**Доклад по методике преподавания английского языка для рубрики**

**«Эффективные методики преподавания иностранных языков».**

**Составила учитель английского языка МАОУ «СОШ №10»**

 **Алёшина Оксана Михайловна, г. Стерлитамак, респ. Башкортостан.**

**The purpose of the master class: -** transfer of experience on the use of interactive teaching methods, as one of the ways to increase the cognitive activity of children

**Tasks:** Creation of conditions for professional communication, self-realization. Dissemination of pedagogical experience,.

**The form of the master class:** lecture-conversation using a computer presentation; practical lesson.

**Visibility:** - handouts (memos for teachers, with a full description of various techniques and techniques); - material for practical work by the participants of the master class;

**Techniques:** problematic issues and situations; Creative tasks; Involvement of participants in group work, reflection.

Good afternoon, dear colleagues! Let me introduce myself: Aleshina O.M, the teacher of school № 10. Today I would like to offer to your attention an article "Interactive methods of teaching in English lessons". I would like you to get useful information for yourself that you can use in your work.

**What is interactive teaching methods?**

From the English. "Interactive" - ​​interaction are such methods and forms, when using which the learning process is "immersed" in the process of communication (interaction). Knowledge in the process of interactive learning a student does not acquire in ready-made form, but extracts them himself, in the process of his own activity. Therefore, the teacher's goal is to create conditions, prompt, if necessary, to adjust; The teacher supports the activity of students, creates a favorable atmosphere in the lesson.

Interactive methods are built on the interaction schemes "teacher = student" and "student = student". That is now not only the teacher attracts children to the learning process, but the students themselves, interacting with each other, affect the motivation of each student. The teacher only acts as an assistant. Its task is to create conditions for the initiative of children.

**Tasks of interactive teaching methods**

To teach independent search, analysis of information and the development of a correct solution of the situation.

To teach teamwork: to respect someone else's opinion, to show tolerance to another point of view. Teach you to form your own opinion, based on certain facts.

The technology of interactive learning is a system of ways to organize interaction between the teacher and students in the form of educational games, which helps to organize cognitive communication.

Interactive learning technologies can be divided into the following forms of organization of activities:

Pair (the work of a student paired with another student or teacher);

 Frontal (the teacher interacts simultaneously with a group of students or the whole class);

Group (all students actively teach each other);

Individual, independent work of students).

Particular attention should be paid to the group form of work that I use in class: it's "Open pairs". In the center of attention is a class of two students performing a task together. Use this mode of operation, presenting a sample of the task.

**"Closed pairs."** Students work in pairs simultaneously on the same task. Teacher, moving from one pair to another, provides the necessary assistance, exercises control. Achieve full understanding of the task before working in pairs.

Work in groups. Groups of three or more students work together on the proposed assignment. In groups, projects and role plays (staging) are most effectively performed. It is also important here to ensure that students fully understand the task before starting it.

**Methods and techniques of interactive learning**

There are a lot of methods and techniques for interactive learning.

Computer presentations; Accept the "Basket" of ideas, concepts, names.

Work in small groups - pairs, and in large groups; Carousel; Lectures with problematic exposition; Aquarium; Unfinished offer; Brainstorm.

Decision tree. Role-playing (business, simulation) game. Press method. Take a position.

Conference. Lessons seminars (in the form of discussions, debates); Simulation technology, or project method.

Brainstorming is the flow of questions and answers, or suggestions and ideas on a given topic, in which the analysis of the correctness / irregularity is made after the storming.

Such technology as "Brainstorming". The participants of the discussion are offered to express as many options as possible, including the most fantastic ones (the time for discussing the problem is usually limited to 1-5 minutes). Then, from the total number of ideas expressed, the most successful ones are selected, which can be used in practice. This technology is perfectly suitable for discussing problematic issues (health and sport in the 7th grade, problems of adolescents in the 9th grade).

1. Begin a lesson from brainstorming as a voice charging - Warming Up, asking students questions: What are your associations with ...? What do you associate with ...? What immediately comes into your mind when you hear ...?

2. Invite the students to relax, tune in to the topic of meditation, take pens and write down the thoughts that come to their mind on that / other topic / problem.

3. Brainstorming as an interactive device for organizing a group discussion at the pre-text stage. Using this technique involves a step-by-step implementation.

 Step 1- warm-up (lasts 3 minutes).

For several lessons, the topic "Is It Easy To Be Young?" Is being studied.

 The teacher suggests to hold brainstorming with the participation of all the students of the group and to name as many ideas as possible associated with this topic. A cluster is drawn up, among ideas is "Teenage Problems".

 Step 2 - the union of students in mini-groups.

