**Муниципальное автономное общеобразовательное учреждение средняя общеобразовательная школа №8**

**Виртуальная экскурсия**

**в Красноуральский исторический музей, посвященная 75-летней годовщине победы в Великой Отечественной Войне**

 **«Красноуральск – город герой»**

Направление:

Лингвистическое

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**Introduction**

What is the war? It’s death, pain, lots and tears. Broken lives, which will never see the sun, will never hug the children, will never feel the mother’s care. This is the end, for them, for those who died. But not for us, for us this is a victory! The victory day—a great day which must be remembered by every person in the country. This year our country celebrates the 75 year anniversary of the victory in the Great Patriotic War. In every school teachers will tell their pupils about the War. I’m sure, English teachers are not the exception. So, I decided to make a virtual excursion that can be shown during such lessons.

**The aim** of my research is to make a virtual excursion to our local historical museum devoted to 75 year anniversary of the victory in the Great Patriotic War. It can be used on the lessons, devoted to 75 year anniversary of the victory in the Great Patriotic War.

My excursion consists of two parts: a historical video-excursion to Krasnouralsk local museum and a video-excursion to the Victory hall of the museum.

For this I have to do the following tasks:

1. Organize the survey among the teachers of my school so that I could understand if they are interested in having such an excursion.
2. Collect information about museum education and virtual museum excursions.
3. Visit the museum and collect all the necessary information for my research, taking pictures of the expositions and exhibits.
4. Work on the text of my future excursion (repeat and learn some new grammar rules and vocabulary).
5. Make an English-Russian dictionary of new words and special terms.
6. Prepare a leaflet of the excursion in English. Make two video-files of the excursions to the local museum.

**The object** of study is historical museum excursions.

**The subject** is a virtual excursion to the local historical museum in English.

**The hypothesis** of my research is: making a virtual museum excursion in English is a great opportunity to combine training language skills with learning something new in the field of the history.

So, First of all I organized the survey among the teachers of my school so that I could understand if they are interested in having such an excursion. According to the survey, all the teachers of my school would like to use such an information on their lessons.

Before watching the excursion, everybody is given a dictionary so that they could get acquainted with the new words and special vocabulary. During the excursion they can not only practice listening, know a lot of new words but also repeat or learn some historical events and facts.

1. **Theoretical part**

## Museum education

# *The purpose of the museum is to show the visitor things that they normally would not see, and provide information and context for the thing.*

# *(Ranald Neff, professor of Stanford University)*

Museum education is a specialized field of study devoted to developing the education role of non-formal educational forms and institutions such as museums. Its main objective is to engage visitors in learning experiences, to support their curiosity and interest on their objects and collections. In a seminal report called *Excellence and Equity* published in 1992 by the American Association of Museums, the educational role of museums was identified as the core to museums' service to the public. According to the report, "...the public dimensions of museums leads them to perform the public service of education—a term that in its broadest sense includes exploration, study, observation, critical thinking, contemplation and dialogue".The term “museum education” rather firmly entered the modern museum terminology, becoming a new direction of museum work. The first use of the term in our country dates back to the Soviet Union of the 1970s. However, the birthplace of the term “museum education” is Germany, where in 1913 at the conference “Museum as an educational and educational institution” in Mannheim, Alfred Lichtwark was the first who formulated the ideas about the educational purpose of the museum.

So, what is Museum Education? To me, museum Education is educating the public about History, Science, Math, or English etc., but in an informal way (not in a classroom or school). Museum Education is involving the students deeper in the topic. It can teach students useful lessons that they often remember.

## What is an excursion?

The word "excursion" appeared from Latin and means it's a walk or a trip. This term means an individual walk or a trip to remarkable places of interest from a scientific, cognitive or entertainment point of view. The tour involves three elements: a guide, public and an object of the excursion. The object of the excursion becomes an object of historical, cultural, aesthetic or scientific value. Visiting the place of interest is supervised by a guide. This is a qualified specialist who is able to give detailed information about the object to the excursionist. The purpose of the excursion is determined by its direction. Often the trip is entertaining. Such trips are an integral part of tourism activities. Otherwise, the excursion becomes an educational event.

An important feature of the excursion is possibility to study the object and to receive information about it. So, the excursion becomes a lecture, without an informative aspect, the tour will become an inspection.

