - modern technologies for organizing joint and individual educational and upbringing activities, including in the context of an inclusive educational process; - the basics of psychodiagnostics and the

	main signs of deviations in the development of children.	main signs of deviations in the development of children.
	To be able to: <ul style="list-style-type: none"> - correlate the requirements of federal educational standards with the individual educational needs of students; - organize joint educational and upbringing activities; - develop and implement individual educational routes, individual development programs and individually oriented educational programs taking into account the personal and age characteristics of students. 	Is able to: <ul style="list-style-type: none"> - correlate the requirements of federal educational standards with the individual educational needs of students; - organize joint educational and upbringing activities; - take into account the personal and age characteristics of students, develop and implement individual educational routes.
	To possess: <ul style="list-style-type: none"> - methods of organizing joint and individual educational and upbringing activities; - methods of identifying children with special educational needs; 	Possesses: <ul style="list-style-type: none"> - methods of organizing joint and individual educational and training activities.
GPC-5 Capable of monitoring and assessing the formation of educational results of students, identifying and correcting learning difficulties	To know: how to identify and correct learning difficulties, develop proposals for improving the educational process.	Knows how to identify and correct learning difficulties and develop proposals for improving the educational process.
	To be able to monitor and evaluate educational results based on the principles of objectivity and reliability.	Is able to monitor and evaluate educational results based on the principles of objectivity and reliability.
	To possess: the techniques of selecting content, methods of organizing control and assessment, including ICT, in accordance with the established requirements for the educational outcomes of students.	Possesses: n the techniques of selecting content, methods of organizing control and assessment, including ICT, in accordance with established requirements for the educational outcomes of students.
GPC-9	To know:: <ul style="list-style-type: none"> - principles of operation of modern information technologies. 	Knows: <ul style="list-style-type: none"> - the basic principles of modern information technologies.
	To be able: <ul style="list-style-type: none"> - use modern information technologies to solve problems of professional activity. 	Is able to: <ul style="list-style-type: none"> - use modern information technologies to solve problems of professional activity.
	To possess:	Possesses:

	- skills in using modern information technologies to solve problems of professional activity.	- skills in using modern information technologies to solve problems of professional activity.
PCS-1	To know: <ul style="list-style-type: none"> - the basics of private teaching methods in primary school disciplines; - the characteristics of personal, meta-subject and subject results of students in the context of teaching primary school disciplines (according to the Federal State Educational Standard and the model curriculum); - modern educational technologies and methodological patterns of their selection; - methods of monitoring, assessing and correcting the results of learning primary school disciplines; - theories and technologies for organizing educational and leisure activities of children in the system of additional education. 	Knows: <ul style="list-style-type: none"> - conceptual provisions and requirements for the organization of the educational process, determined by the Federal State Educational Standard of Primary General Education; - modern educational technologies and methodological patterns of their selection; - methods of teaching the use of computer technologies in studying the Russian language and literature in primary school; - methods of monitoring, evaluating and correcting the results of learning the use of computer technologies in studying the Russian language; - means of developing communicative competence and an activity-based approach in Russian language and literature lessons in primary school.
	To be able: <ul style="list-style-type: none"> - design a work program for primary school subjects and an additional general education program; - design and implement various forms of training and organization of extracurricular activities for students in primary school subjects, ensuring the achievement of meta-subject, subject and personal results. 	Is able to: <ul style="list-style-type: none"> - design elements of the educational program, the teacher's work program for the disciplines "Russian Language" and "Literature"; - formulate didactic goals and objectives of teaching Russian language and literature using information technologies and implement them in the educational process of primary school; - plan, model and implement various organizational forms in the process of teaching Russian language and literature using information technologies;

		- justify the choice of teaching methods and educational technologies when teaching Russian language and literature in primary school, apply them in educational practice.
	To possess: - methods of teaching in primary school subjects and additional general education programs, methods of their selection taking into account the specifics of the content of educational material, age and educational needs of students; - modern educational technologies that ensure the achievement of meta-subject, subject and personal results of students; - methods of monitoring, assessing and correcting learning results in primary school subjects.	Possesses: - skills in planning and designing the educational process; - methods of teaching Russian in primary school using information technologies that ensure the achievement of meta-subject, subject and personal results of students; - methods of monitoring, evaluating and correcting learning results using computer technologies in primary school.

