

Тема урока: Образование в Великобритании и России

Тип урока: урок обобщения и систематизации знаний

Вид урока: урок практических работ репродуктивного и продуктивного характера

Комплексные цели урока:

- 1)обучающая: совершенствование навыков устной речи с использованием различных видов речевой деятельности; формирование умения самостоятельно работать с иноязычным текстом; активизация употребления лексических единиц по теме;
- 2)воспитательная: воспитание уважения к другой культуре; чуткости и интереса к феноменам иной ментальности; воспитание личностных качеств (активности, умения работать в сотрудничестве с другими, коммуникабельности, уважения к себе и к другим);
- 3)развивающая: развитие у студентов способности и готовности к самостоятельному (автономному) и осознанному изучению языка и освоению иноязычной культуры; развитие способности к установлению смысловых связей; выявлению языковых закономерностей.

Сопутствующие задачи:

- 1) совершенствовать умение чтения с целью извлечения конкретной информации;
- 2) развивать умение аудировать с полным пониманием;
- 3)

Учебно – методический комплект урока: Афанасьева О.В., Михеева И.В. Английский язык: Учебник для VIII класса школ с углубленным изучением английского языка, лицеев и гимназий // - 4-е изд.- М.: Просвещение, 2017; презентации; текстовый материал; Технические средства: компьютер, проектор.

Ход занятия

I.Организационный этап. Дидактическая задача этапа - подготовить студентов к работе на занятии; обеспечить нормальную внешнюю обстановку для работы; психологически настроить студентов на предстоящее занятие.

Good morning, students. I am glad to see you. You see these proverbs on the blackboard. Read the proverbs, please. (The students read the proverbs on the screen).Do you understand their meanings? You are quite right; the topic of our lesson today is “Education in Great Britain and Russia”.

II. Подготовка обучающихся к активному и сознательному усвоению учебного материала. Дидактическая задача этапа – организовать и направить познавательную деятельность обучающихся на работу над языковыми средствами.

- 1) And first of all I ‘d like you to read the short poem on the screen:  
The more we study  
The more we know,  
The more we know  
The more we forget,  
The more we forget  
The less we know,  
The less we know

The less we forget,  
The less we forget  
The more we know,  
So, why study?

Please, continue this poem but pay attention to grammar structure. Let's try to make a conclusion due to the poem. (On the blackboard). (см. Приложение 1)

The harder I work the (good) are the knowledge

The better are the knowledge

The (good) are results

The better are results

The (easy) are exams

The easier are exams

The (good) university I choose

The better university I choose

The (good) education I have

The better education I have

The (good) is the job

The better is the job

The (much) money I earn

The more money I earn

The (good) I live

So why study? Do you agree with the poem? But I suppose the more I study the better education I have.

What's your opinion? Why do you study? (Students give their answers).

2) Warming-up activity. Now, I'd like you to speak about your schools. Please, answer my questions.

1. What school did you finish?
2. Was it interesting to go to school?
3. What lessons did you like best of all?
4. Why did you choose studying at college?
5. Do you like studying here? Why? / Why not?
6. When were you able to give a definite answer about your future profession?
7. Who helped you to make your choice?
8. Has your choice of profession changed?
9. What reason may make you think about another profession?

3) Listening. We spoke just a little bit about you and now I'd like you to listen to the reminiscences of one lady, Irene Charlton, Professor of Psychology at Oxford University, about her school days. Please, listen carefully; you'll have to do a task after listening. (Words "well – off" with its synonym- rich and "snore" with its translation- храпеть are on the blackboard)

The task is on the screen: True/False (Students do the task orally). Can you choose a suitable proverb to illustrate the information you've heard? (Students choose a suitable proverb on the screen). (см. Приложение 1, Приложение 2)

Irene Charlton, now fifty-eight, Professor of Psychology at Oxford University tells about her schooldays.

Things were very different then. In some ways it seems almost like a different world. In some days I used to live in a small village in the North of England. My father worked in the coal

mine, like all the other men there. We weren't well-off, but we didn't think of ourselves as poor, either.

I started school when I was five. There was only one teacher with about thirty children in all age groups from five to eleven. We all sat in the same room. It got terribly cold in winter. There was an old stove there that gave out a great deal of smoke but only a little heat. We sat on hard wooden benches, and the teacher shouted at us or even hit us if we didn't pay attention. But we never used to think that was so terrible. Everybody simply accepted it.

In the evenings I used to do my homework and then sit with my mother and younger brother in front of the fire in the small room next to the kitchen, listening to the radio. I liked reading, even then, but I had very few books. My father usually went to the pub. When he came home, he used to fall asleep in front of the fire and snore. All the people in the village knew each other. Nobody had any secrets, not even Mrs. Dooley, whose husband used to get drunk and beat her. Most of the people, however, were very kind. They always gave help when it was needed.

