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# **Современные подходы к реализации воспитательного потенциала урока иностранного языка**

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# Воспитательный потенциал урока ИЯ



# ОНТОЛОГИЧЕСКИЙ АСПЕКТ

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- ценность семьи, домашнего очага, личного пространства, своих интересов;
- осознание себя гражданином белорусского государства и общества;
- ценность здорового образа жизни;
- значимость обучения для личностного развития и самоопределения;
- устойчивый интерес к самостоятельной деятельности, саморазвитию, самопознанию;
- ответственное отношение к охране окружающей среды;

# LESSON “People are different”

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## Learning outcomes:

- to practise reading skills;
- to practise speaking skills;
- to foster the right attitude towards tolerance, readiness and ability for mutual understanding, dialogue and cooperation.

## *Before reading activities:*

It is a well-known fact that in order to get to know another person we should learn more about his or her character. Is it easy for you to deal with people? What people do you like more – shy or talkative? What features of character do you appreciate most? What type of a person are you?

## While reading activities:

1. Read the following ideas about people's features of character and say whom would you like to make friends with most of all.

### **Irene**

Well, actually it's very difficult to speak about yourself, but still, I'll try. I think that I am home-loving, kind and patient. I can get on with people well, because I always try to help them and they trust me. But sometimes I am lazy – I don't want to do anything. And I guess Steve doesn't like it very much.

### **Steve**

I am practical I think, because I always try to do the work that will help me in future. I am also honest and I don't like those people who lie to me, because I always notice it and tell them about it. That's why they say that I am tactless. I won't argue, perhaps I am. What I don't like about myself is that I'm sometimes bossy and Irene knows it very much. I am sorry.

## 2. Find in the opinions the ideas to explain:

- why people like Irene;
- why Kate stays at home very much;
- why Nataly enjoys her own company;
- why Mark's parents say that he is lazy;
- why Jane's mother is often angry with her;
- how George spends his time;
- what people Steve doesn't like;
- why Andrew is very critical;

3. Which of these people do you like most? Who would you like to make friends with? Explain your choice.

## 4. Comment the sayings on and share your attitude.

- 1) Different people often get on well.
- 2) Everybody is different but we are equal.
- 3) Everyone is special by being different.
- 4) It takes many kinds to make the world.

# LESSON “Children and pocket money”

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## Learning outcomes:

- to practise speech skills;
- to practise listening comprehension skills;
- to develop respect for money.

## *Before listening tasks:*

People in any society can't live without money, that's why they have to know how to deal with it. You are children and don't earn your own money yet, but most of you get pocket money from parents and that's a great chance to learn money management and get prepared for the future.

**Would you like to be taught money management at school? At what lesson?**

## My attitude to pocket money

Most people really worry about money. Do you worry about it? What do you think about money and happiness? Do you think that he is happy who has a lot of money? Do you believe that money can make a person happy?

Read and say which opinions you agree with. Prove your point of view.

A	Parents may choose to give their child(ren) an allowance based on their school achievements, and because they show proper respect. The decision depends on their relationship with the child.
B	Some parents do not to give their child an allowance because of bad marks at school or a disrespectful attitude towards them. Sometimes it is part of the child's punishment, so that they can learn from their mistakes and correct their life course.
C	Other parents would prefer to give their child an allowance for household chores like washing up, cleaning, dusting etc. Work around the house can work very well and teach a child valuable money management skills.
D	Children shouldn't be given money at such young ages (ages till 14). Instead, they should learn the value of money and should also learn to work hard to earn it. They might even misuse the given money for useless purposes.
E	Students who get more pocket money from their parents, get more preference from other students as compared to the students who do not get pocket money from their parents.

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Do you know your attitude to money? Would you like to make sure if it's positive or negative? Do the quiz and find it out. Answer the questions and count the points.

