

# Формирование УУД на уроках иностранного языка

(из опыта работы учителя  
иностранного языка  
Черниговских Т.Р.)



***Методическая концепция  
«Использование современных  
интерактивных методов обучения для  
повышения мотивации и качества  
знаний при изучении иностранного  
языка»***



***Цель:*** активизировать учебный процесс,  
побудить обучаемого к творческому  
участию в нем, создать оптимальные  
условия для развития способностей  
учащихся



**Мудрость веков**

**Скажи мне – и я забуду,**

**Покажи мне – и я запомню,**

**Дай мне действовать *самому* –  
и я научусь.**

**Конфуций**

# БЛОЧНАЯ СТРУКТУРА ЗАНЯТИЯ

(нелинейная модель)



# ***ЭТАПЫ УРОКА***

# Этап целеполагания и планирования

# Этап целеполагания и планирования

1. Видео.
2. Картинки, рисунки, наброски.
3. Кроссворды, ребусы, загадки, стихи.
4. Викторины, социальный опрос.
5. Песни.
- 6 . Заголовки, картинки учебника.



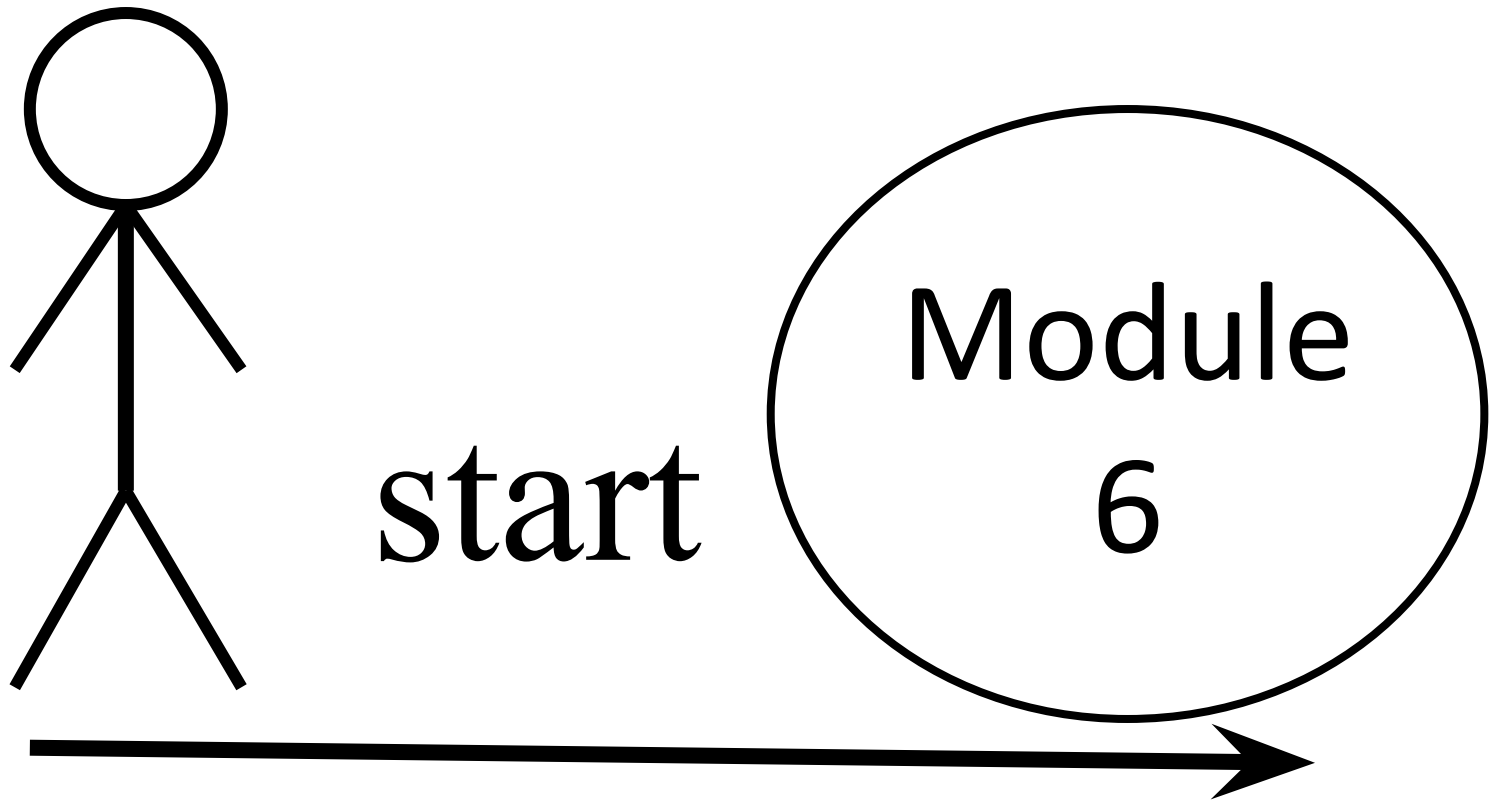


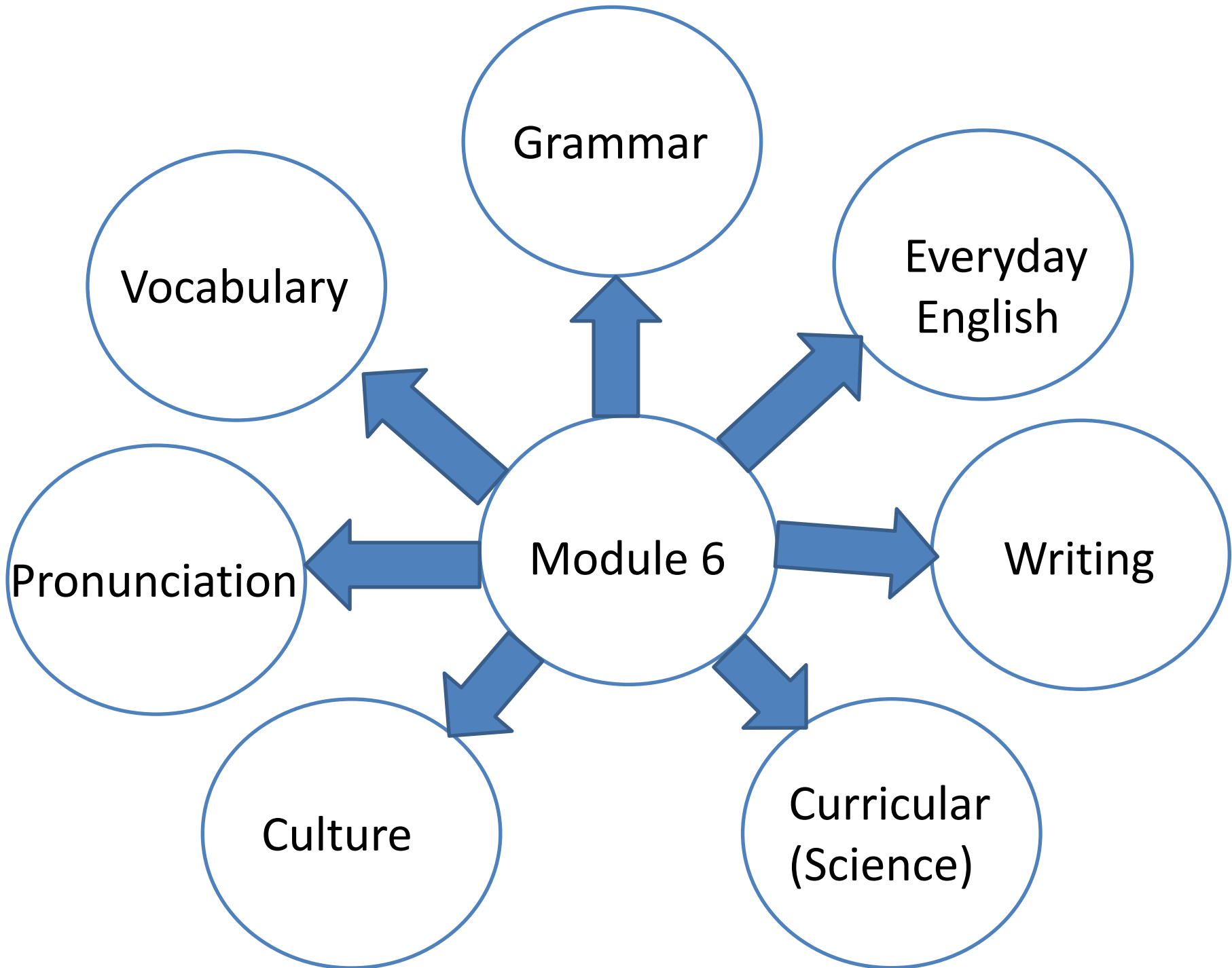
What are we going to talk about today?





