**«Традиции белорусской школы». Чтение**

Тип урока: урок развития навыков изучающего чтения.

Вид урока: традиционный.

Формы работы: индивидуальная, групповая, коллективная.

Цель урока: развитие навыков изучающего чтения по теме «Школа».

Задачи:

*образовательная:* содействовать развитию навыков говорения на основе прочитанного текста посредством совершенствования лексических и грамматических навыков, навыков восприятия и понимания иноязычной речи на слух;

*развивающая:* способствовать развитию умения высказываться логично, связно, делать выводы;

*воспитательная:* способствовать расширению кругозора учащихся.

Дидактическое оснащение: учебник «English 8. Student’s book» (Л. М. Лапицкая и др.); рабочая тетрадь «Workbook, 8» (Л. М. Лапицкая и др.): аудиопроигрыватель, наглядный и раздаточный материал.

**ХОД УРОКА**

**I. Организационный момент. Введение в тему урока и определение целей**

— Good afternoon, boys and girls! How is your mood? Look at the blackboard, please! Guess the topic of our lesson: ‘o, h, l, c, o, s’ ‘ n, d, r, l, s, a, I, t’

* Yes, you are right. The topic of our today’s lesson is School traditions. We are going to read and speak about school traditions, revise the use of gerund and infinitive.

**II. Проверка домашнего задания.**

— Your hometask was ex. 2, 3, p. 26—27. WB

Key to ex. 2a. p. 26. WB.

*1 . What sport games is your dad fond of playing ?*

*2. When did you learn to roller-skate? b*

*3. Are you afraid of swimming?*

*4. What is your teacher really good at?*

*5. Do you like speaking in front of people?*

*6. Who is interested in science in your family0*

*7 What foreign languages do you want to learn?*

*8. What do you need to wear when you dance?*

**III. Речевая зарядка. Совершенствование навыков говорения**

Ex. la, р. 53. SB. What is a tradition? Choose the correct definition.

*Key to ex. la. p. 53. SB.*

B. It’s something that has existed for a long time.

— Do you have any traditions at your school? Can you name three?

**IV. Основной этап урока   
 Развитие навыков говорения**

| — Look at the pictures, please! Here you can see some school traditions. What are they? Which of them do you like? Which of them don’t you like?

— Ex. 2a, p. 54. SB. Look at the photos showing school traditions in Belarus. Match the photos to the events.

Key to ex. 2a. p. 54. SB. 1. *a; 2. b; 3. d; 4. c; 5. e*; *6. f.*

— Put the parts of the text in the correct order and read about a school tradition in Belarusian schools. Then listen and check. Ex. 2b, p. 54. SB.

*A school year is nine months long and it's full of events! Many of them became traditions because they happen every year on the same dates. Some traditions are similar in all Belarusian schools, some are unique. The school year starts on September1. This day is special for all: school children, their teachers and parents. The day starts with the school gathering when all classes and teachers stand in front of the school and listen to the welcoming speeches of their teachers, schoolmates and parents Students look really nice in their new school uniforms! Everyone is excited to see their school fiends and teachers after long summer holidays. After the school gathering teachers take their classes to their classrooms for the first lesson. When the lesson is over students may have a class event— a Picnic or a walk in the park or a class trip. The events on this day are usually the same every year but everyone waits for this day, likes it and remembers it.*

Key to ex. 2b. p. 54. SB. *В, А, G. E. D, F. H, C.*

— Read the text again and answer the questions.

1. What traditions do they celebrate?

*2.* When do they have it?

3. Who takes part in it?

4 Where does it take place?  
5. What activities do the participants take part in?  
6. Do you have a similar tradition at your school? Do you do anything different on this day?

Key to the task.

*1. They celebrate the Day of Knowledge.*

*2. They have it on September,1*.

*3. Teachers, pupils and their parents take part in it.*

*4. It takes places in front of the school.*

*5. They have a class event: picnic or a walk or class trip.*

Физкультминутка.

- I’ll hand out the paper strips with the names: Teacher's Day, The Autumn Sports Week, School Olympiads, Maslenitsa, Women’s Day, Health Day, Reunion Day. Look at the blackboard, please! Here are some activities:

have a concert for girls, give them flowers and presents;

have a talk with doctors and athletes, carry out a class project on health;

sing folk songs, play folk games, make pancakes;

have a concert for teachers, give flowers to teachers;

have sports competitions;

come and meet teachers and classmates;

have competitions in all school subjects.

* Your task is to go to blackboard and take the strips with matching activities. Then show two strips and make up sentences. For example: On Teacher’s Day students have concert for teachers and give them flowers.

**Развитие грамматических навыков**

— Let s turn to grammar, in particularly, the use of gerund and infinitive. When dо we use gerund? When do we use infinitive with *to* and without *to*?

— I’ll give you the cards. Your task is to put the verb in the right form: to ... or -ing.

Card

1. 1 enjoy ... (to dance).

2. Where do you want ... (to go)?

3. What have you decided ... (to do)?

4. I learnt ... (to swim) when I was five years old.

5. I’m trying ... (to work). Please stop ... (to talk).

6. Have you finished ... (to clean) the kitchen?

7. I’m tired. I want ... (to go) to bed.

Key to the task.

*1*. *dancing; 2. to go; 3. to do; 4. to swim; 5. to work; 6. cleaning; 7. to go.*

— Some of you will get individual tasks. You are to put gerund or infinitive.