#	Questions	Yes	No
1	You are offered a job that's interesting for you, but the salary is low. Would you accept it or not?	1	0
2	Your friend asks you some money to buy a present to his mum. You know that he will probably not give it back. Will you give him money?	1	0
3	Your friend asks you to come to his place, but you have to do some work that's well-paid. Will you tell your friend that you're busy and stay at home to complete the work?	0	1
4	Do you prefer expensive presents (golden rings, a watch, etc.) to an interesting book and a bouquet of flowers?		
5	You are a very good translator and you earn a lot of money. Your sister asks you to help her friend translate an article for his English class free of charge. Will you help him?		
6	You have a lot of work to do and you know the sooner you complete it the more money you'll get. Your friends invite you to go to the disco with them and have some rest. Will you go with them and leave your work for the next day?		
7	You've won a large sum of money. Will you share it with your parents?		
8	You are asked to do some work but you don't know very much about it. You'll be paid much. Will you take money, although you're not sure that you'll do this work well?		
9	Do you prefer to take money from your parents instead of working hard to earn it yourself?	0	1
10	Do you agree with the proverb "Money rules the world?"	0	1

8–10 points	You think that you don't need any money at all. "Money is devil" is your motto. May be its really good, but don't you think that people do need money if they want to live well?
4–7 points	You are not crazy about money, but you still think that it's better to have it than not to. You are right – money isn't everything in the world, but sometimes people need it to make their dearest people happier.
0–3 points	Oh! Money is everything for you. You are ready to give up everything for its sake. But never forget that sometimes it's better to enjoy your friends' company that working hard to get as much as possible. Not only money makes people happy.

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Sum up you score. Do you agree with the results?

## LESSON “How to make hard choice”

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### Learning outcomes:

- to practise vocabulary;
- to improve listening skills;
- to improve speech skills;
- to understand why it is so difficult to take some decisions.

### *Before watching activities:*

#### 1. Discuss the questions with your partner:

- 1) What is a hard choice you'll face in the near future?
- 2) How do you make a choice? Do you consider all options or take the safest one?
- 3) Do you always try to figure out the effects of your potential choices?

#### 2. Look at the idioms, which of them refer to a difficult choice? Why? Look them up and make sentences to illustrate their meaning.

- 1) child's play
- 2) dead easy
- 3) a tough row to hoe
- 4) a breeze
- 5) an uphill battle
- 6) a piece of cake
- 7) a tough nut to crack

While watching activities:

**3. Watch a TED Talk by Ruth Chang and answer the following questions:**

- 1) What is the speaker's attitude towards choices?
- 2) What makes a choice hard?
- 3) Who are drifters? Do you know anyone who you could call a drifter?
- 4) Can you give examples of some small choices you make every day?



After watching activities:

**4. Share your attitude to the situations below:**

- A. Would you prefer to have neighbours with small children or neighbours that love listening to loud music?
- B. Would you rather be alone for the rest of your life or always be surrounded by annoying people?
- C. Would you prefer to have an apartment near the beach or an apartment with a swimming pool?
- D. Would you rather speak perfect English or know the basics of Chinese language and be able to communicate?
- E. Would you rather always have to tell the truth or always lie?
- F. Would you rather find your true love or a suitcase with five million dollars inside?

**5. Tell about an important choice you have had to make in your life:**

- 1) when you had to make this choice;
- 2) what you had to choose between;
- 3) whether you made a good choice and explain how you felt about your choice.

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## LESSON “Soap operas: a hobby or a waste of time?”

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### Learning outcomes:

- to practise listening skills;
- to practise speech skills;
- to foster a tolerant attitude towards the preferences of other people.

### *Before listening tasks:*

The news may be full of man-made wars and natural disasters, but many people are more interested in other matters. How is their favourite policeman planning to catch his next criminal? How will beautiful Sally-Ann get out of the trouble she has gotten herself into? To their audiences, the characters in the weekly TV serial shows (known as soap operas) have become more important than real people.

