«Содержательные и методические аспекты

моделирования учебных занятий при изучении предметов социально-гуманитарного цикла на повышенном уровне»

«ИНОСТРАННЫЙ ЯЗЫК»

**ИСПОЛЬЗОВАНИЕ ПРИЕМОВ «АЛЛИТЕРАЦИЯ», «ИНТЕРВЬЮ», «СИНКВЕЙН»,**

**«ДИКТАНТ ЗНАЧЕНИЙ», «ХОРОШО - ПЛОХО»**

**ПРИ ИЗУЧЕНИИ УЧЕБНОГО ПРЕДМЕТА «АНГЛИЙСКИЙ ЯЗЫК»НА ПОВЫШЕННОМ УРОВНЕ**

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В своей работе я хочу представить используемые приемы работы при изучении английского языка на повышенном уровне.

**ПРИЕМ «ИНТЕРВЬЮ»** - способ организации закрепления и обобщения темы. Класс делится на "корреспондентов" и "респондентов". "Корреспонденты" задают вопросы "респондентам" по изученному материалу. Оцениваются содержательность, логичность и творческий характер беседы, которую проводит "корреспондент", и оригинальность, точность высказываний «респондентов". Этот прием рационально использовать на заключительном этапе урока или при обобщении всей темы.

**10 класс**

**Тема «Youth and society»**

|  |  |
| --- | --- |
| Journalist  | Respondent  |
| How can young people take part in social life? | There are a lot of organizations, groups and movements which help young people to solve their problems and give a chance to express their views and thoughts, make new friends, get new experience, have fun and develop their skills and good personal qualities |
| Do you agree that youth organizations help young people to socialize? | First of all I should say that the goals of any youth organization are to promote patriotism, to develop character and moral values. Such organizations organize different meetings, events and campaigns to help young people to make friends, learn something new and to promote their views. They help young people to socialize and give the opportunity to play some role in the life of society.  |
| Why don’t all young people join youth organizations? | I think the main reason for this is lack of free time if you are a hardworking person. But I think there are some young people who don’t want to do anything. They are lazy and indifferent and they don’t understand that they can be helpful for our society. |
| What campaign would you start? | Today a lot of people believe that they should do something to protect our environment. So you can start “Environmental Protection Campaign”. I would find volunteers and organize meetings with local authorities, use social media to find followers. I would organize flash mobs and different youth’s activities to create a healthy environment in my city.  |
| What does BRSM do in our country? | Its goals are to promote patriotism, moral values and involve young people in useful public activities. They organize such activities as camping, sporting events, concerts, volunteer work, charity and different demonstrations to support the present power in our country |

**Тема «Science»**

|  |  |
| --- | --- |
| Journalist  | Respondent  |
| What is the role of science in our fast-moving world? | Everything we have today is thanks to science. In our fast-moving world sci­ence is everywhere and goes hand in hand with technology, the application of science. Science helps us gain knowledge, while technology helps to im­prove communication, industry, transportation and studying. Technologies also allow people to save time, effort and money. |
| Is there any piece of technology that you use very often? | I really can't do without my mobile phone. Today I have a lot of different apps loaded on my phone, and I can not only call people, but also videochat, play games, search for information on the Internet, take pictures and vid­eos, watch videos, translate, listen to music and do other things. My mobile phone is the only gadget I use most often. At the same time I always try to use my favourite gadget within reasonable limits not to do any harm to my health and not to become addicted to it. |
| Should the students be allowed to use mobile phones in the lessons? | I don’t think so. Many schools don’t allow their students to use mobiles in the lessons because students tend to cheat using a mobile phone during the tests or even examinations. When students use mobiles to send SMS, surf the net and play games during the lesson, they can’t concentrate on their studies which can result in bad marks and problems with teachers. Personally, I think it’s ok to have a mobile phone with you at school, but it must be switched off during the lessons. |
| Is the Internet always good for the children? | It’s very helpful indeed. Children can find important information for their home tasks, broaden their outlook, make new friends. But they should use it within reasonable limits. |
| What are the advantages of cloning? | As for me cloning is very useful for growing cells and organs, bringing back extinct species, reproducing a dead pet, cloning livestock for food. But it can be immoral and unethical referring to human cloning.  |

