

BUNIN YELETS STATE UNIVERSITY

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



THE WORK PROGRAMME OF THE DISCIPLINE **B1.E.01.01 Teaching the integrative course «The world around us»**

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: *Pedagogy and educational technologies*

	full-time form	full-time and part-time form	part-time form
Study course	2-3	-	-
Term	45	-	-
Lectures	18	-	-
laboratory work		-	-
Practical work (seminars)	34	-	-
including practical training	4	-	-
Form of control	Credit test Exam - 0,3	-	-
Control	9	-	-
Independent work	154,7	-	-

Total number of academic hours: 216

labor intensity: 6 credits

Developer of the work programme:

Candidate of Pedagogical Sciences, Associate Professor S.N. Chislova

I. ORGANIZATIONAL AND METHODOLOGICAL SECTION I

The purpose of studying the discipline: the formation of professional competencies among students that ensure readiness to implement the educational program of the integrative course «The world around us» in accordance with the requirements of educational standards.

Objectives of studying the discipline:

- to acquaint students with the stages of formation of the methodology for familiarizing younger students with the world around them and to show the place of the integrative course «The World around» in the modern school system in light of the need for younger students to form a holistic view of the world;
- to introduce the content of the integrative course «The world around us»;
- to form a skill:
- to use subject-based methods and apply modern educational technologies that ensure the achievement of meta-subject, subject and personal results;
- to apply subject knowledge in the implementation of the educational process.

The place of the discipline in the structure of the BPEP: implemented within the framework of the basic (compulsory part) part of block E.1. Disciplines (modules).

Planned learning outcomes for the course:

Code of competence	Indicators of competence achievement	Planned learning outcomes for the discipline
PCS-1	To know: - fundamentals of specific teaching methods(techniques) in the subject area; - characteristics of students' personal, meta-subject and subject results in the context of teaching in the subject area (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 learning results in the subject area	Knows: - fundamentals of the teaching methodology of the integrative course «The world around us»; - characteristics of students' personal, meta-subject and subject results in the context of studying the subject «The world around us»; - modern educational technologies; - methods of control, evaluation and correction of learning outcomes in the discipline «The outside world».
	To be able to: - design a work program in the subject area; - design and implement various forms of training and organization of extracurricular activities of students in the subject area (profiles ensuring the achievement of meta-subject, subject and personal results	Is able to: - to design a work program in the discipline "The world around us". - - to design and implement various forms of education and organization of extracurricular activities of students in the discipline "The world around us".
	To possess: - teaching methods in the subject area and the methodology for their selection taking into account the specifics of the content of	Possess: - teaching methods according to the discipline "The world around us"; - modern educational technologies that

	<p>the educational material, age and educational needs of students;</p> <ul style="list-style-type: none"> - modern educational technologies ensuring the achievement of students' meta-subject, subject and personal results; - methods of monitoring, assessing and correcting learning results in the subject area 	<p>ensure the achievement of metasubject, subject and personal results of students;</p> <ul style="list-style-type: none"> - methods of monitoring, evaluation and correction of learning outcomes in the discipline «The world around us»
PCS-2	<p>To know:</p> <ul style="list-style-type: none"> - patterns, principles and levels of formation and implementation of educational content in the subject area; - structure, composition and didactic units of the content of a school subject in the subject area; - subject content in the subject area; - skills in selecting variable content taking into account the relationship between class and extracurricular forms of training in the subject area 	<p>Knows:</p> <ul style="list-style-type: none"> - the principles of formation of the content of the discipline «The world around»; - the content of the discipline «The world around»;
	<p>To be able to:</p> <ul style="list-style-type: none"> - select educational content for implementation in various forms of training in the subject area in accordance with the didactic goals, age characteristics of students and the requirements of the Federal State Educational Standard of General Education 	<p>Is able to:</p> <ul style="list-style-type: none"> - to carry out the selection of the educational content of the discipline «The surrounding world»: - select educational content for implementation in various forms of training in the subject area in accordance with the didactic goals, age characteristics of students and the requirements of the Federal State Educational Standard of General Education
	<p>To possess:</p> <ul style="list-style-type: none"> - skills in applying a systematic approach to the development and implementation of director's projects when organizing concerts, performances and other forms of festive culture in educational organizations; - skills in working in a creative team with other authors and performers within a single artistic concept for the joint achievement of high quality results of creative activity; - methods of working on the technique of stage speech and speech art skills 	<p>Possess:</p> <ul style="list-style-type: none"> - the subject content of the discourse «The surrounding world»; - the ability to select variable content, taking into account the relationship between the regular and extracurricular forms of the discipline «The world around»