# A simple sketch







**M**



**A**



**R**



**K**



**E**



**T**





# A riddle

It is running  
Night and day,  
But it never  
Runs away.



# Proverbs and quotations

A friend in need is a friend indeed.

To have a true friend, you must be a true friend.

*We should behave to our friends as we would wish our friends behave to us. Aristotle*





# Robin The Bobbin



Robin the Bobbin,  
The big-bellied Ben,  
He ate more meat  
Than fourscore men;  
He ate a cow,  
He ate a calf,  
He ate a butcher and a half,  
He ate a church, he ate a steeple,  
He ate a priest and all the people!  
A cow and a calf, an ox and a half,  
A church and a steeple,  
And all good people,  
And yet he complained  
That his stomach wasn't full.

# Do you keep fit? Answer the following questions and read the advice

1. Do you often eat vegetables and fruit?
2. Do you do sports regularly?
3. Do you watch TV for more than an hour?
4. Do you eat chocolate, sweets, chips every day?
5. Do you sleep 8-10 hours a day?
6. Do you sometimes think how fat you are?
7. Do you smoke?

**Put 'One' for each 'Yes'.**

*What is your total score?*

**Now read about yourself:**

0-3 Oh, dear! Forget about sweets and chips. You need fruit and vegetables and lots more exercises

3-4 Do more exercises and eat more carefully.

5-6 You keep fit! Well done!

# A song



# Этап актуализации

# Этап актуализации

1. Беседа (жизненный опыт, другие предметы)
2. Игры (предметные: орфографические, фонетические, лексические, грамматические; ролевые: драматизация, сюжетно-ролевая, деловая)

# Discussion

Why should we learn the topic?

What do you think about ...?

What would you like to suggest?

Which words (nouns, adjectives, verbs) are associated with...?

Which words are related to...?

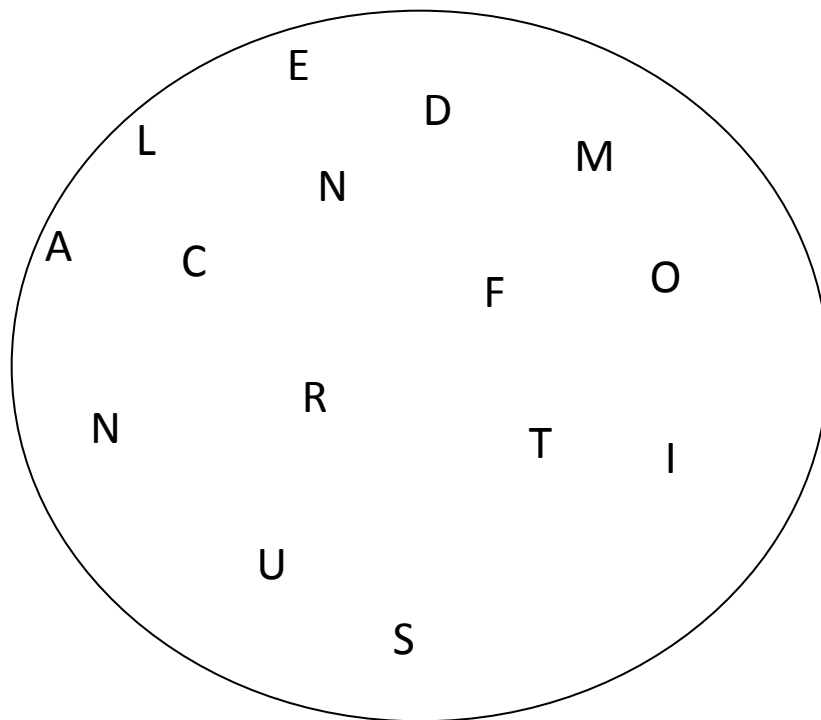
# Орфографическая игра

Тема: “Adjectives”

Название игры «**Scrambled the words**»

Цель игры: тренировка написания английских слов.