II. CONTENT AND SCOPE OF THE DISCIPLINE
indicating the number of hours allocated for contact work of students with the teacher (by type of study) and for independent work

Full-time education

No	Name of sections and topics	Total	Classroom lessons			Indep.Work
			LEC	PRACT	LAB	
	Section 1. Methodology of teaching Russian as a pedagogical science. Methodology of teaching literacy.	37	7	7	5-	18
	Topic 1. Subject and objectives of the methodology of teaching Russian language and literature.	4	1	1	-	2
	Topic 2. The process of teaching literacy. Requirements for lessons.	8	2	2	-	4
	Topic 3. Teaching initial writing.	15	2	2	-5	6
	Topic 4. Speech development	10	2	2	-	6

	during the literacy period.					
	Section 2. Methodology of literary reading and working with children's books	70,7	11	11	4	44,7
	Topic 1. The essence of literary development of students. Initial literary and psychological-pedagogical provisions of the methodology of literary reading.	10,7	2	2	-	6,7
	Topic 2. Qualities of a complete reading skill and ways to improve it.	12	2	2	-	8
	Topic 3. The main stages of work on a work of art	12	2	2	-	8
	Topic 4. Development of speech in reading lessons, improvement of speech activity in all forms.	22	3	3	4-	12
	Topic 5. Methodology of extracurricular reading, its subject, tasks. Extracurricular reading lessons.	14	2	2		10
	<i>Exam</i>	<i>0,3</i>				
	<i>Independent work</i>					<i>62,7</i>
	Total (semester 3)	108	18	18	9	62,7
	Section 3. Methodology of language education in primary school	48	12	12	-	24
	Topic 1. Requirements for a Russian language lesson. Types of lessons.	6	1	1	-	4
	Topic 2. Methodology for the formation of linguistic concepts.	6	1	1	-	4
	Topic 3. Methods of studying the morphemic composition of a word.	9	2	2	-	5
	Topic 4. Methods of studying parts of speech.	13	4	4	-	5
	Topic 5. Methods of studying elements of syntax and punctuation.	14	4	4	-	6
	Section 4. Methods and techniques of teaching spelling	24	6	6	-	12
	Topic 1. The essence of spelling skills. Methods of developing spelling skills.	12	3	3	-	6

	Topic 2. Methods and techniques for teaching spelling.	12	3	3	-	6
	<i>Independent work</i>					36
	Total (semester4)	72	18	18		36
	Total number of academic hours:	180	36	36	9	98,7

Full-time and part-time education (not implemented)

Part-time education (not implemented)

III. EVALUATION MATERIALS FOR CONDUCTING CURRENT AND INTERIM CERTIFICATION OF STUDENTS IN THE DISCIPLINE

Semester 2.

Standard version of test paper

Option 1.

- 1.Name the sections of the Russian language methodology in primary school.
- 2.List the sound analysis techniques when teaching initial reading.
- 3.Indicate the stages of work in the lesson of familiarization with a new work.
- 4.Create a fragment of a reading lesson on studying a vowel sound (optional).

Option 2.

- 1.What are the main tasks of the preparatory period?
- 2.List the synthesis techniques when teaching initial reading.
- 3.Give a definition of the concepts: different readings, emotional-evaluative conversation.
- 4.Develop a fragment of a lesson in which an analysis of a work is organized (a work of choice).

Standard version in test form

1. The main task of the teacher in literacy lessons is to develop

- a) spelling vigilance;
- b) phonemic hearing;
- c) orthoepic reading.

2. The founder of the modern sound analytical-synthetic method is

- a) L.N. Tolstoy;
- b) D.I. Tikhomirov;
- c) K.D. Ushinsky.

3. This classification of methods - literal, syllabic, sound, whole words - is based on

- a) the nature of students' activities in the lesson;
- b) the level of students' cognitive activity;
- c) the initial language unit.

4. The requirement for the quality of reading, which implies understanding the content of what has been read, the ability to express an attitude to the described case or event, is called

- a) fluency;
- b) consciousness;
- c) expressiveness.

5. The main method of teaching literacy in a modern school is -

- a) literal-subjunctive;
- b) analytical-synthetic;
- c) sound analytical-synthetic.

6. Does not apply to the traditional principles of the modern sound analytical-synthetic method of teaching literacy:

- a) periodization of the literacy teaching process;
- b) parallel teaching of reading and writing;
- c) grammatical-orthographic propaedeutics.