 Step 3 - work in mini-groups for 7 minutes. The teacher clearly sets out the problem or issue that needs to be addressed.

So, for example, you can suggest to hold in mini-groups brainstorming on the problem of the text, which is to be read to the students of "Young People - Old Problems".

The task of the students is to express and write down as many ideas as possible (even the most absurd ones), and then, after reading the text, to draw a conclusion about the problems that teenagers all over the world have, and which only concern Russian teenagers.

Clusters, comparative diagrams, - search for keywords and problems for a particular mini-topic.

Interactive lesson with the use of audio and video materials, ICT. For example, tests online, work with electronic textbooks, training programs, training sites.

Round table (discussion, debate) is a group view of the method, which involves collective discussion of problems, suggestions, ideas, opinions, and a joint search for solutions by students.

Reception «Fishbone»

Work (research) can be carried out individually or by groups.

Games (including role-playing, imitation) - a fairly popular method, which can be used even in primary school.

Aquarium - one of the varieties of the business game, reminiscent of the reality show. In this case, the given situation is played by 2-3 participants. The others observe from the side and analyze not only the actions of participants, but also the variants and ideas they proposed.

The method of projects is the independent development of the project by the students on the topic and its protection.

 Reception "Basket" of ideas, concepts.

This is a method of organizing the individual and group work of students at the initial stage of the lesson. On the board, you can draw a basket icon, in which everything that all students know about the topic being studied will be conventionally collected. Information is exchanged according to the following procedure.

A direct question is asked about what the students know about this or that problem. At first, each student remembers and writes down in the notebook everything that he knows on this or that problem (strictly individual work, duration 1-2 minutes). Then, information is exchanged in pairs or groups. Students share with each other known knowledge (group work). Time for discussion is no more than 3 minutes. This discussion should be organized, for example, students should find out what the existing ideas coincided about, which caused disagreements.

 Next, each group in a circle calls some one information or fact, while not repeating what was said before (a list of ideas is compiled).

All information is summarized in the form of abstracts by the teacher in the "basket" of ideas (without comments), even if they are incorrect. In the basket of ideas, you can "dump" the facts, opinions, names, problems, concepts relevant to the topic of the lesson. Further in the course of the lesson, these facts or opinions, problems or concepts that are scattered in the child's mind can be linked to logical chains.

  All errors are corrected further, as new information is learned.

 Jigsaw reception "saw". Students are divided into groups of 4-6 people to work on educational material, which is divided into logical and semantic blocks. The whole team can work on the same material, but each member of the group gets a topic that he develops especially carefully and becomes an expert in it. Meetings of experts from different groups are held, and then each one reports in his group about the work done.

Schematically, it is possible to present work on this method as follows:

1) Home groups: A - B - C - D; A-B-C-D; A-B-C-D

2) Expert groups: AAA; BBB; CCC; DDD

3) Home groups: A - B - C - D; A-B-C-D; A-B-C-D

At the final stage, students can be asked to complete the test. The results are summed up and the score is given to the whole group, or the best group is called. The use of this technique is also possible when working with vocabulary or with instructional text.

Six Thinking Hats is probably one of the most popular methods of thinking developed by Edward de Bono. The method of six hats allows you to structure and make much more effective any mental work, both personal and collective.

As already mentioned, "Six Hats" can be used for any mental work in a variety of areas and at various levels.

By choosing a certain hat, we agree to take on the role that it assumes.

1. One of the most used methods in my practice is the using of **computer presentations** in the classroom. The using of computer presentations at the lessons allows us to introduce a new lexical, regional material in the most fascinating form, the principle of visualization is implemented, which contributes to the assimilation of information. Independent creative work of students in the creation of computer presentations is the best way to expand the stock of active vocabulary of students. The guys are happy to create their presentations on the topic.

2. The next type of interactive technology, which is quite effective and actively used by me **is the game.**

Activities in the form of games greatly enhance the educational process, evoke a spirit of competition, emotional heat, contribute to the development of creative thinking of students, teach to purposefully apply the available knowledge in practice.

**3. "Hats of Thinking".**

The class collective is divided into 6 groups, each of which expresses its ideas, thoughts on one general situation from its "flower points of view": white hat - facts; Red - emotions; Black - criticism; Yellow - optimism; Green - innovation, blue - experts, summing up the overall results.

That everyone could understand this technique, I took a favorite literary genre, both for children and adults - it's a fairy tale. Take the fairy tale "Kolobok" Why is it popular until now? What is it about, what it teaches our children, let's try to figure it out.

**The "white hat" is information.**

Let's recall the plot on illustrations ("The White Hat").

