

КГУ «СШ №2 имени М.Курманова»

**ФОРМИРОВАНИЕ ФОНЕТИЧЕСКИХ НАВЫКОВ
ПРИ ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА
НА НАЧАЛЬНОМ ЭТАПЕ ОБУЧЕНИЯ
У МЛАДШИХ ШКОЛЬНИКОВ**

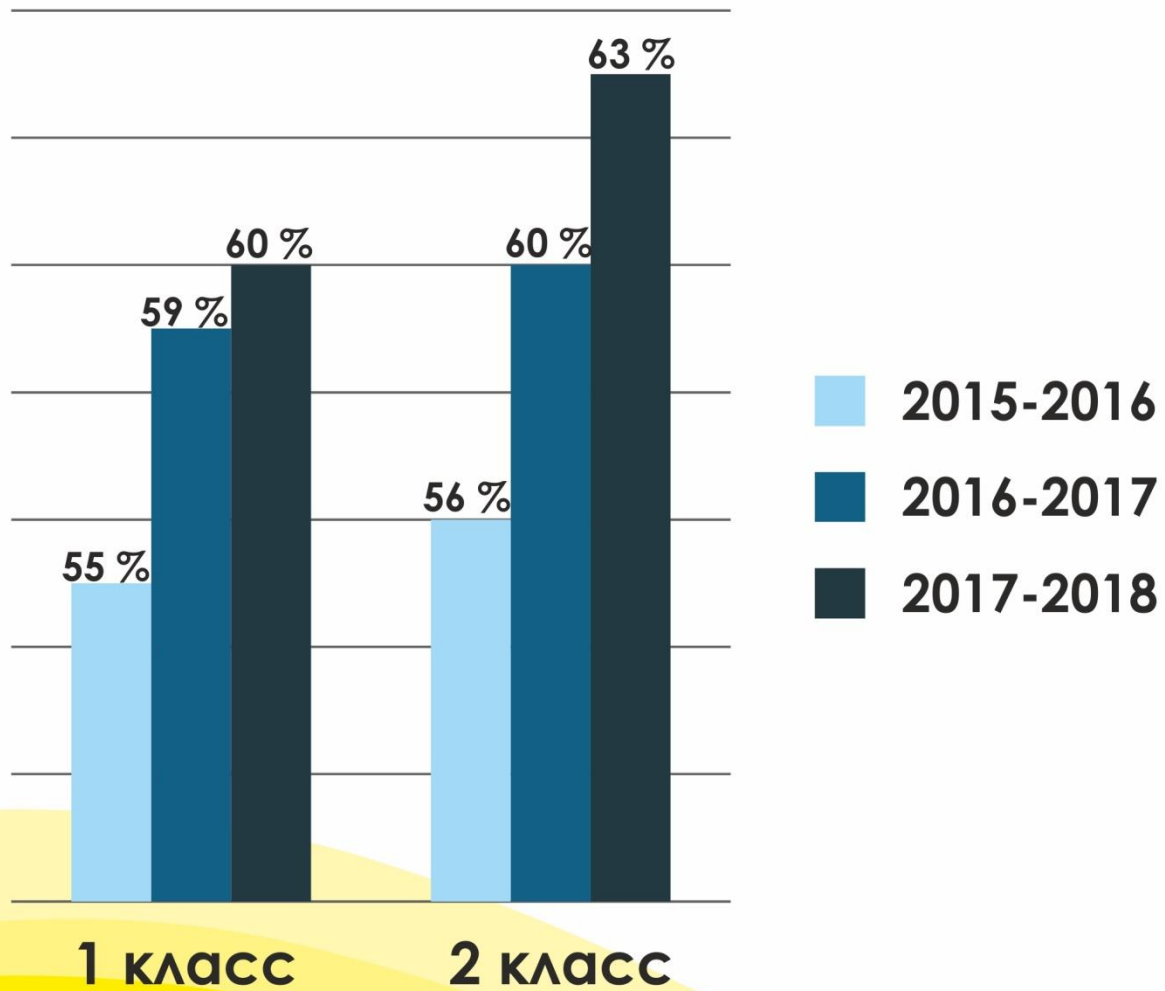
**учитель английского языка
Турусбекова Алия**