7. The modern sound analytical-synthetic method of teaching literacy

has been enriched with the following principles (indicate the odd one out):

- a) periodization of the literacy teaching process;
- b) introduction of modeling elements;
- c) grammatical-orthographic propaedeutics.

8. Analysis, during which the author's use of figurative and expressive means of language is considered -

- a) stylistic analysis;
- b) analysis of the development of action;
- c) problem analysis.

9. The traditional task of primary school is the task of

- a) teaching a primary school child to read;
- b) literary education of primary school students;
- c) development of the tradition of joint reading by adults and children.

10. Methods of analysis (eliminate the unnecessary):

- a) counting sounds in a word (syllable);
- b) discarding a single sound;
- c) composing sentences from these words.

11. Methods of synthesis (eliminate the unnecessary):

- a) composing and reading syllabic tables;
- b) highlighting the stressed syllable;
- c) building up a letter (syllable), composing new words.

12. Preparatory, basic, review-generalizing - these are

- a) types of literacy lessons;
- b) periods of literacy training;
- c) stages of developing reading skills;

13. The letterless stage, studying the main vowels - these are

- a) stages of the basic period;
- b) stages of the preparatory period;
- c) stages of the review-generalizing period.

14. The most difficult, but also the most interesting method of organizing students' creative activity based on what they have read is

- a) dramatization;
- b) reading by roles;
- b) creative retelling.

15. The following is not a stage in developing reading skills:

- a) developing syllabic reading skills;
- b) developing whole-word reading skills;
- c) developing reading skills by roles.

16. Listening and speaking; reading and writing are

- a) types of speech activity;
- b) types of speech;
- c) types of thinking.

17. Tasks facing literacy teaching (eliminate the unnecessary):

- a) the student's entry into the systematic study of his native language;
- b) students' mastery of written types of speech activity or teaching students elementary reading and writing;
- c) studying language theory.

18. The stage of work that involves generalizing about the work, rereading it and completing creative tasks is called

- a) primary synthesis;
- b) secondary synthesis;
- c) analysis.

19. Speech expresses the inner experiences of the characters and becomes the driving mechanism of the action

- a) in lyrical works;
- b) in epic works;
- c) in dramatic works.

20. Work on the plot of a work from an event to the meaning of the text is carried out in the course of

- a) problem analysis;
- b) analysis of the development of the action;
- c) stylistic analysis.

Semester 4.

Standard version of test paper

Option 1.

1. List the types of Russian language lessons.
2. Compose a fragment of a Russian language lesson on the topic "Declension of nouns"
3. List the stages of work in a Russian language lesson (reflection lesson).
4. Stages of developing spelling skills.

Option 2.

1. Specify the main techniques for working on the composition of a word.

2. Compose a fragment of a Russian language lesson on the topic “1st and 2nd conjugation of verbs”, grade 4.
3. Give a description of the concepts of “spelling” and “spelling vigilance”.
4. Describe the sequence of morphological analysis of nouns.

Standard version in test form

1. The system of rules that ensure uniformity of spelling in cases where, it would seem, different spellings are possible is defined as

- a) grammar;
- b) calligraphy;
- c) spelling;
- d) punctuation.

2. The leading principle of Russian spelling is

- a) morphological;
- b) traditional;
- c) phonetic;
- d) principle of differentiation of meanings.

3. Spelling is

- a) spelling rule;
- b) spelling requiring checking;
- c) explanation of spelling;
- d) selection of cognate words.

4. Justified choice of correct spelling is

- a) spelling vigilance;
- b) solution of grammar-spelling problem;
- c) language intuition;
- d) spelling commentary.

5. The developer of the comparative-historical method of studying the Russian language was

- a) K.D. Ushinsky;
- b) F.I. Buslaev;
- c) N.F. Bunakov.

6. The motivational stage of formation of spelling skills involves

- a) creation of an educational situation that generates the need to check spelling;
- b) search for a way to solve the educational problem;
- c) drawing up an algorithm for a given case, checking the spelling by the steps of the algorithm;
- d) achieving more or less complete automatism.

7. A type of spelling exercise, the essence of which consists in writing down a word perceived by ear

- a) copying;
- b) dictation;
- c) presentation;
- d) grammar and spelling analysis.

8. Didactic and psychological works by L. V. Zankov, D. B. Elkonin appeared

- a) in the 50s of the 20th century;
- b) in the 60s of the 20th century;
- c) in the 70s of the 20th century.