When I was eleven, I started going to a secondary school in the nearest town. My teachers said I was bright, and later I went to university, where I studied Psychology. I was the first person in my family and the only person in the village to get a higher education. People like me never used to go to university in those days, especially if they were girls. It was difficult for me to go back to the village after that. I used to feel there was a kind of invisible wall between myself and my old friends, and even my family. My father, in particular, couldn't understand why I wanted an education. He kept asking me when I intended to get married and have children. The task is on the screen: True/False (Students do the task orally). Can you choose a suitable proverb to illustrate the information you've heard? (Students choose a suitable proverb on the screen)

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III. Этап всесторонней проверки знаний. Дидактическая задача этапа: глубоко и всесторонне проверить знания обучающихся; побуждать обучающихся к овладению рациональными приёмами проверки знаний и самообразованию.

1) Well school has changed and it will change in future. We'll speak about contemporary school. I think you are ready to discuss the topic of our lesson. And first let's speak about school in Britain. We have some representatives from Great Britain. So you are welcome.

(Student 1 - presentation about schooling in Great Britain). (см. Приложение 3)

(Student 2 - private education in Great Britain)

(Student 3 - bullying in British school)

(Students' questions)

2). So you have come to know about British school in general. But I would like to pay your attention to punishments at their schools. Please look at the screen, keep them in mind and match them. (Students match the punishments with their definitions). Think of a suitable proverb. (The students choose a suitable proverb). (см. Приложение 1)

3). Group work. Let's go ahead. Imagine that you are a group of teachers in a British school.

First, look at the offences on the screen. Decide if each example of bad behavior is very serious/ serious/ minor/ harmless: (running in the corridor, fighting on the floor in the classroom etc.)

Second, decide with your group which punishment you would give in each of the situations.

For example: Running in the corridor is a minor offence so I would give the pupil lines to write. He would have to write 100 times.

Is the task clear to you? Please, start. (Students do the task and give their examples)

- 4). Reading. And now for a text. You are to read a text and be ready to answer my questions on it.  
I suppose 5 minutes will be enough. (Students read the text)

*The Hidden Curriculum-*

*School Discipline*

*Are Schools Too Strict?*

There are many things which pupils learn in school which are not part of the timetable of official lessons. The term 'hidden curriculum' is used in Britain to refer to those things pupils learn from the way their school is organized. The school's organization includes rules, such as punctuality. Pupils are usually expected to arrive at lessons, assemblies and registration on time. Some pupils would say that school rules are too strict. In the famous progressive boarding school Summerhill, pupils decide what lessons they do and when they do them. In more traditional schools the pupils may be punished for not having a clear school uniform, for failing to wear the school tie or for wearing earrings.

Teachers are responsible for discipline in British schools and they also follow special courses to help them work well with badly-behaved pupils. A pupil is sent to the Headteacher when he has committed a serious offence. The teachers take turns to supervise the corridors and schoolyard during lunch-time. Obedience to authority and co-operation with other pupils are important values which teachers communicate to pupils as part of the 'hidden curriculum'. Most pupils also have a form or tutor: this may be the teacher who is the head of the year group. The form tutor is available to help pupils with their personal problems, give them advice on careers, exams or school reports, and is responsible for discipline when the pupil breaks a school rule. (см. Приложение 4)

Now please, answer my questions.

1. Who is responsible for discipline in British schools? (Teachers)
2. Who do pupils talk to when they have problems with their homework? (Form tutor)
3. What may the pupils be punished for in more traditional schools? (For not having a clean uniform; failing to wear the tie; earrings)

There is one more thing I would like to pay your attention to. You see The Code of Conduct. It is used in British schools. Please read the rules of conduct and choose the four most necessary rules and the three less necessary ones. (The Code of Conduct is on the screen)  
(см. Приложение 1)

- 5). I believe it's high time to listen to the Russian representative. You are welcome.  
(Student's presentation about educational system in Russia) (см. Приложение 5)  
Perhaps you have got some questions to ask. You are welcome. (Students ask their questions)

6) Role - play. Our attitude to State exams is quite different. So I'd like to offer you a role - play on the subject. We have President of the Russian Federation, a mother, a student, a teacher, the Education Minister. They will express their point of view on the matter. We can agree or not but the problem is. So let's start with the President. Students express their attitude to State exam)

7) Summing-up. So we've spoken a lot about schooling in Great Britain and Russia. Please look at the Fact File and say which is different from schools in Russia. (Fact File is on the screen and students compare it with Russian)

IV. Информация о домашнем задании. Инструктаж по его выполнению. Подведение итогов урока

Дидактическая задача этапа: сообщение о домашнем задании; объяснение методики его выполнения.

Let's dot the i's and cross the t's. Unfortunately we haven't spoken about school uniform. But it's up to you because your home task is to write a letter to an English schoolboy who hates wearing a school uniform.

You see his letter on the screen. Please read it and write a letter to him at home. That is your home task. Please don't forget about rules of writing a letter. I'd like to say thank you for the lesson. Your marks are:

V. Reflection: You see some expressions on the screen. They will help you to express your attitude to our lesson.

Today at the lesson I have learnt... I have come to know that... I liked...most of all. The most interesting thing at the lesson was...