**11 класс**

**Тема«Jobs»**

|  |  |
| --- | --- |
| Journalist  | Respondent  |
| How can you find out the information about any kind of job you want? | I can do it by talking to my parents, friends and teachers. Also I can read some information on the Internet or I can talk to the proper specialist about it. |
| When should pupils make their choice of their future job? | I suppose they should think of it at school, attheageof 15 or 16. It would be easier to make a decision after finishing school. |
| What professions are the most popular nowadays? | In the modern world the most popular professions should be connected with IT technologies. And they should be well-paid as well. |
| Do you agree that people should know a foreign language to get a better job? | Yes, I agree. You can find work anywhere in the world, and the knowledge in English, for instance, offers good job opportunities. |
| What reasons can make you think about another profession? | The reasons are constantly appearing. Some years from now there will be many more new jobs nobody knows anything about today. |

**Тема «Environment»**

|  |  |
| --- | --- |
| Journalist  | Respondent  |
| What does the word “ecology” mean? | The word “ecology” came from the Greek which means “home”. |
| Why is pollution a complicated problem? | It influences the life of animals, plants and our life. We should use the chemicals in a proper way. We can’t solve this problem in a day. |
| What should the government do to reduce the pollution? | They should make laws and decisions on this subject. They should fine those enterprises which pollute our planet. |
| What types of the environmental problems are there in the world?  | There are a lot: air and water pollution, noise pollution, deforestation, waste, recycling and global warming. |
| What can we do to make the world better? | I think enterprises can clean their smoke. Cars and planes can be done so that they don’t pollute the air. The dirty water from the factories can be made clean again. We must learn not to litter. |

**Тема «Travelling»**

|  |  |
| --- | --- |
| Journalist  | Respondent  |
| Why are people fond of travelling? | They want to see other countries and continents, cities and towns, enjoy picturesque places or just for a change of scene. |
| What is the aim of travelling in your opinion? | I think travelling broadens the mind. It helps to learn a lot of new information about the life in other countries, to get acquainted with new people, to master a foreign language. |
| What kind of tourism do you prefer and why? | I would prefer a backpacking tourism because it involves hiking and camping overnight in the countryside with not much more than a backpack carrying supplies and equipment. |
| Is it OK for you to hitchhike while travelling? | As for me it’s OK. I’m a sociable person and I like to speak to people, make new friends. And also I reach my destination faster than on foot. |
| Would you like to take a cruise? | No, I wouldn’t. I think it’ dangerous and expensive. BesidesI’maseasick.  |

**ПРИЕМ «СИНКВЕЙН»-** в переводе с французского слово «синквейн» означает стихотворение, состоящее из пяти строк, которое пишется по определенным правилам. В чем смысл этого методического приема? Составление синквейна требует от ученика в кратких выражениях резюмировать учебный материал, информацию, что позволяет рефлексировать по какому-либо поводу.

Это форма свободного творчества, но по определенным правилам. Правила написания синквейна таковы:

* На первой строчке записывается одно слово – существительное. Это и есть тема синквейна.
* На второй строчке надо написать два прилагательных, раскрывающих тему синквейна.
* На третьей строчке записываются три глагола, описывающих действия, относящиеся к теме синквейна.
* На четвертой строчке размещается целая фраза, предложение, состоящее из нескольких слов, с помощью которого ученик высказывает свое отношение к теме. Это может быть крылатое выражение, цитата или составленная учеником фраза в контексте темы.
* Последняя строчка – это слово-резюме, которое дает новую интерпретацию темы, позволяет выразить к ней личное отношение. Понятно, что тема синквейна должна быть по возможности эмоциональной.

Этот прием может использоваться на разных этапах урока: на стадии вызова (определении или обосновании темы урока), осмысления и рефлексии урока.