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

№	Name of sections and topics	Total	Classroom lessons			Indep. Work 154,7
			Lec.	Sem.	Lab.work	
	Section 1. "Fundamentals of the private methodology of teaching the educational course "The world around us" and the ways of its formation"	40	4	4	-	32
1.	Topic 1. "Teaching methods of the integrated course "The world around" as a pedagogical science"	20	2	2	-	16
2.	Topic 2. "The formation of primary natural knowledge as an academic subject and methods of teaching it"	20	2	2	-	16
	Section 2. "Content and material base of the interactive course "The world around us".	43	4	6	-	33
3.	Topic 1. "The content of the integrative course "The world around us".	13	-	2	-	11
4.	Topic 2. "Features of the development of the work program for the course "The world around us"".	15	2	2	-	11
5.	Topic 3. "The material base of the integrative course "The world around us": educational equipment, a corner of wildlife, a cultural corner, a school study and a geographical site."	15	2	2	-	11
	Section 3. "Modern technologies, methods and forms of familiarization of younger schoolchildren	63	6	16	-	41

	with the world around them. Control, evaluation and correction of educational results of students in the course "The world around us".					
6.	Topic 1. "Methods and techniques for familiarizing younger students with the world around them."	17	2	4	-	11
7.	Topic 2. "Organization of control, assessment and correction of educational results of students in the course "The world around"".	14	-	4	-	11
8.	Topic 3. "Forms of regular and extracurricular activities of students in the course "The world around"	17	2	4	-	11
9.	Topic 4. "Modern educational technologies used in the process of teaching the integrative course "The world around"".	14	2	4	-	8
	<i>Total for the 4th semester</i>	146	14	26	-	106
	<i>Test</i>					
10.	Section 4. "Planning and organization of various forms of regular and extracurricular activities of students in the integrative course "The world around""	56,7	4	8	-	44,7

11.	Topic 1. "Planning and organization of various forms of regular activity of students in the integrative course "The world around""	28,7	2	4	-	22,7
12.	Topic 2. "Planning and organization of various forms of extracurricular activities for students of the integrative course "The world around""	28	2	4	-	22
	<i>Total for the 7th semester</i>	62,7	4	8	-	50,7
14.	Exam	9,3				
15.	<i>Total for the 6-7 semester</i>	156,7	<i>18</i>	<i>34</i>	-	<i>104,7</i>
	<i>including practical training</i>	<i>4</i>				
	Total number of academic hours:	216	18	34		154,7

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

The current certification is carried out in the form of a control work (in a traditional or test form), an abstract.

A typical version of the test work

Section 1-3

In the traditional form:

1. The purpose, objectives, object, subject of the teaching methodology of the integrative course "The world around".
2. Justify the need to use health-saving technologies in the lessons of the course "The world around you".
3. What teaching methods are appropriate to use when studying the topic: "Pets".

In the test form:

1. The object of the teaching methodology of the integrative course "The world around us" in primary school is:

- a) the process of familiarizing younger students with the world around them;
- b) implementation of personal-activity and integrated approaches;
- c) creating the foundations of the creative potential of students;
- d) the teacher's knowledge of the basics of natural science.

2. What is the specificity of the course "The world around us":

- a) in its environmental orientation;
- b) in the integrative nature of the content;
- c) the consistency of the presentation of educational material;
- d) in the formation of the vector of cultural and value orientations of the younger student.

3. Complete the list of functions performed by the teaching methodology of the course "The world around you": gnostic, projective-modeling, structuring, corrective-guiding, _____

- a) predictive;
- b) personal;
- c) the system;
- d) cognitive.