How many adjectives can you form?



# Лексические игры

**Hangman**

**Number snatch**

**Fruit basket**

**Memory game**

**БИНГО**



# What's Harry's favourite toy? Break the code!



A



B



C



D



E



F



G



H



I



J



K



L



M



N



O



P



Q



R



S



T



U



V



W



X



Y



Z

It's a



!

# Грамматическая игра

Название игры «**DEAFMAN**»

Цель игры: практиковать учащихся в переводе прямой речи в косвенную.

Ход игры: Учащиеся разделены на группы по три человека. Один из учащихся группы задает вопрос или строит утвердительной предложение. Второй притворяется, что не слышит, и переспрашивает третьего, что было сказано. Третий учащийся ему отвечает в косвенной речи.

- P1        It's cold outside.
- P2        What did he say?
- P3        He said that it was cold outside.
- P3        Where did you go last night?
- P1        What did he ask?
- P2        He asked where you had gone the night before.

# Ролевая игра

Название игры «**Gypsy**»

**Цель игры:**

Совершенствовать  
диалогические и  
грамматические  
навыки (Future Simple)

**Ход игры:** Учащиеся  
работают в парах :  
гадалка и посетитель



# Этап проблематизации

# Этап проблематизации

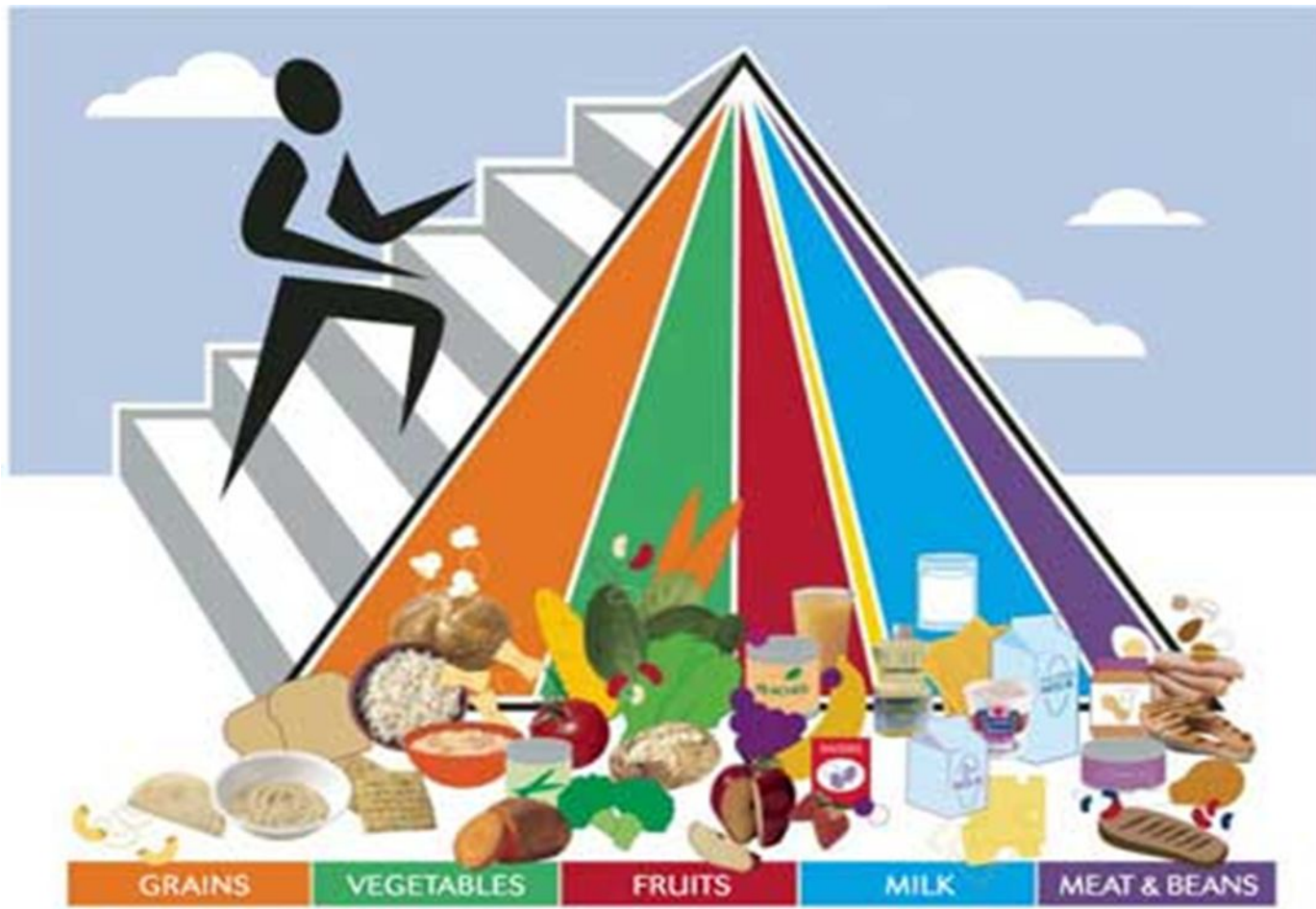
1. Проблемное задание
2. Логические задания