* 1. **Types of thematic excursions**

Scientists speak about 6 different types of excursions:

1. *Historical* excursion is devoted to one or several historical events, and the story is limited to the time frame of these events. It describes the history of the area, the events occurring in the given area at different intervals of time. Archaeological direction in the excursion is a visit to ancient and medieval monuments. Military-historical - tells about the military operations. Ethnographic - a description of customs and traditions. The historical and biographical direction tells about a historically significant person. *A separate area is visiting historical museums.*
2. *Production* types are often carried out excursions at school, especially in high school. The purpose of such events is a story about the work of enterprises. This species has three directions. The historical direction tells about the history of the establishment of the enterprise, economic - about the specifics and organization of the economic aspects of the activity, technical - includes directly demonstrating the working capacity.
3. *The nature excursion* gives an idea of ​​the biosphere of the studied area and has the following directions: biological, zoological, geological, ecological.
4. *Art* critics are dedicated to a certain kind art. The direction of such an excursion is directly connected with that described kind of art. It can be a theatrical, musical, cinematographic direction. Also, such excursions include visits to artists' studios and sculptors, museum houses of cultural figures and so on.
5. *Literary excursion* has a biographical – about life and work of a writer, historical - about the development of a literary genre or about the peculiarities of literary activity at different intervals of time, the artistic direction - walks in places described in literary works.
6. *Architectural and town planning* excursion can be aimed at describing the life and activities of the architect, visiting architectural objects and monuments of architecture.

As the aim of my project is to organize a virtual excursion to the local historical museum, I am mostly interested in the first type – *visiting historical museum.*

## What is a virtual excursion?

An important form of education is the excursion. This is a temporary transfer of the learning process from the classroom to a real environment. Excursions can be used at the beginning of the teaching of the new curriculum, when they have a motivational character, or at the end of the taught unit, when they can be used at the summarizing stage of conclusions for supplementation and for confirmation of the obtained and acquired knowledge.

There are two ways for the implementation of an excursion:

* Preparation of excursion by means of electronic media (film, a multimedia program - according to the age of the students and the degree of computer literacy) and the subsequent implementation in a real natural environment (in a museum).
* A excursion has attendance preparation (the teacher’s guidance during a lesson) and implementation with the use of electronic media - **“virtual”.**

Nowadays the virtual world is gradually becoming an essential part of our life. On the Internet, there are a lot of photos and video presentations of different places of interest so that you do not need to go and see them with your own eyes.

In my opinion, it is better to see them physically but sometimes it is easier and faster to have a virtual excursion. Moreover, technology has made world so small that you can see any attraction of the world with your gadgets and in any classroom. A **virtual excursion is** the opportunity to explore and see places, things, and people not normally seen on a typical classroom day. By means of it students can explore different interesting places. This is an opportunity to see and experience the world without ever leaving the classroom.

The use of digital technologies in education is not currently a problem, because there is a good level of competencies in ICT. The teachers, who often belong to the generation X, have the possibility of additional and qualifying studies in this area, pupils move naturally amongst the technologies, since they belong to the “native” users, to the NET generation.

A **virtual excursion** is a guided exploration through the [world wide web](https://en.wikipedia.org/wiki/World_wide_web) or different media that organizes a collection of pre-screened, thematically based [web pages](https://en.wikipedia.org/wiki/Web_page) into a structured online learning experience. (The non-interactive forms of **virtual excursion** are a collection of images, supporting text and/or other media, delivered electronically via the [World Wide Web](https://en.wikipedia.org/wiki/World_wide_web), in a format that can be professionally presented to relate the essence of a visit to a time or place. **virtual excursion**  started appearing around 1995, but greatly grew in popularity in 2000. The **virtual excursion** was seen as a way to organize the educational potential of the internet in a coherent, appropriate fashion, particularly for [primary](https://en.wikipedia.org/wiki/Primary_education) and [secondary education](https://en.wikipedia.org/wiki/Secondary_education).

There is a number of different formats used for **virtual excursion.** Following current pedagogy, **virtual excursion** is a real time guided excursion that is supported by interactive pages on the Web that have been selected by educators and arranged in a "thread" that teachers and students can follow.

So, traditional forms of education are now replaced by new forms, not only because of the new possibilities of technology, but also due to the change of the students’ and teachers’ attitudes towards studying. Traditional education has passed through to e-learning, and the use of ICT has been a common part of teaching for several years.

Excursions cannot replace theoretical teaching, but their motivational and activating role is important. The main objective is to enable pupils to directly and critically evaluate a certain specific reality, which was theoretically taught.