9. Observation, research, identification of essential features of the object under study presuppose the stage of formation of a linguistic concept, called

- a) theoretical;
- b) empirical;
- c) the stage of deepening the concept.

10. Introduction of a term, definition of a concept presupposes the next stage of formation of a linguistic concept, called

- a) theoretical;
- b) empirical;
- c) the stage of deepening the concept.

11. Objectives of in-depth study of the Russian language (indicate the odd one out):

- a) to instill interest in philology, in the art of words;
- b) sow the first seeds of future professional information;
- c) organize work with lagging students.

12. Breaking the whole being studied into its component parts for the purpose of deep penetration into the essence of phenomena underlies

- a) the method of construction;
- b) the comparative-historical method;
- c) the method of language analysis.

13. Learning through discoveries, through solving subjective-creative problems is the basis of

- a) heuristic methods;
- b) game methods;
- c) computer training.

14. Combining various areas of the studied language into a single system in a textbook meets the requirements

- a) content;
- b) integrative;
- c) methodological.

15. Ensuring the organization of students' cognitive activity in the classroom and at home through a textbook meets the requirements

- a) content;
- b) integrative;
- c) methodological.

16. Teaching "by examples" underlies

- a) communicative methods;
- b) imitative methods;
- c) construction methods.

17. The assertion that the main function of language is to be a means of communication, as well as a means of self-expression, is the basis of

- a) communicative methods;
- b) imitative methods;
- c) construction methods.

18. Synthetic work, starting from the creation of phrases and sentences, ending with the creation of a text, is the basis of

- a) communicative methods;
- b) imitative methods;
- c) construction methods.

19. Conveying in written form a visually perceived word, sentence or text --

- a) copying;
- b) dictation;
- c) presentation;
- d) grammar and spelling analysis.

20. The following conditions are necessary for the successful formation of spelling skills (exclude the unnecessary):

- a) development of speech (phonemic) hearing;
- b) development of spelling vigilance;
- c) systematic prompting from the teacher;
- d) systematic work on errors

Semester 5.

Standard version of test paper

Option 1.

1. Speech and its types.
2. Factors of human speech development.
3. Give examples of exercises aimed at developing vocabulary of primary school students.

Option 2.

1. Speech and thinking. Statement.
2. Methods of developing students' speech.
3. Give examples of exercises aimed at developing phonemic hearing.

Questions for exams

(Semester 3)

1. From the history of the development of children's reading methods. K.D. Ushinsky and his followers.
2. Objectives of reading lessons in the modern education system
3. Educational and developmental significance of reading lessons
4. Initial acquaintance of younger students with literary concepts
5. Peculiarities of perception of a work by younger students
6. Typology of literary reading lessons in primary school
7. Preparing a teacher for literary reading lessons
8. Analysis of a work of art
9. Using visual aids in literary reading lessons

10. Organizing independent work of younger students in literary reading lessons
11. Methodology for working on a fairy tale
12. Methodology for working on a story
13. Methodology for working on works of small folklore genre
14. Methodology for working on a poem
15. Methodology for working on an epic
16. Methodology for working on a fable
17. Characteristics of the modern analytical and synthetic method
18. Objectives, content and significance of the period of literacy training.
19. Periodization of the literacy teaching process.
20. Psychological and linguistic foundations of literacy teaching methods.
21. Reading lesson, writing lesson in the pre-primer period;
22. Reading lesson, writing lesson in the primer period;
23. Grammatical and orthographic propaedeutics during literacy teaching.
24. Speech development in literacy lessons
25. Psychophysiological characteristics of reading and writing processes.
26. Methods of teaching initial writing.
27. Working with scientific and educational literature and scientific and fiction literature.
28. Developing skills of correct and fluent reading.
29. Methods of teaching expressive reading
30. Methods of working on the characters of a work of art