# Think and answer

**What should a  
person do  
if he or she  
wants to be fit?**



# Select healthier alternatives



# Этап концептуализации



# Этап концептуализации

1. Видео, музыкальный фрагмент.
2. Работа с иллюстрациями, заголовками, текстом (предтекстовые задания, работа с вокабуляром, подчеркивание ключевых слов. просмотрное чтение).

**Listen to the music and look at the pictures. Imagine you are there. What is happening? How do you feel?**





# Starlight 6 p.14

Who can you see in the picture?

Where is the girl?

What is the girl doing?

What is she wearing?

What can you see in the picture?

What is the weather like?

What season is it?

What is the text about?

How can this place be dangerous?

How can a visitor survive the dangers?

What would you like to know about this place/

**1e Survival**

**Vocabulary**  
**Dangers in the countryside**

1 Listen and say. What are these phrases in your language?

1 get stuck in mud

2 get stung by bugs

3 meet dangerous animals

4 get caught in a flash flood

5 get a snake bite

6 get lost

**Check these words**  
survive, swamp, escape, get into trouble, swallow, fall into, panic, pull in, lie flat, crawl out, mosquito, scorpion, poisonous, fatal, insect repellent, ground, shake, cliff, hide, bubble, reptile, run away

**The Florida Everglades: SURVIVING THE SWAMP!**

The Florida Everglades is one of the USA's largest and most beautiful national parks and a great place to go to escape from the city. But every year, around 60 visitors get into trouble in its 6,000 square kilometres of swamps! So what are the dangers and what must you do to survive your trip there?

1 **Mud bogs** The Everglades are full of dangerous mud bogs. They can swallow a car or a person in a few minutes. If you fall into one, you shouldn't panic! Moving a lot only pulls you in deeper! Pull each leg out slowly, then lie flat and crawl out carefully.

2 **Bugs and bites** There are hundreds of mosquitoes, scorpions, and poisonous spiders and snakes in the Everglade swamps. Their bites and stings can be very dangerous and sometimes fatal. Always look where you walk, wear long trousers, strong boots and lots of insect repellent.

3 **Flash floods** It can rain a lot in the Everglades and flash floods are a real danger. A flash flood is a wall of water that can travel at 96 kmph. Is the ground shaking? Can you hear a strange noise like an aeroplane engine? Climb up a cliff or a tree. You have to get to the highest place you can and quickly!

4 **Alligators** More than a million alligators live in the swamps and they hide without moving. So how can you see where they are? Well, bubbles on the water can be an alligator getting ready for lunch! These reptiles can run up to 48 kmph. They can't turn quickly, though, so if you see an alligator, you must run away as fast as you can.

**Reading & Speaking**

2 a) Look at the title of the text, the introduction, and the headings. How can this place be dangerous? How can a visitor survive the dangers?  
Listen and read to find out.