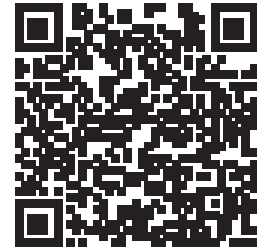
### 2. Answer the questions:

- 1) What kind of film is called a soap opera?
- 2) Are there usually a lot of characters in a soap opera?
- 3) What people particularly like soap operas?
- 4) What is interesting about soap operas?
- 5) Why do people like to watch soap operas?
- 6) What do you think about people who are crazy about watching soap operas?
- 7) Is watching soap operas a hobby or a waste of time?

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## While listening tasks:

2. Listen to the radio broadcast twice and mark the statements that are mentioned in the article. There are two extra letters which you do not need to use.



- 1) There is a good programme on TV in the early evening.
- 2) The British public like soap operas.
- 3) Soap operas show real life situations.
- 4) “Coronation Street” is the first British soap opera.
- 5) The action takes place in Mexico.
- 6) Now soap operas are shown throughout the world.
- 7) Soap opera “East Enders” is about the poorer suburbs of London.

3. Listen again and answer the questions:

- 1) Why has a war broken out between the four TV stations?
- 2) What is the main aim of a soap opera?
- 3) What is the soap opera “Coronation Street” about?

### After listening task:

For many of us, watching soap operas has become one of life's little rituals – just a way to unwind at the end of the day. Women, in particular, often become hooked on these long-running television series. Some cannot bear to miss a single episode, recording the entire series so they can watch it at will. They care about the characters, so much so that anger can even be felt when a story line takes an unwanted twist. What's more, some extreme viewers even confuse the line between fictional character and real-life actor or actress, verbally abusing 'bad' characters on the streets or in supermarkets. Such fans have become so caught up in a soap that they have illogically blurred fantasy and reality, as though they believe an actor really *is* the character they play.

**Share your point of view on the problem under discussion. Are soap operas a hobby or a waste of time? These ideas may help you:**

I think/ believe/ feel ... To my mind ... As for me ...	It's a waste of time. They learn a lot from these films. Watching soap operas is boring. It is interesting and amazing. It is great for lonely people. Being glued to the screen is bad for health. People just watch pictures and don't think.
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# СОЦИАЛЬНЫЙ АСПЕКТ

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- воспитание культуры общения;
- формирование потребности в практическом использовании языка в различных сферах деятельности;
- принятие нравственных ценностей и формировании целостной системы взглядов на мир;
- осознание значимости социально ответственного поведения;
- участие в общественно полезном труде;

# MINI-PROJECT “School rules signs”

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## Learning outcomes:

- to make a list of school rules.

## Introduction:

Look at the pictures. What are they?



Yes, these are road signs. They illustrate special traffic rules which are necessary to avoid accidents. Do you know any traffic rules?

Complete the sentences:




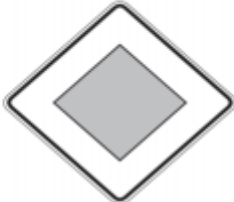




We must ...

We mustn't ...



## Task:

If you want to avoid conflicts at school you should observe school rules. Today we shall try to design our own signs illustrating school rules. But first of all, what is the difference between them? They are of different form and different colour. Some of them are blue, others red. Some of them are square, others round. There is a special classification of road signs. Study the kinds of road signs and comment on their peculiarities.

			
Road signs	Warning signs	Prohibition signs	Priority signs
			
Signs for special regulations	Service marks	Information road signs	Mandatory signs

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Зубрилина. – Минск :  
Вышэйшая школа, 2023. – 143 с.  
: ил. – (Учимся мыслить и  
действовать).

1. Choose the form and the colour of the school sign.
2. Think how to sign it. Use such phrases as:
  - Stop...., for example, *stop cheating*;
  - Be ... for example, *be attentive*;
  - Don't... for example, *don't complain on your classmates*;
  - You should ... for example, *you should be polite*;
  - You shouldn't ... for example, *you shouldn't interrupt*.
3. Organise an exhibition of your school signs, discuss them in class.

# LESSON “Environmental protection”

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## Learning outcomes

- to practise speech skills;
- to foster a respectful attitude towards nature and respect for natural resources;
- to contribute to awareness of the role of man in interaction with nature.

