

Проект мастер-класса по теме «Использование интерактивных методов при обучении аргументированному высказыванию»

Ведущий мастер-класса - Лисецкая Екатерина Николаевна,

учитель английского языка ГУО «Гимназия №1 г. Витебска имени Ж.И. Алферова»

Цель: предполагается, что к окончанию мастер-класса его участники будут иметь представление о современных интерактивных методах и вариантах их использования на уроке для обучения аргументированному высказыванию на иностранном языке.

Задачи:

1. Создать условия для повышения мотивации участников мастер-класса к изучению особенностей использования интерактивных методов для обучения аргументированному высказыванию;
2. Способствовать формированию у участников мастер-класса представления и первичного опыта по практическому использованию таких интерактивных методов как “The Advertising Agency”, “The Deserted Iceland”, “Crossens” and “The Safari”;
3. Способствовать развитию у слушателей навыков анализа педагогического опыта другого учителя.

Оборудование: компьютер с доступом в Интернет, фотографии, которые носят иллюстративный характер, компьютерная презентация, раздаточный материал.

Ход мастер-класса:

I. Ориентировочно – мотивационный этап (3 мин.)

Задача: создание условий для психологического настроя и мотивации участников мастер-класса.

Деятельность мастера	Деятельность участников мастер-класса
<ul style="list-style-type: none">- приветствует участников мастер-класса,- проводит инструктаж, организующий работу мастер-класса;- создает эмоциональную ситуацию для привлечения внимания участников мастер-класса;- мотивирует участников мастер-класса на активную познавательную деятельность;	<ul style="list-style-type: none">- эмоционально настраиваются на работу;- формируют группы для активной работы, используя прием “Make a puzzle”;- знакомятся используя ice-breaker “Find the commonalities ” включаются в диалог, проявляют активную позицию;

Содержание этапа:

A workshop leader: Good afternoon, everyone! I believe you are fine and ready to have a productive workshop today, aren't you? Let's start! Please, come to me and choose one picture. As you see, each of you has only one part of a puzzle. Go around the room and find your partners by making up a complete picture. Now you know your partners for a workshop today. We have 4 teams : Advertising Agency (Group 1), Safari (Group 2), Crossens (Group 3) and Dilemma Box (Group 4). Sit together. The newly formed groups, it is time for you to know each other better. Find 2 things that you have in common with the other people at the table. In 1 minute present the results.

Group 1: Two things, that we have in common, are love for sports and all of us were born in summer.

Group 2: We don't like broccoli and adore ice-cream.

II. Целеполагание (3 мин.)

Задача: постановка целей участниками и выявление их ожиданий

Деятельность мастера	Деятельность участников мастер-класса
- вовлекает участников в целеполагание с помощью интерактивного метода "The Deserted Iceland"	- работают в группах; - участвуют в определении цели мастер-класса.

Содержание этапа:

A workshop leader: Well done! Now you are real teammates! Look at the screen. It is a deserted island and you are stranded on it. You must select four items from your personal belongings to help you survive and each member of the group must contribute one thing. You have 30 sec to dig through your bags, purses, or pockets to select necessary items. In 30 sec. be ready to provide a reason why this item is essential on a deserted island. Then, discuss in the group all the items and choose 1 the most necessary. In 2 minutes, a representative of each group has to stand up and explain what they have selected and how the object is essential to their survival.

Group 1 : We consider a bottle of water the most essential item, because without water survival is impossible.

Group 2: We have chosen a lighter, because without it you can't make a fire and you may freeze to death.

A workshop leader: Nice choice and arguments! Please, take into consideration the names of your groups and the main idea of the interactive method of teaching that you have just used. So, tell me: what are we going to discuss and practise today?

Participants : We are going to discuss and apply interactive methods of teaching students a reasoned statement in practice.

A workshop leader: Right! We not only study them but also figure out their main peculiar features and discuss their effectiveness for young learners of English.

III. Актуализация субъектного опыта участников (2 мин.)

Задача: обеспечение активности участников в предстоящей деятельности.