Semester 5 - full-time

1. Methods of studying the Russian language in elementary school
2. Methodological work on vocabulary and semantics
3. Methods of studying the morphemic composition of a word in elementary school
4. Lexical and grammatical meaning of nouns
5. Lexical and grammatical meaning of adjectives
6. Lexical and grammatical meaning of verbs
7. Acquaintance of younger students with numerals and adverbs.
8. Methods of familiarizing primary school students with pronouns
9. Methods of working with primary school students when studying the topic "Preposition"
10. Organization of vocabulary work in Russian language lessons
11. Spelling is the basic unit of language
12. Types of exercises in spelling
13. Methods of language analysis and synthesis in teaching spelling to primary school students
14. Identification features of spelling as a theoretical basis for teaching Russian spelling
15. Algorithmization of spelling skills
16. Methods of working on the spelling rule in elementary school.
17. Spelling vigilance and methods of its development
18. Grammatical analysis in elementary school. Methodology for its implementation..
19. Studying punctuation in elementary school
20. Methods of working on phrases and sentences in Russian language lessons in elementary school.
21. Speech and its types. .
22. Pronunciation level of speech development.
23. Lexical level of speech development.
24. Text level in speech development.
25. Types of summaries, preparation of primary school students for their writing

26. Preparatory work for creating a text
27. Types of essays in elementary school.
28. Organization of work on an essay in elementary school
29. Types and causes of errors in essays and summaries of primary school students
30. Analysis and editing of written works of primary school students.

IV. LIST OF REFERENCES REQUIRED FOR MASTERING THE DISCIPLINE

4.1. Main literature

1. Fundamentals of teaching Russian: textbook: [16+] / L.A. Arayeva, O.A. Bulgakova, E.S. Denisova et al.; Kemerovo State University. - Kemerovo: Kemerovo State University, 2018. - 390 p. - Access mode: by subscription. - URL: <http://biblioclub.ru/index.php?page=book&id=495219>. - Bibliography: pp. 345-359. - ISBN 978-5-8353-2290-9. (date accessed: 02.09.2024).

4.2. Additional literature

1. Yakovleva, T.V. Ethnocultural approach to teaching Russian in primary school: monograph / T.V. Yakovleva, V.V. Demicheva, O.I. Eremenko. - Moscow; Berlin: Direct-Media, 2019. - 122 p. - Access mode: by subscription. - URL: <http://biblioclub.ru/index.php?page=book&id=567181>. - Bibliography: pp. 93-98. (date accessed: 02.09.2024).

V. LIST OF RESOURCES OF THE INFORMATION AND TELECOMMUNICATION NETWORK "INTERNET" NECESSARY FOR MASTERING THE DISCIPLINE

№	Link to Information resource	Name of the development in electronic form	Availability
1.	https://infourok.ru/	Infourok: educational internet project of Russia. Includes: lesson plans, presentations, tests, video lessons and other materials on school curriculum subjects.	Freeaccess
2.	http://edu.ru/	Russian Education: Federal Portal. Includes links to portals and websites of educational institutions; state educational standards; regulatory documents; catalog of excursions and educational programs.	Freeaccess
3.	http://window.edu.ru/	The information system "Single Window of Access to Educational Resources" provides free access to the catalog of educational Internet resources and a full-text electronic educational and methodological library for general and professional education	Freeaccess
4.	https://www.gumer.info/	Gumer Library: Provides free access to 5,000 books and articles on the humanities	Freeaccess

5.	http://fcior.edu.ru/	The Federal Center for Information and Educational Resources (FCIER) provides access to electronic educational resources and services for all levels and stages of education.	Freeaccess
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VI. MODERN PROFESSIONAL DATABASES AND INFORMATION REFERENCE SYSTEMS

1.	http://www.biblioclub.ru	Electronic library system (ELS) University libraryonline	Registration via any university computer. Further, unlimited individual access is provided from any point where there is access to the Internet
2.	www.garant.ru	Informationandlegalportal	Freeaccess
3.	www.elibrary.ru	Russian information portal in the field of science, technology, medicine and education	Freeaccess
4.	www.consultant.ru	Russian computer reference and legal system	Freeaccess

VII. LICENSED AND FREELY DISTRIBUTED SOFTWARE

The following licensed and freely distributed software is used in the implementation of the academic discipline:

- Microsoft Windows;
- Microsoft Office;
- LibreOffice, etc.

VIII. EQUIPMENT AND TECHNICAL MEANS OF TRAINING, NECESSARY FOR THE IMPLEMENTATION OF THE EDUCATIONAL PROCESS IN THE DISCIPLINE

Classes are held in classrooms equipped with specialized furniture, including stationary or portable technical means of training (projector, screen, computer/laptop).

Independent work is carried out in rooms equipped with computer equipment with the ability to connect to the Internet and provide access to the electronic information and educational environment of the university.