Even though virtual excursion cannot completely replace a real visit, it is appropriate to create and exploit also this form in the educational process. It can improve the educational process, especially when there are limitations, which affect the implementation of excursions in a natural environment (economic, educational, etc.)

1. **Practical part**

In the practical part of my research I would like to present the video-excursion that can be shown to the students and the English-Russian dictionary of special words and terms. Here is the text of the excursion.

* 1. **Text of the excursion to Krasnouralsk local historical museum**

Good afternoon, dear guests!

My name is Anastasia and today I am going to be your guide. Welcome to our local historical museum. I offer you to get acquainted not only with the history of our town but also see some new excursion objects. Before we start the excursion I want to introduce you with the main behavior rules:

* During the excursion don’t touch anything with your hands
* Don’t leg behind the group as you can miss some interesting information
* If you have any questions, feel free to ask them
* Be polite and attentive to each other.

Our museum consists of several rooms. Now you are in the information hall, where the stands are regularly updated and decorated, according to different historical dates.

Our excursion route starts from the first hall, devoted to the development of the area on which Krasnouralsk was founded. The first settlers were mammoths. Here you can see their tusks and teeth, which were washed by dredge on the Salda river. Local tribes were mainly engaged in hunting wild animals and fishing. This exhibition shows the arrowhead of the seventeenth century.

The first industrial development of the district was coal charring. Coal was burned in blast furnaces. The names first settlements came from the names of furnaces. Workers lived in dugouts, the models of them you can see in this showcase. Here you can see some things, that have survived from that times – birch bark boxes, leather shoes, a copy of the contract for coal supply.

 More massive settlement of the area is associated with the Abolition of serfdom in 1861, when the golden rush began. People washed gold in rivers. At that time merchant Bogomolov hunted on this area. The Bogomolovsky district was named after him (today this area is called Oktyabrsky district).

Here are some antiquities, preserved from that times – cannonballs, candle lantern, horseshoe and horse cart elements.

 Some time later, geologists found the deposits of ore rich in copper pyrites. The showcase presents a variety of rocks in our region. Mines were built and the ore was sent to Perm Province. Here exhibited a bucked for lifting ore, sledgehammers and copper coins.

Now you can have a look at a wooden hut. Here you can see some everyday life objects: collection of old samovars, iron pots, some old boxes and items of agriculture.

Now we can pass into the next room.

This hall is devoted to the building of our town. It began in in 1932 with the building of a railway station, first Department store and school. The town had its own flag and coat of arms, as well as honorary residents. The first one was a famous pilot-cosmonaut – Vitaly Ivanovich Sevastyanov. Here you can see his portrait, signature and photo album.

The next exposition includes some items of Soviet period – TV, movie camera, radio and photo equipment, typewriters.

 Let’s pass into the last room, devoted to the history of our copper smelting plant.

A large beautiful table, telephone, briefcase, camera and a textbook belonged to the head of the enterprise. On the table there is a book from the technical library of the company, it is in English. The adition is dated 1929.

 Since 1925 the government had decided to build a copper smelter plant. The construction of open pits and mines began. In 1931 the plant produced its first products. In the center of the hall there is a wheelbarrow with the first copper bar. The door of a calcar, as well as most equipment, was brought from America and Europe. It is very interesting that the construction of the Concentration plant was supervised by an American engineer Henry Grant.

Mining business was greatly developed in our town. A lot of miners glorified it, for example, Illarion Yankin, who invented the new method of perforating. The Streets of our town were also named after the famous miners of that time.

Now, have a look at the model of Krasnogvardeyskaya mine. Here you can see a rock drill, a mining helmet and a miner’s lamp of American origin. At wartime the Defense shop for the production of military products was created in the town. Also there were opened an orphanage and a hospital. A tank column and a plain were also built. Here you can also find some things found by search engines, donated by war veterans. You can see some portraits of war heroes and a copy of the Banner of Victory.

Next room is devoted to the Open join-stock company “Svyatogor”. Here presented the model of the production site, some products and souvenirs of the enterprise. On the mannequin of metallurgist you can see the chain mail of the hero Svyatogor and some items of the uniform.

In 1931 an event occurred that was of great importance for the entire domestic non-ferrous metallurgy – the first Krasnouralsky copper smelter was the first plant in the USSR designed to enrich and smelt ores with low copper content.