4. The creator of the first Russian textbook on natural science was:

- a) V.F. Zuev; b) N.K. Krupskaya; c) A.Ya. Gerd; d) D.D. Semenov.

5. Which of the listed teachers proposed to study nature according to "common lives", which were forest, field, garden, meadow, park, river:

- a) V.F. Zuev; b) N.K. Krupskaya; c) D.N. Kaygorodov; d) D.D. Semenov.

6. Which of the listed teachers suggested introducing younger students in the following sequence: inanimate nature - plants – animals – man:

- a) V.F. Zuev; b) N.K. Krupskaya; c) A.Ya. Gerd; d) D.D. Semenov.

7. The selection of the content of the course "The world around us" is based on the following ideas:

- a) the idea of the diversity of the world;
- b) the idea of the integrity of the world;
- c) the idea of respect for the world;
- d) all of the above.

8. The formation of concepts in the course "The world around us" begins with:

- a) generalizations;
- b) definitions of the concept;
- c) representations;
- d) interpretation of new facts.

9. What are the content blocks of the course "The world around us"?

- a) "Man", "Nature", "Society";
- b) "Man and nature", "Man and society", "Rules of safe living";
- c) "Man", "Society", "Animal world";

d) "Man and nature", "Man and society".

10. The meta-objective results of studying the course "The world around us" do not include:

- a) the development of ways to solve problems of a creative and exploratory nature;
- b) mastering the initial forms of cognitive and personal reflection;
- c) the formation of aesthetic needs, values and feelings;
- d) mastering the basic subject and interdisciplinary concepts that reflect the essential connections and relationships between objects and processes.

11. When studying the connections between objects, phenomena and events in the course of natural science, the following is used:

- a) the historical method;
- b) the comparative method;
- c) the practical method;
- d) the mathematical method.

12. The main method of familiarizing younger students with the world around them is the method _____.

13. Restore the pass in the statement: "The methodology of the excursion involves the following main stages: preparation of the excursion, exit (departure) of students to the facility, conducting an excursion, ..., summing up.

14. When a student works with a herbarium, the main method is – _____.

15. Types of work carried out at the school educational and experimental site:

- a) cultivation of floral and ornamental plants;
- b) cultivation of vegetable and fruit crops;
- c) conducting phenological observations;
- d) all types of work listed above.

Section 4

In the traditional form:

1. To characterize the forms of extracurricular activities in elementary grades in the course "The world around us".
3. Develop a fragment of an extracurricular lesson on the topic: "Protected areas of the Lipetsk region" (indicating the planned learning outcomes).

In the test form:

1. The planned subject results in the section "Earth and humanity" for the 4th grade do not apply:
 - a) determining the direction to the north by the Polar star;
 - b) the proposal of measures to solve environmental problems;
 - c) the establishment of cause-and-effect relationships between the movement of the Earth and the change of day and night, the change of seasons;
 - d) work with additional literature.

2. Establish a correspondence between the topic and the objectives of the lesson:

Lesson topic	Lesson objectives
1. Seasons	a) - To introduce students to the trees, shrubs and grasses of the forests of their native land; to teach them to recognize these plants. -To consider the soils of forests; to determine the type of soil according to the table "Types of soils". -To acquaint students with the wildlife of forests. -To foster aesthetic feelings, the desire to protect forest plantations.
2. Flora and fauna of the native land	b) - To introduce students to the science of history. -To form students' understanding of the world around us from the point of view of historians. -To develop curiosity, the ability to observe, reason and generalize, based on the knowledge gained and their own observations.
3. The world through the eyes of a historian. What is history?	B) - To introduce students to the planets of the Solar system, to form an idea about them and why day, night, and seasons change on Earth. -To develop cognitive interest, the ability to observe, analyze.

3. The theme: The "Belts of the Earth" are studied in:

- a) 4th grade;
- b) 1st grade;
- c) 2nd grade;
- d) 3rd grade.

4. The topic: "What do we know about the peoples of Russia?" is studied in:

- a) 4th grade;
- b) 1st grade;
- c) 2nd grade;
- d) 3rd grade.