Деятельность мастера	Деятельность участников мастер-класса
- определяет уровень подготовленности участников к восприятию опыта мастера, актуальностью его исследований с помощью программы Plickers	- участвуют в опросе; - актуализируют знания об аргументированном высказывании.

Содержание этапа:

A workshop leader: Before working with the interactive methods, I'd like to draw your attention to the matter of an argumentative statement. Look at the screen and answer the question

“What is an argumentative statement?” You have some variants. “An argumentative statement is a statement in which students need to: a) express their opinion on a stated issue; b) support their opinion with facts; c) provide the opposite point of view”. Actually, all variants are correct. A good argumentative statement is a combination of all these steps.

IV. . Информационно-деятельностный этап (27 мин.)

Задача: обеспечение условий для формирования знаний и умений участников по использованию интерактивных методов “The Advertising Agency”, “Crossens” and “The Safari” для обучения аргументированному высказыванию на уроке иностранного языка посредством организации продуктивной деятельности участников мастер-класса.

Деятельность мастера	Деятельность участников мастер-класса
<ul style="list-style-type: none"> - демонстрирует использование интерактивных методов “The Advertising Agency”, “Crossens” and “The Safari” для обучения аргументированному высказыванию, варианты использования данных методов при обсуждении разных тем; - выполняет роль консультанта, организует самостоятельную работу участников мастер-класса и управляет ею; 	<ul style="list-style-type: none"> - работают в группах, отрабатывая на практике использование интерактивных методов; - изучают алгоритмы работы с интерактивными методами; - оценивают эффективность предложенных методов для обучения аргументированному высказыванию.

Содержание этапа:

A workshop leader: Now I’d like to invite you to my Advertising Agency “Be the Best!”. You are my very talented and creative co-workers who have to advertise food used for a snack among students. Work in groups and in 2 minutes advertise it in the best possible way highlighting the benefits of the snack and trying to ensure parents to buy this snack to their kids. Why should students have a bite of the snack when they feel hungry? Spin a wheel and it chooses a snack for your group.

Group 1: Ladies and gentlemen! We are glad to introduce you the tastiest snack ever – a slice of pizza! Usually, pizzas have a bad reputation for being high in fat and lack in nutrients. But not ours! It contains wholegrains and lots of vegetables as a filling. So consuming the slice of the pizza at school, your kid will stay his/her hunger and get energy for work!

Group 2: An old proverb says: “An apple a day keeps a doctor away.” So, dear parents, if you are in doubt what to give your kid as a snack, let it be a green apple. Simple, quick, and filling. Apples fuel your kid’s body with antioxidants, soluble fiber (which can help drop cholesterol, control weight, and regulate blood sugar), vitamins A and C, trace amounts of iron, and more!

A workshop leader: Well done! I use the interactive method “Advertising Agency” when teaching my students to look for advantages of an issue. Later I encourage them to use the advantages in order to make their answer well founded. Could you give me any other examples of school topics that can be discussed with the help of the interactive method “Advertising Agency”?

Participants: Types of sports, British festivals, kinds of music and so on.

A workshop leader: Great job! The next interactive method that helps me teach my students reasoned statements is “Crossens” or the intersection of meanings. It is an associative chain, which is closed in a field of nine squares. It means that each picture must be logically connected to the previous one and the 9th picture has to be associated with some pictures of the crossens.

This can be a great exercise for logical and creative thinking. The interpretation of crossens requires a well-reasoned explanation from its compiler, so that other groups can understand the main idea and the reasons why the pictures are put together in this order. Each group will be given a set of cards (more than 9), create a crossens and in 4 minutes be ready to speak in support of your project explaining why you have put the cards together.