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# Этап конструирования

# Этап конструирования

1. Работа в парах.(создание диалогов, вопросно-ответная работа, обмен мнениями)
2. Работа в группах ( полилог, заполнение таблиц, создание кластеров, синквейнов, проектов)

# Work in pairs

**Use new words and pictures on p. 100 to write a short description of the three roadside attractions. Tell your partner.**

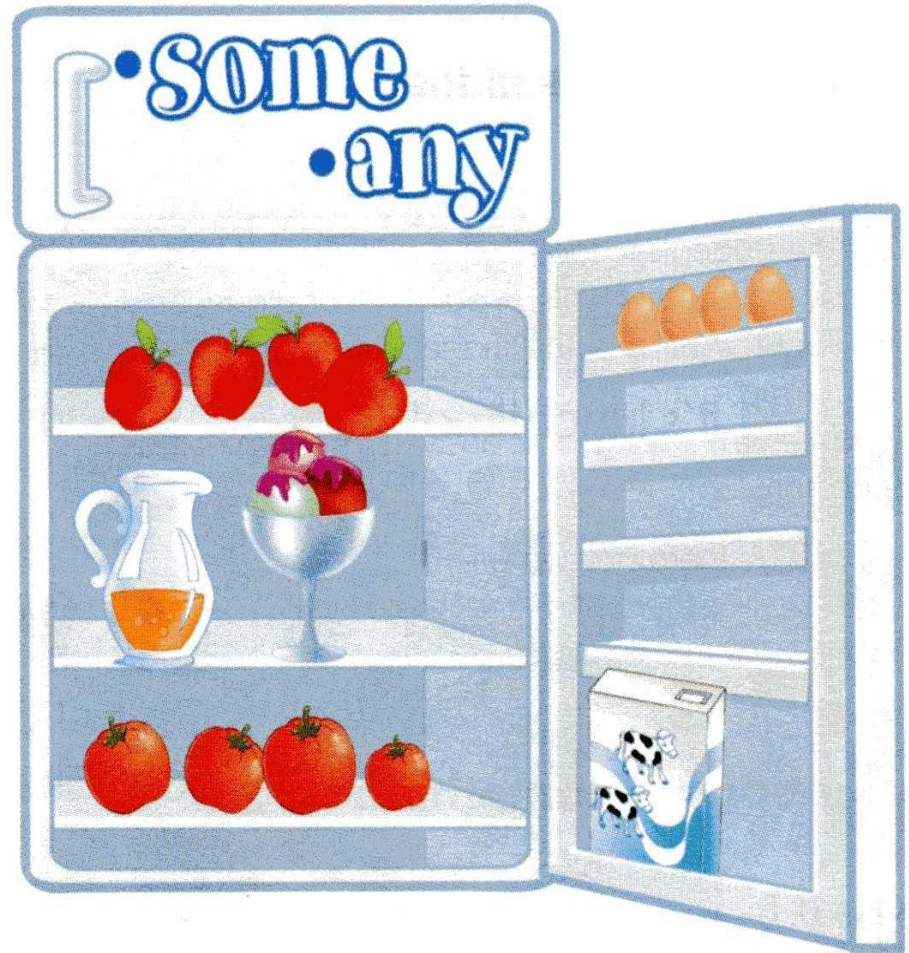
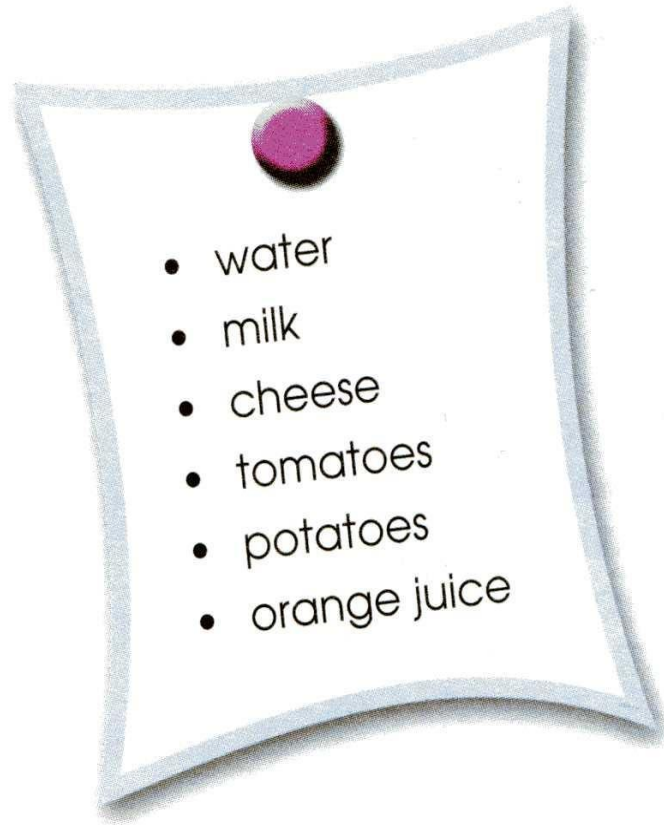
## **New words**