5. Establish a correspondence between the topic of the lesson and the equipment available for studying it:

Lesson topic	Lesson objectives
1. Seasons	a) Drawings depicting a dog, a monkey, a man, a dolphin.
2. Person	b) An electronic appendix to the textbook, texts for working in groups and text about the Sun on cards, a cap astronomer, school dictionary "Planets. Stars. Co-stars".
3. The world through the eyes of an astro-	B) The scheme "The comparative magnitude of the Sun and planets"; drawings and photographs of the "Planets of the Solar sys-

mer	tem"; globe; schemes "Change of day and night", "Change of seasons".
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6. The foundations of Russian civic identity, a sense of pride in one's Homeland, the Russian people and the history of Russia, awareness of one's ethnic and national identity, the values of a multinational Russian society, humanistic and democratic value orientations can be formed in the first grade through:

- a) studying the topics "What is the Motherland?", "What do we know about the peoples of Russia?", "What do we know about Moscow?";
- b) watching movies of the relevant subject;
- c) recognition (definition) of natural objects with the help of a special atlas-determinant developed for elementary schools;
- d) all of the above.

7. The assessment of the meta-subject results of the development of the OOP by students is carried out on the basis of:

- a) the results of a comprehensive verification work;
- b) data from the student's portfolio;
- c) the results of the protection of an individual project;
- d) all of the above.

8. The written form of control of the meaningfulness of the knowledge available to the student, the ability to convey a thought not in a word, but in an image, model, drawing-scheme is called:

- a) graphic work;
- b) dictation;
- c) control work;
- d) all of the above.

9. The structure of the technological map includes:

- a) the name of the topic with an indication of the hours allotted for its study;
- b) the purpose of mastering the educational content;
- c) planned results (personal, subject, meta-subject, information and intellectual competence, etc.);
- d) meta-subject connections and organization of space (forms of work and resources);
- e) basic concepts of the topic;
- f) all of the above.

10. The stages of designing a training session do not include:

- a) definition of the topic, purpose, type of training session and its place in the work program of the discipline / professional module;
- b) selection of educational material (to determine its content, volume, establish a connection with previously studied, additional material for differentiated work and homework);
- c) the choice of the most effective methods and techniques of teaching in this group, a variety of activities of students and teachers at all stages of the training session;

d) interaction with parents.

11. Modern educational technologies do not include:

a) personality-oriented learning;

b) problem-based learning;

c) multi-level training;

d) modeling of the educational process.

Sample topics of the abstracts

Section 1-3

1. Features of the content of educational activities of primary school students in the course "The world around us".

2. The system of environmental activities of primary school children in primary education in natural sciences.

3. Methodological techniques and tools for the development of environmental activities of primary school children.

4. Comprehensive excursions into nature as a means of developing the environmental activities of primary school children.

5. The choice of teaching methods to familiarize younger students with the world around them.

6. Organization of practical activities of primary school students in the study and protection of the natural environment.

7. Value-oriented activity of primary school children in interaction with nature.

8. Aesthetics of natural objects in the context of the methodology of forming a value attitude to nature.

9. Activation of cognitive activity of younger schoolchildren in the study of the course "The world around us"

10. Participation of younger schoolchildren in environmental activities.

11. Contribution of A.J. Gerd to the development of the content and methodology of teaching natural science.

12. The importance of D.D. Semenov's works in the formation and development of the methodology of teaching geography.

13. Extracurricular forms of familiarization of younger students with the world around them.

14. Project activities of primary school students in the course "The world around us".

15. Home independent work of students in the course "The surrounding world".

16. Subject and meta-subject learning outcomes of junior high school students in the course "The world around us".

17. Forms of environmental education used by the teacher when introducing younger students to the world around them.

18. Features of setting up experiments when studying the course "The world around" by younger schoolchildren.

19. Features of the organization of observation of objects of living (non-living) nature.
20. Didactic games in the process of familiarizing younger students with the world around them.
21. Modern educational technologies used in the learning process of the integrative course "The world around us".
22. Personal results of students in the context of teaching the integrative course "The world around us"
23. The curriculum for the course "The world around us" and the features of its development.
24. The use of ICT in teaching the course "The world around us".
25. The use of gaming technologies in the process of familiarizing young school-children with the world around them.
26. The use of interactive technologies in the process of familiarizing younger students with the world around them.
27. The use of problem-based learning technologies in the process of familiarizing younger students with the world around them.