### 1. Look at the picture (Picture 4) and answer the questions.

#### 1. Why does it happen?

- government mismanagement;
- the consequences of technological advancement;
- people’s careless attitude to nature.
- ...

#### 2. What is ecological disaster that our planet faces?



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**4. Describe the situation in your native town in terms of ecological problems.**

Who is to blame? What people's activities make the situation worse? Is the worst enemy of man – man himself? Is the ecological situation getting worse because of growing demand for consuming goods?

**5. In groups discuss ideas how teenagers can help make the environment clean in your home town.**

**6. Fill in the table describing the activities in which you can be involved. Present your ideas to your classmates.**

Place	Activities	Their importance for the environment
School	1. take paper for recycling; 2. ...	1. save trees; 2. ...
Home	1. switch off the lights when you leave the room; 2. ...	
Outdoors	1. ...	
The suburbs and the countryside	1. ... 2. ...	

**7. Compare your ideas and make one list of the things you can do to improve the ecological situation in your home town.**

**8. What environmental projects in your native town would you suggest?**

**9. Imagine you are starting a local travel company that is “environmentally friendly”. Discuss what you can offer tourists and who your customers are likely to be. Think of the TV advertisement for the company.**

**10. Comment on the following proverb.**

“If every person swept their own door steps, the city would be clean.”

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***SORRY SEEMS TO BE THE HARDEST WORD***

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***BE YOURSELF NO MATTER WHAT THEY SAY***

# КУЛЬТУРОЛОГИЧЕСКИЙ АСПЕКТ

- эстетическое восприятие окружающего мира;
- формирование у учеников уважения и интересов к культуре и народу страны изучаемого языка;
- проявление уважения к национальному культурному наследию;
- овладение родной культурой и культурой народа страны (стран) изучаемого иностранного языка;
- толерантное отношение к проявлениям иной культуры;
- готовность отстаивать национальные и общечеловеческие ценности, свою гражданскую позицию.

# Prejudice



## Discrimination





# Equality



# Identity



# Guess a nation through its description:

**1) They are often depicted as singers, involved with the mafia and cooking pasta and tomato type foods. They all crave for their mothers, gesticulate heavily and are easily offended.**

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**- Italians**

**2) They are portrayed as austere, humorless, hyper-organized, bureaucratic, and mechanical. In appearance, they are imposingly tall, often slender with sharp facial features.**

**- Germans**



**3) They are often depicted as having curly hair, large noses, and wearing beards “scheming merchants”. They are sometimes stereotyped in media as being intellectually gifted, nit-picky, low cunning and focused on money.**

**Jews**

**4) They are nomads lacking solid religious foundation, their extreme musical expression and gifted music skill have been the theme of literature over the centuries. They are depicted as stealers (especially of horses), fortune-tellers, musicians, dancers, criminals. Women wear long bright-coloured skirts, a necklace called “monistoes”, and big earrings.**

**Gypsies**



# Do you agree?

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1. The Japanese have the strictest rules of social behaviour.
2. Finns are too obstinate.
3. Russians are lazy and untroubled.
4. Italians are very impulsive.
5. Englishmen have no sense of humour.
6. Germans are pedantic.
7. The Americans consider themselves to be the best.
8. It is impossible for Estonians to do something quickly.

## ***ВОСПИТАНИЕ***

## ***ОБУЧЕНИЕ И РАЗВИТИЕ***

**ЗНАНИЯ, УМЕНИЯ,  
НАВЫКИ**

**ЦЕННОСТНЫЕ  
УСТАНОВКИ**

**ОПЫТ  
ДЕЯТЕЛЬНОСТИ**

**КОМПЕТЕНЦИИ**

1. СОДЕРЖАНИЕ ОБУЧЕНИЯ
2. ЛИЧНОСТЬ УЧИТЕЛЯ
3. МЕТОДЫ ОБУЧЕНИЯ

1. СИСТЕМА ЯЗЫКА
2. ПРАВИЛА ФУНКЦИОНИРОВАНИЯ  
ЯЗЫКОВЫХ СРЕДСТВ В РЕЧИ
3. НАВЫКИ И УМЕНИЯ РЕЧЕВОЙ  
ДЕЯТЕЛЬНОСТИ
4. ЗНАНИЯ О НАЦИОНАЛЬНО-КУЛЬТУРНОЙ  
СПЕЦИФИКЕ СТРАНЫ ИЗУЧАЕМОГО  
ЯЗЫКА