Roadside attraction, transform, element, steel, fibreglass,, dinosaur bone, fossil, on display, line, plantation, wildlife reserve, dazzled, limestone, pose, mighty beast, carve

# Match the words from the first column and the second one to make up word combinations







**A:** *Is there any water?*

**B:** *No, there's no water. or No, there isn't any water.*





Who are the cards from? Unscramble the letters to find the names.



A

Dear Harry,  
Warm wishes on your  
birthday!  
With love,  
From Emma

Emma

B

A Cool Wish  
from your  
friend!

Lele

C

To Harry  
Happy Birthday!  
Love,

Momo

D

Have a great  
birthday!

Love,  
.....  
&  
.....

Larina  
&  
Anil

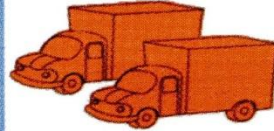
# Let's Play!

a

b

c

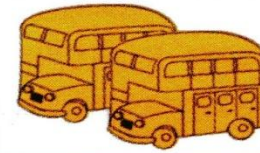
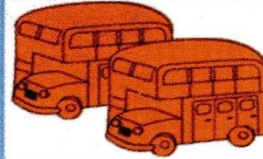
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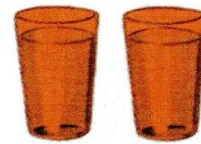
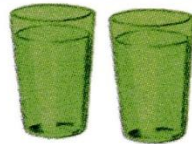
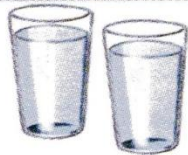
20



30



40



50



**A:** Red lorries.

**B:** 10 b.





# Complete the table

|  |  |  |  |
|--|--|--|--|
| <b>Name of a market</b>                |  |  |  |
| <b>Where is a market?</b>              |  |  |  |
| <b>Who is at the market?</b>           |  |  |  |
| <b>What is he/she doing?</b>           |  |  |  |
| <b>What can he/she shop for there?</b> |  |  |  |
| <b>Specific information</b>            |  |  |  |

# Этап рефлексии

# Этап рефлексии

1. Начало урона.
2. Этапы урока.
3. Рефлексия деятельности (защита проектов, домашнее задание, кластер, синквейн и т.д.)



# Рефлексия настроения и ЭМОЦИОНАЛЬНОГО СОСТОЯНИЯ



# Рефлексия настроения и ЭМОЦИОНАЛЬНОГО СОСТОЯНИЯ

## I feel

**Satisfaction**

**Happiness**

**Joy**

**Success**

**Proud**

**Surprise**

**Dissatisfaction**

**Boredom**

**Sadness**

**Irritation**

**Anxiety**

**Fear**

## Why



**I wasn't bored.**

**I worked hard.**

**I was active.**

**I got a good (bad) mark.**

**I didn't relax.**



# Этапы урока

| <b>Lesson</b>   | <b>Plus</b> | <b>Minus</b> | <b>Interesting</b> |
|---|-------------|--------------|--------------------|
| <b>Warm-up (video, questions)</b>                             |             |              |                    |
| <b>Travel back in time<br/>(Student's book Ex. 1 p.92)</b>    |             |              |                    |
| <b>Unknown words (Student's book<br/>"check these words")</b> |             |              |                    |
| <b>Listening, reading</b>                                     |             |              |                    |
| <b>Individual work (Student's book Ex. 3<br/>p.92)</b>        |             |              |                    |
| <b>Work in groups</b>   |             |              |                    |
| <b>Presentation a tribe</b>                                   |             |              |                    |
| <b>Work in pairs (Workbooks p.51 Ex.3)</b>                    |             |              |                    |
| <b>Work in pairs (questions)</b>                              |             |              |                    |
| <b>Homework</b>   |             |              |                    |

# **Finish the sentences**

**Today I knew about.....**

**It was exciting/ interesting to learn about.....**

**It was boring to learn/read about.....**

**It was difficult to learn about.....**