At present Svyatogor produces up to 85,000 tons of blister copper per year, up to 320,000 tons of sulfuric acid, up to 10,000 tons of zinc in zinc concentrate, up to 40,000 tons of iron concentrate, up to 40,000 tons of copper in copper concentrate, technical sulfite and bisulfite sodium (water solution), granulated slag of the reflective melting, crushed stone up to 700 tons.

Since November, 1999 Svyatogor has been working with the Urals mining-metallurgical company. The enterprise has a full metallurgical cycle: ore-mining, concentrating, metallurgical and chemical production. The structure of the enterprise includes: the mining workshop, the northern copper-zinc mine, the calcination plant, the metallurgical shop, the sulfuric acid shop, recycling workshops and divisions. The number of employers of Svatogor is over 3800 people.

And now we will pass to the Victory hall.

What is the war? It’s death, pain, losts and tears. Broken lives, which will never see the sun, will never hug the children, will never feel the mother’s care; will never support their wives and husbands. This is the end, for them, for the people who died. But not for us, for us this is a victory.

A Victory day is a great day! This is the most important day in our country. It was 75 years ago, but we know and remember those who died for us, who gave us life and hope for the peace and love.

 Our town is small, but its heroic acts in the years of War are great! Today I would like you to know about it more and visit our local historical museum with me.

We are in the hall of military history. There is an exhibition devoted to the years of the great Patriotic war. The exhibition presents items from the great Patriotic war. On the wall we can see a loudspeaker that broadcasted reports from the front.

Since the beginning of the war, the town's military Commissariat was full of volunteers. In the terrible years, thousands of Soviet soldiers became famous for their feats of arms, they must be alive forever in the memory of generations. 10,000 people from Krasnouralsk went to the defense of the Motherland. They defended their homeland in the battle of Stalingrad, on the Kursk bulge, participated in the liberation of Leningrad, the battle of Moscow, participated in the Berlin operation and the liberation of Europe. On the wall there is a large book-tablet with photos of some of those who showed courage and bravery in these battles.

In the show cases there are exhibits brought from the battle sites where our soldiers took part: shell fragments, parts of military weapons, ammunition, earth from the battle sites, grenades, items of missing soldiers found by search teams.

The work places of men who went to the front were occupied by old men, women, and very young teenagers. Krasnouralsk lived by the laws of wartime. They worked 12-16 hours a day. At the Krasnouralsk copper smelting plant, the defense shop No. 1 was created, and it started the work in September 1941. On the stand there is a photo of the team that produced shells for the legendary Katyusha. In a wooden box there are samples of manufactured shells, during the war they were released in 270 thousand items.

In January 1942, the factory's Director, Dmitry Neustroev, was awarded the order of the red Star for exemplary performance of the government's tasks for the production of ammunition. His photo is placed on the stand along with photos of leading manufacturers.

In August 1942, the Odessa superphosphate plant, people and equipment from other cities were evacuated to Krasnouralsk. Preparations for the start of the sulfuric acid plant began. On December 4, the shop gave the first products that the front was waiting for: oleum and battery acid. During the war, the sulfuric acid shop won the Red banner of The state Defense Committee and the Ministry of chemical industry of the USSR 18 times. A certificate is placed on the wall and the red banner of the sulfuric acid shop is kept.

In 1942, a chemical plant for the production of explosives was evacuated to Krasnouralsk from the town of Rubezhnoye. In April 1943, the plant gave its first products and began to increase its production volumes. Krasnouralskaya explosives also began to participate in the famous and difficult battle of Kursk.

On the stand there is a photo of a young graduate of the vocational school, Lenya Potapenko, who became an inventor and fulfilled the production plan by 1550%. So Lenya led the movement of "thousands" among young people. The name of the young specialist spread all over the country. The famous poet Agnia Barto dedicated poems to him.

Women sending their husbands to the front, themselves have mastered a male-dominated profession. Alexandra Stepanova was the first to master the profession of a smelter. Several women became slaughterers, creating a women's team led by Maria Mironova (Belikova). The blood of women's donors saved many of the wounded from death.

Hospitals were opened in the city from September 41 to January 44. They were placed in schools №1, 2, 4 and the town hotel. They all had the same General surgical profile: wounded soldiers. Thousands of injured people were treated here.

The town collected clothes, mittens, socks, and food from the population. People visited wounded soldiers: they took care of them, read Newspapers, wrote letters to relatives, and told them about the situation at the front. Documents from the time of the war have also been preserved: food cards, military loans, letters from the front, certificates and photographs from the war period.