**10 класс**

**Тема «Houses»**

|  |  |
| --- | --- |
| 1 noun | Home (house) |
| 2 adjectives | Warm, cozy |
| 3 verbs | Protect, unite, help |
| A phrase | Is needed for people to live in |
| A word-digest | Family  |

**Тема «Education»**

|  |  |
| --- | --- |
| 1 noun | Education |
| 2 adjectives | Primary, secondary |
| 3 verbs | Study, learn. Teach |
| A phrase | Is necessary for everyone |
| A word-digest | school |

**Тема «Art»**

|  |  |
| --- | --- |
| 1 noun | Art  |
| 2 adjectives | Beautiful, abstract |
| 3 verbs | Paint, draw, sketch |
| A phrase | Make people more thoughtful |
| A word-digest | painting |

**11 класс**

**Тема «Family»**

|  |  |
| --- | --- |
| 1 noun | Family  |
| 2 adjectives | Nuclear, extended  |
| 3 verbs | Support, rely on, protect |
| A phrase | Is important for everyone |
| A word-digest | relatives |

**Тема «Travelling»**

|  |  |
| --- | --- |
| 1 noun | Travelling  |
| 2 adjectives | Interesting, educational |
| 3 verbs | Hang about, drive, fly |
| A phrase | Spend time learning new places |
| A word-digest | World |

**ПРИЕМ “ДИКТАНТ ЗНАЧЕНИЙ”.** Приём экстраактивного обучения школьников. Учащиеся должны по значению определить слова и написать их. Этот прием может быть чрезвычайно универсальным и увлекательным видом учебной деятельности. Он практикует, в первую очередь, навыки восприятия и понимания речи на слух и письма. Данный прием целесообразно применять на основном этапе урока при проверке домашнего задания или активизации лексического материала. А также можно утверждать, что диктант совершенствует практические навыки словарного запаса, грамматики, а также чтение в тот момент, когда учащийся анализирует свою работу.

**10 класс.**

**Тема: “Schools in Britain.”**

|  |  |
| --- | --- |
| Primary school. | School for young children (5-11) |
| Secondary school |  a school for children between the ages of 11 and 16 or 18 |
| Private school | a school which is under control of a private organization, accepting mostly fee-paying pupils. |
| public school | a school which is not run by the government. Entrance exams are used. Usually a single-sex school.  |
| comprehensive school | a school in Britain for children above the age of eleven in which children of all abilities are taught |
| mixed sex school | a school where boys and girls study together |
| selective school | a school that accepts students according to their test results |
|  independent school | a school which is neither financed nor controlled by the government or local authorities. |
| free school | a school where you don’t have to pay anything for education |

**10 класс**

**Тема: “Houses”**

|  |  |
| --- | --- |
| A terraced house  | A house that is situated in a long row of houses. They all usually look the same. Both sides of each house in the row share common walls with a neighbouring house. |
| A semi-detached house | a pair of houses joined together by a common wall. One side of each house shares a common wall, while the other is detached. |
| A detached house  | a single standing property that doesn’t share any walls with any other structures. Due to the isolation of the property, they’re usually more “private” and generally more expensive than any other type of house. |
| A bungalow |  a low-built one-storeyed house. It’s often small in size. Such houses often have a veranda (porch), at the front or back, which is a covered area to sit. |
| A castle | A large and often old building. Hundreds of years ago, many kings and queens lived there. |
| A cottage | A small old-fashioned house often found in the countryside. Farmers used to live in such houses many years ago  |
| A mansion | A large and impressive house. They can be anywhere. They can be old or new. Most famous actors and singers live in such houses. |

**11 класс**

**Тема: “National character”**

|  |  |
| --- | --- |
| honest | someone who always tells the truth and doesn’t cheat |
| impulsive | someone who tends to do things without thinking about what happen as a result |
| caring | kind, helpful |
| arrogant | someone who thinks they are better or more important than other people and behaves in a way that is rude. |
| anxious | worried and tense because of possible misfortune or danger |
| assertive | behaving in a confident way in which you are quick to express your opinions and feelings. |
| family - oriented | mainly concerned with family matters. |
| inventive | able to think of new, different or interesting ideas |
| ambitious | determined to be successful, rich, famous etc. |
| passive | someone who accepts things that happen to them without taking any action |
| tolerant | someone who accepts someone else’s beliefs, way of life without criticizing them, even if you disagree with them. |
| shallow | not interested in serious ideas, strong feelings etc. |
| submissive | willing to obey someone and never disagreeing with them |
| modest  | a person who doesn’t like to talk about themselves, their achievements if they are successful |