Group 1: Crossens “Cutting down on waste”. Cutting down on waste is a very important topic. As a species, we are very wasteful of materials and resources, and it’s not doing our planet any good at all. We’re actually destroying it. So, that said, here are some simple tips and some simple actions that you can add into your lifestyle to help look after our planet. I just want to jog your memory about the three Rs, which are always important to remember and that is ‘Reduce’, ‘Reuse’ and ‘Recycle’. Reducing waste actually helps to prevent waste being produced in the first place. An example of how you can do this is perhaps by choosing loose fruit and vegetables at the supermarket rather than fruit and veg which is packaged in plastic. The second R is to reuse items. Instead of throwing things straight into the rubbish bin, why don’t you see if you can reuse them again? I like to do this a lot with gift bags, which I get when I receive a present for a special occasion. I usually keep the gift bags or the boxes and reuse them when I’m giving a gift to someone else. In my family, we use a lot of ice cream tubs, you know, the big ice cream tubs. We use them to keep our leftover food and it works perfectly fine. And finally, recycle. Recycling turns waste products into a new item, or, as I like to say, it gives them a second life. Paper and metal are the easiest materials to recycle. In the USA more than 30 tons of paper were recycled and turned into birthday card and hundreds of other things in 2019. Steel is 100 per cent recyclable and can be recycled hundreds of times. So remember, think before you throw things away – they may still be useful.



A workshop leader: Thank you for your crossens and well-reasoned answers! When working with highly motivated students , I also suggest the groups to make crossens, and then exchange

them with the partners without any explanation. Thus, each group will have to look for arguments why the other team placed these pictures side by side. A few minutes later, students should reasonably present their “decoding” of someone else's crossens in front of the class. This interactive method I find the most useful in teaching an argumentative statement and often use it both in the classroom and as a home assignment.

A workshop leader: Finally, the interactive method “The Safari”. The principle of the Safari is the exploration of specific issues which are represented as stations where the students move to, discuss the issue and make a list of ideas and suggestions.

The interactive method “The Safari”. The possible steps.

- 1) Participants are divided in 4 groups, one for each station.
- 2) Each station gets a problematic question, brainstorms it for 2 minutes, makes a list of possible solutions/suggestions and move to the next station.
- 3) One person (a representative) stays at each station to facilitate and harmonise the work. He tells the newcomers about the solutions/suggestions that the previous group has already made.
- 4) Each group adds further ideas to the list of the previous group and moves to the next station.
- 5) At the end of this journey through the main topic stations of The Safari each group convenes back to their first station so as to prepare a presentation poster summarizing the main findings.
- 6) Each group is given 3 minutes to present the posters with the top 3 solutions/suggestions and to make an argumentative speech to support their project.

Well done!

V. Рефлексивный этап (5 мин.)

Деятельность мастера	Деятельность участников мастер-класса
<ul style="list-style-type: none"> - организует подведение результатов мастер-класса и их анализ; - предлагает отрефлексировать результаты работы. 	<ul style="list-style-type: none"> -делают вывод об эффективности интерактивных методов “The Advertising Agency”, “Crossens” and “The Safari” для обучения аргументированному высказыванию, актуальности полученных знаний, результативности достижения цели. -оценивают полученный опыт и возможность применения в дальнейшей практике

Задача: определение значимости полученных знаний и умений для использования в дальнейшей деятельности.

Содержание этапа:

A workshop leader: Thank you for your active participation in the workshop. Now I’d like to get feedback from you and learn about your attitude to the efficiency of the interactive methods. Take a QR code and express your opinion. And as you see, all our groups today are named according to the names of the interactive methods. Say if you consider the method effective and if you’d like to use in in your practice. Thank you for your work.

Appendix 1 Variants of reading a crossens



Appendix 2

The interactive method “The Safari”. The possible steps.

- 1) Participants are divided in 4 groups, one for each station.
- 2) Each station gets a problematic question, brainstorms it for 2 minutes, makes a list of possible solutions/suggestions and move to the next station.
- 3) One person (a representative) stays at each station to facilitate and harmonise the work. He tells the newcomers about the solutions/suggestions that the previous group has already made.
- 4) Each group adds further ideas to the list of the previous group and moves to the next station.
- 5) At the end of this journey through the main topic stations of The Safari each group convenes back to their first station so as to prepare a presentation poster summarizing the main findings.
- 6) Each group is given 3 minutes to present the posters with the top 3 solutions/suggestions and to make an argumentative speech to support their project.