In 1943, in Krasnouralsk, in the building of kindergarten 23, an orphanage was organized for orphans who lost their parents during the war.

More than 27 million rubles were transferred by krasnouraltsy to the country's defense Fund. The money went to the construction of aircraft "krasnouralsky craftsman", "Fighter", "Soviet medic", three tank columns "Sverdlovsk Komsomolets" and air connection "Krasnouralsk". The exhibition contains soldiers ' items: a tunic, a cap, a military cap, army helmets, canvas boots, a 1943 sudaev submachine gun, a sapper's shovel, a flask, a bowler hat, and more.

Things brought from the battlefields by our veteran, Mikhail Sukharev, who knocked out a high-ranking Fritz-a German map and a backpack-speak about military actions.

In addition, you can see a German helmet and a badge of a German soldier.

The hall contains a plaster miniature of the monument to our Hero-the famous scout Leonid Babushkin. During the war on the Belarusian front, together with two comrades, he managed to take a capture a German officer of high rank, who told our military valuable information.

 The sniper Ivan Grigoryevich Naimushin passed a fighting way from Tver to Prague. He distinguished himself in the battles on the Belarusian front. On the last line of defense of the enemy near Rzhev, he hit the enemy trench with a machine gun. During this time, fellow soldiers were able to break into the trench to the enemy and retake the territory.

The war years were extremely difficult. The losses brought by the war to the people of Krasnouralsk are terribly high, 3,225 people who did not return from the battlefields. The feats of the brave pilot Pavel Zabelin, anti-aircraft gunner Lyudmila Ivanova, border guard Alexey Novikov, submachine gunner Ivan Malkov, Lieutenant Fyodor Chadin, party Manager Yevgeny Yakovlevich Nesterov, Commissar Ivan Chekin, the Sokolov brothers, and many, many others who remain forever young in the memory of their descendants.

 All people, young and old, stood proudly and fought together for motherland and her sons. Villages burned, and cities blazed, leaving behind the ruins and ashes of lost fates. Soldiers fell down, but the whole nation went on, went on to the Victory! And here you can see a copy of the Victory banner and medals of our veterans which speaks of the great feat of our soldiers.