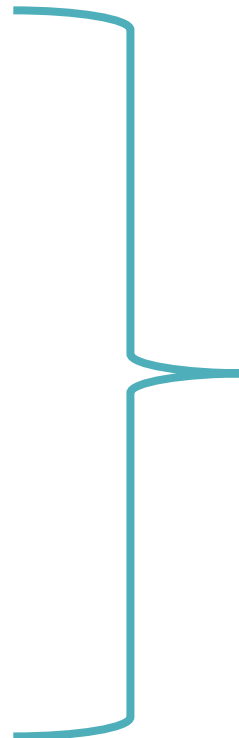
**активная познавательная деятельность учащихся**

## ***ТРАДИЦИОННЫЕ МЕТОДЫ ОБУЧЕНИЯ***

поисковые и исследовательские;  
репродуктивные;  
творческие;  
лично-ориентированные;  
метод проектов;  
интерактивные;

## ***ТРАДИЦИОННЫЕ ПОДХОДЫ ОБУЧЕНИЯ***

лично-ориентированный,  
компетентностный,  
коммуникативный,  
когнитивный,  
социокультурный



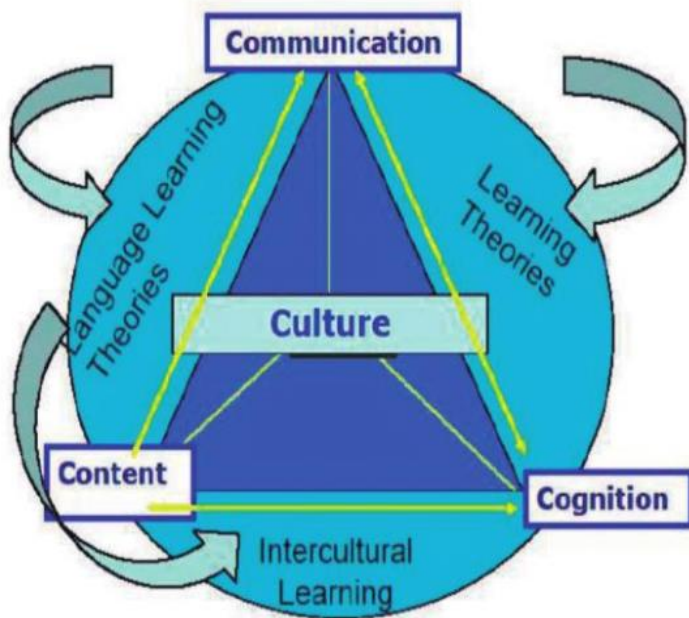
# ФЕНОМЕНО-ОРИЕНТИРОВАННОЕ ОБУЧЕНИЕ (ФОО)

образовательный подход, основанный на междисциплинарном изучении феноменов (явлений) реальной жизни

Автор подхода - **Кирсти Лонка**, доктор наук, профессор педагогической психологии университета Хельсинки, автор более сотни статей и десятка учебников, популярный спикер и идеолог современных подходов в образовании.







Cognition

Context

Communication

Collaboration

**СОСТАВЛЯЮЩИЕ  
ФОО**

# COGNITION (Познание)

1) сочетание мотивирующих и иллюстративных материалов:

аудиоматериалы;

видеоматериалы;

флэш-анимация;

веб-квесты;

подкасты;

использование языковых клише, терминологического словаря;

визуализация материала;

мнемотехники;

2) лично-значимый и аутентичный материал;

3) связь новых данных с предшествующими знаниями, опытом и взглядами;

4) преобразование информации из одной формы представления (текст) в другую (карта, диаграмма, график и т.д.) и наоборот;

5) большое количество примеров, которые дают возможность выполнять задания самостоятельно

## CONTEXT (Контекст)

- 1) Знакомство обучающихся с различными подходами к освещению одного и того же предметного содержания в различных культурах, с историей развития и изучения того или иного понятия или явления.
- 2) Рассмотрение различных тем с разных культурных точек зрения.