**«Жизнь народа прирастает с
каждым следующим его поколением.
Поэтому нет мечты выше, чем мечта о
Вечности Народа.**

**Мәңгілік Ел – это идея, которая
открывает
завтрашний день, выражает веру в
будущее, это символ необратимой и
прочной стабильности...»**

Назарбаев Н. А.







Уровни владения АНГЛИЙСКИМ ЯЗЫКОМ

Класс	Уровень владения языком «на входе»	Уровень владения языком «на выходе»
1 класс	Starter	Towards A1
2 класс	Towards A1	Low A1

Класс	Уровень владения языком «на выходе»
5 класс	A1
6 класс	A2

Основные формы и методы работы на уроках английского языка:



ВНЕ-
КЛАССНАЯ
ДЕЯТЕЛЬ-
НОСТЬ

РОЛЕВЫЕ
ИГРЫ



ДИФФЕРЕН-
ЦИРОВАННЫЙ
ПОДХОД



ВЫПОЛНЕНИЕ
УПРАЖНЕНИЙ
ТВОРЧЕСКОГО
НАПРАВЛЕНИЯ



ИНТЕГРИРОВАННОЕ
ОБУЧЕНИЕ
(МЕЖПРЕД-
МЕТНАЯ
СВЯЗЬ)



СОЗДАНИЕ
ПРЕЗЕНТАЦИЙ
И ПРОЕКТОВ



Учебные планы:





План ГОСО:


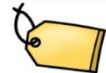

Long term plan Subject: English Grade: 1			
Term 1	Term 2	Term 3	Term 4
1 All about me <i>Greetings and names</i> <i>Colours</i> <i>1 to 20</i>	3 My family and friends <i>Family and friends</i> <i>In my house</i> <i>Days of the week</i>	5 Travel <i>Getting to school</i> <i>This is the way...</i> <i>Where is it?</i> <i>The big red bus</i>	7 Food and drink <i>Things I like</i> <i>Hot or cold</i> <i>Animals like</i> <i>Nice or nasty</i>
2 My school <i>Classroom objects</i> <i>Initial letters</i> <i>Classroom routines</i> <i>Describing things</i>	4 The world around us <i>Animals</i> <i>Hot and cold</i> <i>In Kazakhstan</i>	6 Traditions and folklore <i>Happy Birthday</i> <i>Springtime in Kazakhstan</i> <i>Hats and masks</i> <i>Story time</i>	8 Health and body <i>Hands and Head</i> <i>Let's move</i> <i>Making a puppet</i> <i>A special dance</i>
Listening:			
<p>Listening activities are the primary focus of class work in Term 1 as learners listen to Teacher model names, short greeting phrases, basic colours, numbers 1 to 20 and words relating to the classroom environment and routines. Learners listen and repeat, follow simple Teacher instructions, perform total physical response routines and listen to simple songs.</p> <ul style="list-style-type: none"> The listening learning objective focus in Term 1 is very much on objectives 1.L1 and 1.L3. The themes for Term 1 work relate to basic greetings and introductions and those that are 	<p>Listening continues to be a primary driver of the work done in Term 2. As well as listening to songs, Teacher instructions and Teacher modelling words and phrases, in Term 2 students are involved in listening to and participating in simple question and answer exchanges and exchanges in which learners confirm or correct in response to what others say.</p> <ul style="list-style-type: none"> As well as learning objectives 1.L1 1.L3, objectives 1.L2 and 1.L4 form an important focus of listening work in Term 2. The themes are more wide-ranging with contexts outside the 	<p>All Listening objectives: 1.L1, 1.L2, 1.L3 1.L4 and 1.L5 feature in Term 3 work as learners are engaged with listening in tasks involving slightly more complex instructional sequences, songs, more varied question tasks and listening to stories in English for the first time. Teacher continues to be the main source of input in all listening activity except song. What may seem quite challenging themes for learners of this age are made accessible by approaching them through craft, song, sense, movement and simple narrative activities.</p>	<p>All Listening objectives feature in Term 4 work and Teacher input continues to be primary source of listening input except for song. There is a much greater emphasis on understanding questions and active listening in question exchanges 1.L2, 1.L4. Learners also listen to recorded short exchanges for the first time exercising a new dimension of understanding in English and other activities require learners to listen and give an emotive response. The themes rework the language of colours, verbs of movement, animals, and also introduce new</p>