**2.2. English-Russian dictionary**

|  |  |
| --- | --- |
| A |  |
| Аircraft ['qekrRft] | Авиация |
| Аnti-aircraft | Зенитные войска |
| Аnti-aircraft gunner  | Зенитчик |
| Ammunition [æmjʊˈnɪʃn] | Боеприпасы |
| Acid plant  | Кислотный завод |
| Aircraft «Krasnouralsky craftsman» | Самолет " Красноуральский умелец» |
| Army helmets | Армейские шлемы |
| Anti – aircraft gunner | Зенитчик |
| **B** |  |
| Battle [bætl] | Битва*,* сражение |
| Be wounded [ˈwuːndɪd]  | Быть раненным |
| Blood [blAd]  | Кровь |
| “The black death”  | «Чернаясмерть» |
| Blast [blɑːst] | Взрыв |
| Banner of victory [bænə ɔv vɪktərɪ] | Знамя Победы |
| Battle of Stalingrad [bætl əv ˈstælɪngræd] | Битва за Сталинград |
| The battle of Moscow | Битва за Москву |
| The Berlin operation [bɜːˈlɪn ɒpəˈreɪʃn] | Берлинская операция |
| Book – tablet  | Книга-планшет |
| Bravery [ˈbreɪvərɪ] | Отвага |
| Battle sites | Места сражения |
| Battery acid [ˈbætərɪ ˈæsɪd] | Аккумуляторная кислота |
| Bowler hat [ˈbəʊlə hæt] | Котелок |
| Battle fields [ˈbætlfiːld] | Поле боя |
| Badge [bæʤ] | Значок |
| Border guard [ˈbɔːdə gɑːd] | Пограничник |
| **C** |  |
| Сompany | Рота |
| Combat ['kOmbqt]  | Бой, боевой |
| Combat flight [ˈkɒmbæt flaɪts] | Боевой вылет |
| Combat [ˈkɒmbæt] | Сражаться, бороться |
| Captivity [ kqp'tIvItI]  | Плен |
| Copper smelter plant [kɔpə ˈsmeltər plɑːnt ] | Медеплавильный комбинат |
| Courage [ˈkʌrɪʤ] | Смелость |
| Country defense Fund | Фонд обороны страны |
| Canvas boots | Кирзовые сапоги |
| **D** |  |
| Division [dɪˈvɪʒən] | Дивизия |
| Defend [dɪˈfend] | Защищать |
| Defender [dɪˈfendə] | Защитник |
| Descendant [di'sendqnt]  | Потомок |
| Destroy [dɪsˈtrɔɪ] | Разрушать, уничтожить |
| Devoted [dɪvəʊtɪd] | Посвященный |
| Development [dɪveləpmənt] | Развитие, освоение |
| Defense [dɪˈfens] | Защита |
| **E** |  |
| Excursion route [ɪkskɜʃn rut] | Экскурсионный маршрут |
| Exhibition [eksɪbɪʃn] | Выставка |
| Exposition [ekspəʊzɪʃn] | Экспозиция |
| Evacuate [ɪˈvækjʊeɪt] | Эвакуировать |
| Explosives [ɪksˈpləʊsɪv] | Взрывчатые вещества |
| Enemy trench  | Вражеская траншея |
| **F** |  |
| Forces [fɔːs] | Войска |
| Fight [faɪt] | Cражаться, бороться |
| Force patriotism  | Развивать патриотизм |
| The front [frʌnt] | Фронт |
| Feats of arms [fiːt ɒv ɑːmz] | Ратный подвиг |
| Fulfilled [fʊlˈfɪld] | Выполненный |
| Food cards | Продовольственные карточки |
| Flask [flɑːsk] | Фляга  |
| Feats [fiːt] | Подвиги |
| **G** |  |
| Gun [gʌn] | Оружие |
| Glorify [glɔrɪfaɪ] | Прославить |
| Government [gʌvnmənt] | Правительство  |
| Grenades [grɪˈneɪdz]  | Гранатный |
| Graduate [ˈgræʤʊɪt] | Выпускник |
| German helmet [ˈʤɜːmən ˈhelmɪt] | Немецкая каска |
| **H** |  |
| Honorary resident [ˈɔnərərɪ ˈrezɪdənt] | Почетный житель  |
| Head of the enterprise [hed ɔv ðiː ˈentəpraɪz ] | Директор предприятия  |
| Homeland [ˈhəʊmlənd] | Родина |
| The Hero of the Soviet Union | Герой Советского Союза |
| **I** |  |
| Industrial development  | Промышленное развитие (освоение) |
| Infantry ['InfqntrI] | Пехота |
| Immense [I'mens]  | Огромный, безмерный |
| Injured people [ˈɪnʤəd piːpl] | Раненые |
| **K** |  |
| The Kursk bulge | Курская дуга |
|  |  |
| **L** |  |
| Locket [ˈlɒkɪt] | Медальон |
| Loudspeaker [laʊdˈspiːkə] | Громкая связь  |
| Liberation of Leningrad | Освобождение Ленинграда |
| Liberation of Europe | Освобождение Европы |
| Letters from the front | Письма с фронта |
|  |  |
| **M** |  |
| The marines [Dq mq'rJnz] | Морская пехота |
| Mine [maɪn] | Шахта |
| Miner [maɪnə] | Шахтер |
| Military products [mɪlɪtrɪ prɒdʌkts] | Военная продукция |
| Motherland [ˈmʌðəlænd] | Родина |
| Military weapons [ˈmɪlɪtrɪ ˈwepənz] | Боевое оружие |
| Manufactured shells | Изготовленные снаряды |
| Manufacturers [mænjʊˈfækʧərəz] | Мировые производители |
| The movement of «thousands» | Движение «тысячи» |
| Male dominated profession | Мужская профессия |
| Military loans  | Военные кредиты |
| Military cap | Военная фуражка |
| Machine gun [məˈʃiːn gʌn] | Пулемет |
| **N** |  |
| Naval forces [ˈneɪvəl ˈfɔːsɪz] | Военно – морские силы |
| Navy [ˈneɪvɪ] | Военно – морской флот |
| **O** |  |
| Orphanage [ɔfənɪʤ] | Детский дом |
| Open join-stock company | Открытое акционерное общество  |