**11 класс**

**Тема: “Tourism”**

|  |  |
| --- | --- |
| Eco tourism | This type of tourism involves volunteer work and the promotion of recycling, energy efficiency, water conservation etc. |
| Space tourism | This type of tourism is mostly done for business purposes, it affords a quick getaway to outer space. |
| Nautical tourism | This type of tourism combines boating and sailing with vacationing and travel |
| Dark tourism | This type of tourism involves travelling to war zones for purposes of sightseeing and thrill seeking in dangerous and forbidden places. |
| Extreme tourism | This type of tourism is the most challenging. Travelers go to remote and exotic arears to explore cultures and activities outside of their comfort zones. It includes such activities as bungee jumping, rock climbing, rafting etc. |
| Health tourism | This type of tourism is associated with spa, places with health-giving mineral waters, treating diseases. |
| War tourism | This type of tourism involves visiting sites associated with suffering and death: concentration camps, castles, battle fields etc.  |
| Cultural tourism | This type of tourism includes immersion in society’s lifestyle, its people’s history, its art and architecture etc. You can also participate in country’s rituals or festivals |
| Faith tourism | This type of tourism includes visiting independently or in groups holy cities or holy sites for missionary, pilgrimage or leisure. |
| Culinary tourism | This type of tourism involves experiencing the food of the country, region or area. |
| Agricultural tourism | This type of tourism involves activities that bring visitors to a farm or ranch. You can experience in picking fruit, feeding animals or just staying on a farm. |

**11 класс**

**Тема: Environment**

|  |  |
| --- | --- |
| **acid rain** | rain which contains large amounts of harmful chemicals as a result of burning substances such as coal and oil. |
| **biodiversity** | the number and variety of plant and animal species that exist in a particular environmental area or in the world generally, or the problem of preserving and protecting this. |
| **deforestation** | the cutting down of trees in a large area; the destruction of forests by people. |
| **environment** | the air, water and land in or on which people, animals and plants live. |
| **extinction** | Many species of plants and animals are in danger of/threatened with extinction (= being destroyed so that they no longer exist) |
| **natural resources** | things such as minerals, forests, coal, etc. which exist in a place and can be used by people. |
| **global warming** | a gradual increase in world temperatures caused by polluting gases such as carbon dioxide which are collecting in the air around the Earth and preventing heat escaping into space. |
| **Greenhouse effect** | an increase in the amount of carbon dioxide and other gases in the atmosphere which is believed to be the cause of a gradual warming of the surface of the Earth. |
| **Recycle waste** | to collect and treat rubbish to produce useful materials which can be used again. |
| **ozone layer** | a layer of air high above the Earth, which prevents harmful ultraviolet light from the sun from reaching the Earth. |
| **pollution** | damage caused to water, air.... by harmful substances or waste. |

**ПРИЁМ “ХОРОШО – ПЛОХО”** - универсальный приём ТРИЗ, направленный на активизацию мыслительной деятельности учащихся на уроке, формирующий представление о том, как устроено противоречие.

Формирует:

умение находить положительные и отрицательные стороны в любом объекте, ситуации;

умение разрешать противоречия (убирать «минусы», сохраняя «плюсы»);

умение оценивать объект, ситуацию с разных позиций, учитывая разные роли.

Вариант 1

Учитель задает объект или ситуацию. Учащиеся (группы) по очереди называют «плюсы» и «минусы».

Вариант 2

Учитель задает объект (ситуацию). Ученик описывает ситуацию, для которой это полезно. Следующий ученик ищет, чем вредна эта последняя ситуация и т. д.

Данный приём можно использовать на контрольно-оценочном этапе урока. В итоге мы учим учащихся анализировать ситуацию и делать заключительные выводы.

**10 класс**

**Тема: “Advantages and disadvantages of scientific progress”.**

|  |  |
| --- | --- |
| **good** | **bad** |
| It makes our life easier and more comfortable | It can be easily handled by irresponsible people |
| It helps to organize our daily activities | We become too dependent on that |
| Travelling has become easy, fast and cheaper | Sometimes it affects our health and our lifestyle |
| It helps us communicate more easily with others | Man is doing illegal things by using it |
| Standards of living have increased | The development of atomic energy and atom bombs created many harmful diseases |
| People have become advanced, by using new technologies. | Due to development of modern technology, natural beauty is decreasing |

**11 класс**

**Тема: “Jobs”. (Lesson 5, ex. 2, p. 45)**

**Task:** Look through the comments American nurses have made about their job and discuss good and bad points of their profession.