Section 4

1. Methods of studying historical material in the course "The world around".
2. Methods of studying local history material in the course "The world around".
3. Planning and organization of a generalizing lesson in the course "The world around".
4. Planning and organization of extracurricular activities in the course "The world around".
5. Planning optional
6. Planning and organization of excursions on the course "The world around".
7. Planning and organization of a virtual tour of the course "The world around".
8. Planning and organization of a subject lesson on the course "The world around".
9. Planning and organization of a lesson-travel on the course "The world around".
10. Planning and organization of project activities in the 1st grade.
11. Planning and organization of project activities in the 2nd grade.
12. Planning and organization of project activities in the 3rd grade.
13. Planning and organization of project activities in the 4th grade.
14. Planning and organizing a lesson on the course "The world around us" using elements of problem-based learning.
15. Planning and organization of a pedagogical workshop on the course "The world around us".
16. Planning and organization of extracurricular activities of an environmental orientation.
17. Planning and organization of the lesson on the course "The world around us" using interactive technologies.
18. Planning and organization of a lesson on the course "The world around us" using ICT.

19. Planning and organization of an integrated lesson on the course "The world around us" (subject integration – at the student's choice).

Intermediate certification of students is carried out in the form of a test, an exam using the following assessment materials: a list of questions for the test, the exam.

Questions for the test (4th semester, full-time study)

1. The concept of the surrounding world.
2. The choice of methods for familiarizing younger students with the world around them.
3. The purpose, objectives, subject of the teaching methodology of the integrative course "The world around us".
4. The connection of the teaching methodology of the integrative course "The world around us" with other sciences.
5. Development of methods of teaching natural sciences in Russia (pre-revolutionary period; Soviet period).
6. The methodology of teaching the integrated course "The world around us" at the present stage.
7. The material basis for teaching the integrated course "The world around".
8. Personal, meta-subject and subject results of students in the context of teaching the integrative course "The world around".
9. Modern educational technologies that ensure the achievement of meta-subject, subject and personal results of students.
10. Features of the content of the integrative course "The world around us".
11. Textbooks on the course "The world around us".
12. Features of the development of individual components of the curriculum for the course "The world around us".

Exam questions (5th semester, full-time study)

- 1. The** concept of the surrounding world.
2. The choice of methods for familiarizing younger students with the world around them.
3. The purpose, objectives, subject of the teaching methodology of the integrative course "The world around us".
4. The connection of the teaching methodology of the integrative course "The world around us" with other sciences.
5. Development of methods of teaching natural sciences in Russia (pre-revolutionary period; Soviet period).
6. The methodology of teaching the integrated course "The world around us" at the present stage.
7. The material basis for teaching the integrated course "The world around".

8. Personal, meta-subject and subject results of students in the context of teaching the integrative course "The world around".
9. Modern educational technologies that ensure the achievement of meta-subject, subject and personal results of students.
10. Features of the content of the integrative course "The world around us".
11. Textbooks on the course "The world around us".
12. General characteristics of the methods used in teaching the course".
13. Principles of formation and implementation of the content of education in the course "The world around us".
14. Verbal teaching methods in the framework of the integrated course "The surrounding world".
15. The story, its types, requirements for the story. The briefing.
16. Conversation, its meaning and place in the study of nature, requirements for conversation.
17. Frontal, individual, group forms of work, their combination in the lessons of the course "The world around us".
18. The lesson is the main form of organizing educational activities in the course "The world around us".
19. Requirements for a modern lesson in the course "The world around us".
20. Preparing the teacher for the lesson.
21. Types of lessons, their specifics, taking into account the features of the course "The world around us".
22. Combined, generalizing lessons on the course "The world around us", their structure, conditions of effectiveness.
23. Lessons-excursions, their meaning, stages of implementation, structure, basic requirements.
24. An object lesson on the course "The world around us".
25. Extracurricular activities in the course "The world around us".
26. Extracurricular forms of organizing the activities of students in the course "The world around"..
27. Forms of environmental education used by the teacher when introducing younger students to the world around them
28. Features of work at different stages of the lesson in the course "The world around".
29. Features of the development of individual components of the curriculum in the course "The world around".
30. Development and education of students in the course "The world around".
31. Formation and development of ideas and concepts in the course "The Environment
32. The development of cognitive interest of students in the course "The world around".
33. Features of the organization of observation of objects of living (non-living) nature.
34. Preparing students for the VPR course "The world around us".
35. Assessment of knowledge and skills of students in the course "The world around".
36. Methods of monitoring and evaluating the results of students in the course "The world around".