Использование подлинных  
коммуникативных ситуаций с  
«пробелами»:

COMMUNICATION  
(Коммуникация)

- 1) информационный пробел (передача информации из текста в таблицу или от одного ученика к другому);
- 2) пробел в рассуждениях: (выработка оптимального плана действий с учетом различных переменных);
- 3) пробелы во мнениях: (завершение истории и сравнение концовок, которые должны быть сделаны учениками).

# Вовлечение участников процесса в активное взаимодействие

COLLABORATION  
(Кооперация)

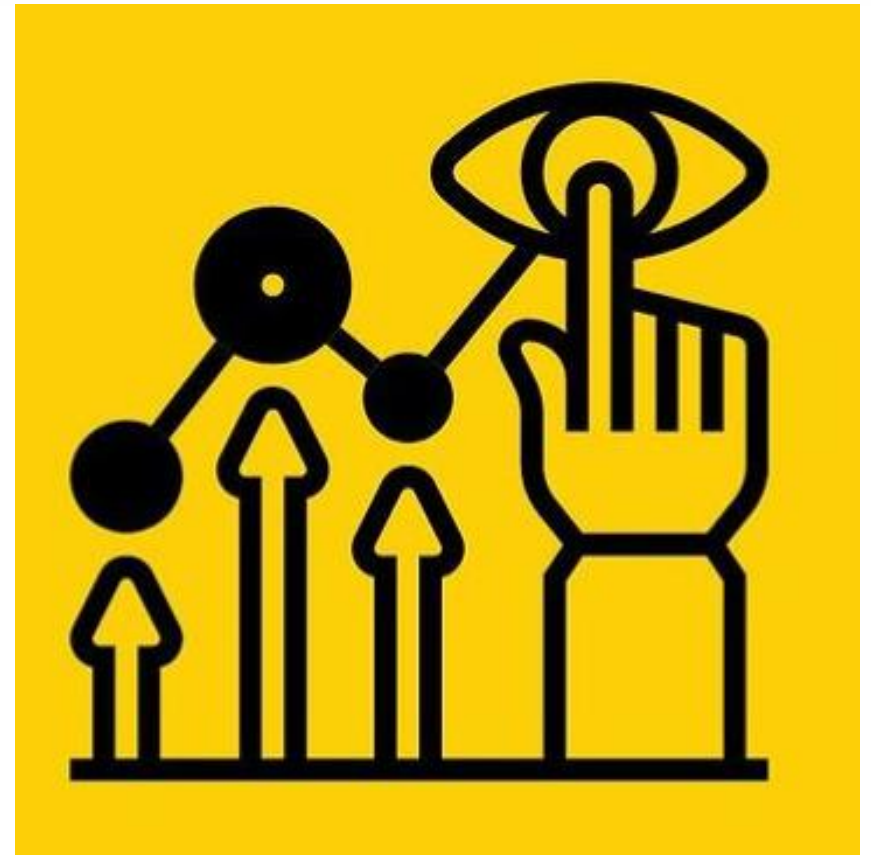
- 1) Решение кейсов в парах или группах
- 2) Совместная работа над заданием

<b>Традиционный подход к обучению</b>	<b>Феномено-ориентированное обучение</b>
<p>Часто вынуждает изучать абстрактные теории.</p>	<p>Учит решать проблемы реальной жизни.</p>
<p>Отводит учащимся роль пассивных слушателей.</p> <p>Ученики больше сосредоточены на запоминании фактов, а не на применении полученных знаний для решения реальных проблем.</p>	<p>В основе подхода — активная роль ученика.</p>
<p>Разные предметы преподаются изолированно.</p> <p>Ученикам непросто провести связи между теориями и концептами из разных учебных дисциплин.</p>	<p>Основано на междисциплинарности и даёт возможность объединить знания из разных сфер.</p>

# ФОРСАЙТ-ТЕХНОЛОГИЯ

## ЦЕЛЬ:

создание образа будущего через различные действия, ориентированные на мышление, обсуждение и очерчивание будущего.