|  |  |
| --- | --- |
| **good** | **bad** |
| This profession is challenging | Patient load is huge |
| It helps to develop personal and communications skills | Often no respect from peers, managers, administration |
| You never stop learning | A lot of paper work |
| This profession is rewarding | This job makes work a lot of hours |
| Nurses help people and their families | Sometimes they don't have time to sleep or eat |
| Work in a team | Sometimes you feel like a patient’s personal slave |
| Good employment prospects |  |
| Competitive starting salary |  |

**10 класс**

**Тема: "Science (cloning)" (Lesson 4, ex. 3, p 182)**

**Task:** Read the information about cloning and discuss its good and bad moments.

|  |  |
| --- | --- |
| **good** | **bad** |
| Advantages: many couple cannot have a child naturally. They would be able to use their own genes to create a child. | Disadvantages: Risk of mutations. When you are dealing with genes a risk of mutation could occur |
| There are thousands of people for organ donations and many die during the wait. With cloning you would be able to clone vital organs | Development of new diseases |
| Losing close people is very painful. It would be possible to bring them back. | The results on society would be unpredictable |
| Designer babies. Cloning would allow future parents to choose traits of their baby | Those who could afford cloning would create their own class |
| Cloning doesn’t need to involve making a whole new person | It is unpredictable and certain process. |
|  | It' very expensive |
|  | It can be shortage of food and water |

**10 класс**

**Тема:Art. (graffiti)**

**Task:** Some people think that graffiti is a form of art, others see it as vandalism. What do you think?

|  |  |
| --- | --- |
| **good** | **bad** |
| Graffiti is a type of art | Graffiti is expensive to clean up |
| It’s a way to express oneself | People put inappropriate words and images in their graffiti |
| It can turn a boring brick wall into piece of art | It is damaging someone’s property |
| It can be used to raise money for charity | Bad influence on children |
| Graffiti can be emotional, inspirational and cultural | It is illegal unless they get permission |
|  | Vapor from spray paints are released into the atmosphere. |

**10 класс**

**Тема: Self- education**

**Task:** Let’s discuss good and bad points of self – education.

|  |  |
| --- | --- |
| **good** | **bad** |
| You can choose your own pace, material, methods, everything is up to you | No self- discipline |
| You are less stressed out about falling in front of another person | No face to face interaction |
| It' s cheap or free | Lack of flexibility |
| You can do it at any time | Slow development |
| You set the place | Good e - learning is difficult to do |
| You get better at doing it |  |

**ПРИЁМ “АЛЛИТЕРАЦИЯ”.** Данный приём используется на организационно – мотивационном этапе урока как способ актуализации опорных знаний и личного опыта по новой теме. Педагог по буквам (по вертикали) выписывает на доске новое понятие или тему урока (раздела) и предлагает на каждую букву подобрать слова и словосочетания по смыслу, связанные с данным понятием. Учащиеся работают фронтально. Можно усложнить задание и предложить учащимся составить предложения с данными словами так, чтобы получился рассказ.

**11 класс**

**Тема: Australia**

|  |  |
| --- | --- |
| **A** | amazing country |
| **U** | unique nature |
| **S** | strange animals |
| **T** | tourist attractions |
| **R** | rare birds |
| **A** | adventure |
| **L** | landscape |
| **I** | ideal place |
| **A** | arrive |

**11 класс**

**Тема: Jobs.**

|  |  |
| --- | --- |
| **P** | plumber |
| **R** | researcher |
| **O** | ocean biologist |
| **F** | farmer |
| **E** | engineer |
| **S** | secretary |
| **S** | Sales- assistant  |
| **I** | interpreter |
| **O** | officer |
| **N** | nurse |

**11 класс**

**Тема: Family.**

|  |  |
| --- | --- |
| **F** | friendly |
| **A** | active |
| **M** | marriage |
| **I** | impossible |
| **L** | lucky |
| **Y** | young |

**11 класс**

**Тема: Belarus**

|  |  |
| --- | --- |
| **B** | beautiful country |
| **E** | enjoy |
| **L** | landscape |
| **A** | admire |
| **R** | rich flora and fauna |
| **U** | unique  |
| **S** | small |

**10 класс**

**Тема: Education.**

|  |  |
| --- | --- |
| **E** | every person |
| **D** | degree |
| **U** | useful |
| **C** | certificate |
| **A** | ability |
| **T** | talents |
| **I** | interests |
| **O** | offer |
| **N** | necessary |

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