37. Organization of correction of difficulties encountered by primary school students when studying the course "The world around".
38. Types of extracurricular activities in the course "The world around". taking into account the possibilities of the educational organization, the place of residence and the historical and cultural identity of the region.
39. Methods of teaching the integrated course "The world around us" as a pedagogical science.
40. Purpose, objectives of the course "The world around us".
41. Features of the development of components of the curriculum for the course "The world around us".
42. Principles of the organization of control, evaluation of the results of students in the course "The world around us".
43. Features the use of ICT in teaching the course "The world around us".
44. Features of planning training sessions for the course "The world around us".

IV. LIST OF REFERENCES REQUIRED FOR MASTERING THE DISCIPLINE

4.1. Main literature

1. Methodology of teaching the subject "The world around us" : textbook and practice for universities / D. Y. Dobrotin [et al.]; under the general editorship of M. S. Smirnova. – 2nd ed., ispr. and add. – Moscow : Yurayt Publishing House, 2023. – 380 p. – (Higher education). – ISBN 978-5-534-16043-7. – Text : electronic // Educational platform Yurayt [website]. – URL: <https://urait.ru/bcode/536548> (date of application: 02.09.2024)

4.2. Additional literature

1. Araslanova A.A. Methods of teaching the subject "The world around" in crosswords: an educational and methodological guide for organizing independent work of students / A.A. Araslanova. – Moscow; Berlin: Direct Media, 2016. – 85 p. : ill. - Bibliogr. in the book – ISBN 978-5-4475-8504-4 – ISBN ; The same [Electronic resource]. – URL: <http://biblioclub.ru/index.php?page=book&id=441788>
2. Samkova, V.A. Discovering the world of nature: a handbook for primary school teachers / V.A. Samkova. - Moscow : Russian Word, 2016. – 161 p. : ill. – Bibliogr. in the book – ISBN 978-5-00092-552-5; The same [Electronic resource]. – URL: <http://biblioclub.ru/index.php?page=book&id=486359>
3. Tsybulnikova V.E. Pedagogical technologies. Health-saving technologies in general education: a textbook (with a workshop) for students of pedagogical universities / V.E. Tsybulnikova, E.A. Levanova ; Ministry of Education and Science of the Russian Federation, Faculty of Pedagogy and Psychology ; founder of the Moscow Pedagogical State University

V. LIST OF RESOURCES OF THE INFORMATION AND TELECOMMUNICATION NETWORK "INTERNET" REQUIRED 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.	Free access
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.	Free access
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	Free access
4.	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.	Free access

VI. MODERN PROFESSIONAL DATABASES AND INFORMATION REFERENCE SYSTEMS

1.	http://www.biblioclub.ru	Electronic library system (ELS) University library online	Registration via a university computer. Further individual unlimited access from any point where there is access to the Internet
2.	www.garant.ru	Information and legal portal	Free access
3.	http://fgosvo.ru/	Portal of Federal State Educational Institutions of Higher Education	Free access
4.	www.elibrary.ru	Russian information portal in the field of science, technology, medicine and education	Free access
5.	https://fgos.ru/	Federal State educational standards (for all levels of education)	Free access

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 and others.

VIII. EQUIPMENT AND TECHNICAL TEACHING EQUIPMENT REQUIRED FOR THE IMPLEMENTATION OF THE EDUCATIONAL PROCESS IN THE DISCIPLINE

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

Independent work is carried out in classrooms 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.