1. The weather was nice, so I suggested ... (to go) for a walk by the river.

2. Don’t forget ... (to send) me a postcard when you’re on holiday.

3. Where’s Bill? He promised ... (to be) here on time.

4. Do you enjoy ... (to read) books?

5. I don’t mind ... (to travel) by train but I prefer ... (to fly).

Key to the task.

*1*. *going; 2. to send; 3. to be; 4. reading; 5. travelling, flying.*

**V. Заключительный этап урока**

— Open your record-books, please. Write down your hometask. Your hometask is ex. 5a, p. 57. Answer the questions about your favourite school tradition. Write them down.

— Your marks are ... .

— *Положительная отметка.*

I’m satisfied with your work today. Your answers were full and nice. You were active during the lesson. You have 8 (9, 10).

— *Нейтральная.*

Your work was good, but not enough. You should read more (learn the words, translate the text). You have 6(7).

— *Негативная.*

Your work was weak. You should be more attentive, active. Unfortunately, you have 3 (4, 5).

— Good bye!

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Д /з | P 55 ex 2a, 2b | P. 56,  ex 3 | Card |  |  |  |
| 1 | Авласенко Тимофей |  |  |  |  |  |  |  |
| 2 | Визиракина Ангелина |  |  |  |  |  |  |  |
| 3 | Войтов Тимофей |  |  |  |  |  |  |  |
| 4 | Волчек Максим |  |  |  |  |  |  |  |
| 5 | Колобов Никита |  |  |  |  |  |  |  |
| 6 | Ляликов Руслан |  |  |  |  |  |  |  |
| 7 | Метелица Георгий |  |  |  |  |  |  |  |
| 8 | Поленчук Александра |  |  |  |  |  |  |  |
| 9 | Потеев Арсений |  |  |  |  |  |  |  |
| 10 | Потеева Мария |  |  |  |  |  |  |  |
| 11 | Радкевич Виктория |  |  |  |  |  |  |  |
| 12 | Родина Алина |  |  |  |  |  |  |  |
| 13 | Сорокин Максим |  |  |  |  |  |  |  |
| 14 | Хоруженко Анастасия |  |  |  |  |  |  |  |
| 15 | Чулец Никита |  |  |  |  |  |  |  |
| 16 | Шмаль Александра |  |  |  |  |  |  |  |

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**Самоанализ урока**

Урок проводился в 8 «Б» классе. Учащиеся занимаются по учебнику Юхнель, Наумова, Демченко.

**Тип урока:** совершенствование лексических навыков по теме “School” на уровне свободного высказывания в виде монологической речи, развитие навыков изучающего чтения. Урок комплексного применения знаний учащихся, целью которого является усвоение умений учащихся самостоятельно применять знания, умения и навыки осуществлять их перенос в новых условиях.В ходе выполнения заданий проверяется усвоенный материал, на основе которого идет осмысление нового.  
 Урок построен в соответствии с программными требованиями. Основной целью обучения иностранному языку является овладение иноязычной культурой через основные виды речевой деятельности.  
 На уроке использованы личностно-ориентированный подход (запрашивается мнение детей), деятельностный и коммуникативный подходы.  
 В основу построения данного урока положен коммуникативный метод, наилучшим образом способствующий реализации главной задачи обучения: развитие речевых умений и навыков учащихся.

**Цели:**

1. Формирование коммуникативной компетенции учащихся на основе изученных ЛЕ и речевых структур по теме “School traditions”;  
2. Развитие умений и навыков у учащихся находить изучаемые единицы в тексте;  
3. Развитие умений и навыков устной речи на основе прочитанного текста.

**Задачи:**

**Образовательные:**

1. Активизировать ранее изученные ЛЕ по теме  
2. Совершенствовать навыки чтения  
3. Создание условий для отработки навыков говорения

**Развивающие:**

1. Развитие коммуникабельных способностей учащихся по теме  
2. Развитие умений выделять главное  
3. Сопоставлять факты, анализировать, высказывать свою точку зрения по проблеме урока.

**Воспитательные:**

1. Развить культуру речи;  
2. Воспитывать уважение, понимание к другой культуре;  
3. Содействовать воспитанию культуры мышления и речевого поведения у учащихся;

**Методы и методические приемы:**

Были использованы:  
1. словесные методы (беседа с учащимися по теме);  
2. наглядные (иллюстрации, опоры необходимые для подготовки собственного высказывания); (мультиборд с презентацией)  
3. практические (упражнения).

**Средства обучения:**

1. дидактический раздаточный материал;  
2. наглядность;

**Виды речевой деятельности:**Чтение (с выходом на говорение), монологическая и диалогическая речь, письмо.

Сочетание парных и индивидуальных форм работы.  
 При подготовке к уроку мною были учтены и возрастные, и индивидуальные особенности учащихся: высокий интерес к изучению данного предмета, развитые на достаточном уровне общеучебные умения и навыки, хорошие потенциальные возможности к овладению иноязычной культурой ( развитый фонематический слух, умение сравнивать и обобщать изучаемые явления, развитое воображение, стремление к самостоятельному высказыванию, независимо от речевой подготовки).

**Результаты:**

Были максимально задействованы дети в уроке, эффективно организована коллективная и индивидуальная познавательная деятельность учащихся. Был дан ориентир учащимся на использование материала на практике, хотелось пробудить интерес ко внеурочной деятельности в школе и вне школы, желание высказать собственное мнение по теме школьный традиции. Рассказать какие школьные традиции и праздники есть и отмечаются в вашей школе.