# Форсайт-технология

## 1) Изучение проблемы

*(формат форсайт-сессии)*

Cognition

Context

## 2) Создание образа вероятного будущего

3) Создание сценария перехода из настоящего в желаемое будущее в виде «дорожной карты»

*(формат форсайт-проекта)*

Communication

Collaboration



# Карта времени

- ✓ Science
- ✓ Future career
- ✓ Education
- ✓ Environmental problems
- ✓ ...



# Качели времени



1. Участникам предлагается (мысленно) переместиться в желаемое будущее и принять его как уже состоявшееся.
2. Участники (письменно, устно, под аудио- или видеозапись) отвечают на специальные вопросы, закрепляющие увиденное в лично или коллективно созданном будущем. Приветствуются любые идеи. Критика запрещена. Возможна работа по группам.
3. Участники возвращаются в настоящее, где анализируют ответы из будущего (письменно и устно), определяя приоритетные шаги к его созданию прямо сейчас. План конкретных действий достижения увиденного будущего включает ключевые преобразования, события, ресурсы, решения.

# Ролевая игра «Ценности через века»

Изучение истории или культуры своей страны или страны изучаемого языка

Роли монарха, художника или учёного конкретной эпохи



# Science Slam



неакадемическая форма научной коммуникации, соревнование в виде коротких выступлений учёных с рассказами о своих научных исследованиях в научно-популярной форме

битва учёных в формате стендапа, относящийся к образовательно-развлекательному формату edutainment.

# ФОРСАЙТ-ТЕХНОЛОГИЯ

- ✓ развитие системного, аналитического и критического мышления,
- ✓ прогностичность,
- ✓ повышение познавательного интереса,
- ✓ развитие коммуникативных навыков,
- ✓ развитие навыков командной работы.



# Подготовительные приемы

- ✓ Продуцирование гипотез  
(*если бы.., то...*)
- ✓ Проблемный вопрос  
(дилемма)
- ✓ Проживание ситуаций
- ✓ Синтез идей
- ✓ Символическое видение



# Подготовительные приемы

- ✓ Монолог от имени исторического понятия
- ✓ Реклама
- ✓ Голосование
- ✓ Знак препинания
- ✓ Верите ли Вы, что...



# ФОРМИРУЕМЫЕ КОМПЕТЕНЦИИ ОБУЧАЮЩИХСЯ

<i><b>Коммуникация</b></i>	Ученик может договариваться, убеждать, аргументировать свою позицию и принимать чужую. Разрешать конфликты, осознавать возможные объективные противоречия в интересах разных сторон и учитывать их при принятии решений.
<i><b>Кооперация</b></i>	Ученик сотрудничает с группой, способен занимать и распределять роли, координировать действия внутри команды
<i><b>Критическое мышление</b></i>	Ученик понимает, анализирует и интерпретирует задачи. Идентифицирует неявно заданные свойства предметов и явлений. Выстраивает причинно-следственные связи, выделяет противоречия. Находит аналогии и строит классификации
<i><b>Креативное мышление</b></i>	Ученик создаёт новые подходы к решению задач, генерирует оригинальные идеи и использует их в практической работе
<i><b>Грамотность</b></i>	Ученик способен воспринимать, создавать и работать с информацией в различных текстовых и визуальных форматах, в том числе, в цифровой среде.
<i><b>Метакогнитивные навыки</b></i>	Ученик может оценить проделанную работу, опыт, личный и командный вклад, положительные стороны и недостатки. Способен мобилизовать себя на выполнение задач и выбрать стратегию решения. Осознанно относится к процессу обучения

ВОСПИТАТЕЛЬНЫЙ ПОТЕНЦИАЛ