| The order of the red Star | Ордер красной звезды |
| Oleum [ˈəʊlɪəm] | Олеум |
| Orphans [ˈɔːfən] | Сироты |
| **P** |  |
| Protect [prəˈtekt] | Защищать |
| Produce [prɔdjus] | Производить |
| Participant ['pRtIsqpqnt]  | Участник |
| Production volumes [prəˈdʌkʃn ˈvɒljuːm] | Объем производства |
| Participate [pɑːˈtɪsɪpeɪt] | Участвовать |
| Production plan [prəˈdʌkʃn plæn] | Производственный план |
| **R** |  |
| Rock drill [rɔk drɪl] | Перфоратор |
| Regiment [reGImqnt]  | Полк |
| Remains of soldiers [rI'meInz]  | Останки солдат |
| Raise the siege  | Снять блокаду |
| Resist [rI'zIst]  | Сопротивляться |
| Retake [riːˈteɪk] | Пересъемка |
|  |  |
| **S** |  |
| Settlers [setləz] | Поселенцы |
| Settlement [setlmənt] | Поселение |
| Supply [səplaɪ] | Обеспечивать чем-то |
| Showcase [ʃəʊkeɪs] | Витрина |
| Soldier ['səuldZə]  | Солдат |
| Spotter [ˈspɒtə] | Корректировщик огня |
| Save [seɪv] | Спасать |
| Shed [ʃed] | Проливать |
| Siege [sJG ]  | Осада, блокада |
| Stand a siege  | Выдерживать блокаду |
| Starve [stɑːv] | Умирать от голода |
| Survive [sq'vaIv]  | Выживать |
| Survival [səˈvaɪvəl] | Выживание |
| Soldiers [ˈsəʊlʤə] | Солдаты |
| Shell fragments [ʃel ˈfrægmənt] | Осколок снаряда |
| Shell casings [ʃel ˈkeɪsɪŋ] | Гильза |
| Shells [ʃel] | Снаряды |
| Samples [sɑːmpl] | Образцы |
| Smelter [ˈsmeltər] | Плавильная печь |
| Surgical profile | Хирургический профиль |
| Soldiers items | Солдатские предметы |
| Submachine gun [səbməˈʃiːn gʌn] | Пистолет-пулемет |
| Sapper shovel | Саперная лопата |
| Scout [skaʊt] | Разведчик |
| Sniper [ˈsnaɪpə] | Снайпер |
| Submachine gunner [səbməˈʃiːn ˈgʌnər] | Автоматчик |
| **T** |  |
| Troops [truːps] | Войска |
| Take part in…. (participate)  | Приниматьучастие |
| Tank column [tæŋk kɔləm] | Танковая колонна |
| Town military Commissariat | Городской военный комиссариат |
| Tunic [ˈtjuːnɪk] | Гимнастерка |
| **V** |  |
| Virtual excursion [ˈvɜːʧʊəl ɪksˈkɜːʃn] | Виртуальная экскурсия |
| Victim [ˈvɪktɪm] | Жертва |
| Volunteers [vɒlənˈtɪəz]  | Добровольцы |
| Vocational school [vəʊˈkeɪʃnəl skuːl] | Профессиональная школа  |
| **W** |  |
| Wooden hut [wʊdn hʌt] | Землянка |
| Wound [wu:nd]  | Рана*,* ранить |
| Wartime [wɔtaɪm] | Военное время |
| Wounded [ˈwuːndɪd] | Раненый |

**Conclusion**

Having worked on the topic of my research I learned a lot of interesting things not only in the field of the history of my motherland but also about museum education. This is an interesting way of studying but to be a good guide means doing a great amount of work before it. You should not only be responsible for every word of your excursion but also know how to make your excursion interesting and how to behave during it.

During the research work the most difficult for me was to study special terms and words on the history of my region. I also had to learn such new grammatical rules as Present and Past Simple Passive, as I needed them for making my excursion. This part of my work is very useful for my future study at school. So, the hypothesis of the research is confirmed: making a historical museum excursion in English became a great opportunity for me to combine training my language skills with learning something new in the field of the history of our motherland.

The **products of my research** are:

1. Leaflet with the text of the excursions and English-Russian dictionary of special terms.
2. Video-excursion files.

The products can be used at school lessons to study the history of our town in English. The video-excursion in English is published on the official web site of the museum and can be shown to the foreigners as to acquaint them with the history of Krasnouralsk. As for me, I can now easily conduct the excursion in English in the museum for the foreigners or just for those who wants to know more about the history of our town.

To sum up, I would say that excursions provide the perfect opportunity for the learners to get out of the classroom and make the process of studying more interesting in terms of communicating in English. It will not only give you a break from the classroom but also give confidence in your abilities.

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