Адаптированный план:

A-B	1.L5	begin to <u>recognise</u> the sounds of phonemes <u>and phoneme blends</u>	(W)Put the My ABC poster up on the board. Point to the letters: <u>Aa, Bb</u> .	Point to the picture of the apple and <u>say</u> : A-apple, B-bed.	Track 36 CD2 www.by-age.ru	Criteria based assessment Assessment criteria: Recognize letters A and B and sounds Descriptor: A learner -pronounces the A, B letters and sounds correctly ; - asks and answers the questions using the structure: <i>What is this? It is</i> Technique of FA A-B-C Summaries Peer assessment: Oral comments
	1.S1	make basic personal statements and simple statements about objects	(W)Point to and elicit the letters and the words. Play the CD.	The pupils listen, point to and repeat the letters and the words. The pupils then <u>colour</u> in the letters.		
	1.UE4	use determiners <i>a, an, this, these</i> to indicate <u>what something is</u>	(W)Refer the pupils to the letters. Hold up your book and demonstrate how to write the letters by <u>drawings</u> imaginary letters <u>over the examples</u> .	Explain the activity. The <u>pupils</u> first trace then write the letters.		
	1.UE8	use imperative forms of common verbs related to classroom routines	(W)During the lesson teacher uses classroom commands	The pupils follow the teacher's instructions.		
	1.R1	<u>recognise</u> initial letters in names and places	(W)Make a tree, using card and <u>coloured</u> pencils.	The pupils write a letter upper or lower case and decorate.		










Дидактический материал

 <p>-in [-ɪn]</p> <p>bin pin tin</p> <p>fin kin spin</p>	 <p>-ip [-ɪp]</p> <p>hip lip tip</p> <p>sip trip ship</p>
 <p>-it [-ɪt]</p> <p>bit hit fit</p> <p>kit pit sit</p>	 <p>-ig [-ɪg]</p> <p>big pig dig</p> <p>fig rig wig</p>





b	r	t
w	fl	ag
		
		

Dr. Seuss Digraphs

Consonant Digraphs

ch chair chore each much 	ck back duck neck rock 	gh cough laugh rough tough 	kn knee knife knot know 
ll all ball fall wall 	ng king ring sing wing 	ph graph gopher phone photo 	qu quack queen quiet quiz 
sh dish fish ship shoe 	th bath both than thing 	wh whale what when white 	wr wrap wrist write wreath 

Vowel Digraphs





ai main paint rain train 	ay day play stay today 	ea eat read seat team 
ee bee free see tree 	oa boat goat road soap 	ue blue clue glue true 

Trace and read.

www.moo-english.com

Animals

	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

					
r	h	c	c	g	x
					
d	f	s	t	d	z

-at bat sat mat	-ip lip sip rip	-ot pot dot got	-un bun fun nun	-en den pen hen men
				

Работа на уроке



Планы на будущее

- **Собрать материал по фонетике**
- **Систематизировать фонетический материал по группам**
- **Дифференцировать собранный материал (слово => словосочетание=>предложения)**
- **Создать сборник упражнений по фонетике для начальных классов**
- **Выпустить сборник**





***Назарлаңызға рахмет!
Thank you for your attention!
Спасибо за внимание!***