**"Yellow Hat" - we find all the positive in this hero.**

Positive qualities Conclusion

Curious traveler fearless Cheerful, talkative

I wanted to know the world

Not afraid of other animals (teaches not to be afraid of others)

Sings a song, communicates (teaches communication)

**"Black hat" - we find the negative in this hero.**

Negative quality Conclusion

Naughty impatient confiding Loves flattery Braggart Listen to senior

Teaches patience (ate a fox) Understand what is good, what is evil.

Do not praise yourself, let others praise you.

"**Red hat" - feelings.**

Feelings that Kolobok is experiencing Conclusion

Joy happy Carelessness From what the world knows

That he is alone

**Green hat is creativity.**

SMILIK and KOLOBOK can be brothers? Outward resemblance.

Joyous, like Kolobok.

The tale is eternal, in the likeness of Kolobok, more modern computer characters are being created.

**4. I often teach lessons - presentations o**f creative projects on various topics in the 4,5 classes at the stage of generalization of the material I have covered.

**5. Technology "Carousel",** like many interactive technologies, is borrowed from psychological trainings. For children this type of work is interesting to the pupil of grades 2-5. Two rings are formed: the inner and the outer. The inner ring is the students sitting motionless, facing the outer circle, and the outer ring is the disciples moving around in circles every 30 seconds. Etiquette dialogues, topics of "acquaintance", "nationality", "conversation in a public place", etc., are very well developed. The children enthusiastically talk, the activity is dynamic and efficient.

**6.Technology "Unfinished Proposal".** At the end of the lesson, its results are summed up, a discussion of what they learned and how they worked - i.e. Everyone assesses their contribution to the achievement of goals set at the beginning of the lesson, their activity, the effectiveness of the class. The guys in a circle express one sentence, choosing the beginning of the phrase from the reflective screen on the board:

Today I learned ... .. I realized that ... ..

It was interesting ... .. I bought ... ..

Now I can….

**7. "Microphone".**

Students are invited to express their views on the question or problem posed. In class they start up an object that mimics a microphone. Everyone who received a microphone must briefly, clearly and succinctly state his thoughts and draw a conclusion.

**8. "Choose a position".**

 Two opposite points of view and three positions are proposed: "Yes" (for the first sentence), "No" (for the second sentence), "I do not know, I did not define my own position". Students of the class choose a certain, form three groups, discuss the correctness of their position. One or more members of each group argue their position, after which there is a collective discussion of the problem and making the right decision.

**9. Reception "CLUSTER".**

 Write down the keyword; Writing words around the main word. They are outlined and connected to the main word, which causes further associations. Thus, associative chains are created; Interconnected concepts are connected by lines.I believe that you can use the cluster at any stage of the lesson. The universality of the cluster is that you can work with it on a whiteboard (regular and interactive), on a computer and in a notebook; Individually, in pairs and in groups. Cluster can be represented in the form of chamomile, sun, tree, house, locomotive, etc.

- for example, at the beginning of a lesson, I suggest that children create a cluster or offer their cluster. His theme is what is a hobby. By the end of the lesson or before, we have to repeat what a hobby is, using, including the one suggested in this cluster. Hobby is something I like to do and can do when I am free.At the end of the lesson, the cluster can be similar to the one used at the beginning of the lesson, but it can be modified, expanded, or fixed bugs. Another option is a cluster, as an element of reflection: now we know that ...

**10. Vocabulary dictation "Caterpillar".**For example, 1 variant carries out dictation of pre-prepared dictionary words - to the second variant. At the signal of the teacher, students of the first variant move forward, students of the second variant write down the words. When the circle is passed, verification is carried out.

**11. The game "Vertushka".** Helps to consolidate knowledge after the studied topic, to develop a more solid assimilation of the material. Students work in groups of children of different levels of training. Groups are given certain tasks. Tasks are given on the "turntable" (each subsequent task is performed by the next student). The performance of any assignment is explained out loud and controlled by the group. Upon termination of work pupils are offered individual tests.

**Interactive teaching methods can be applied at different stages of the lesson**

Stage of the lesson Methodological goal Approximate methods.

1. Motivation Concentrate attention and evoke interest in studying this topic Brainstorm, blitz, microphone

2. Announcement of the topic and tasks Ensure students' understanding of their activities, what they should achieve as a result of the lesson that awaits them Through the epigraph, word, title

3. Getting the necessary information Briefing students for the task Mini lecture, presentation of the homework

4. Interactive task Practical mastering of the material Debate, seminar, group work, Carousel, Microphone, Hats of Thinking, Project Protection, Cluster, Aquarium.

5. Conclusion of the results Discussion with the aim of consolidating the material "The Great Circle," Unexpected Proposal "," Scale of Opinions ", discussions, commenting.

So, in the context of interactive learning, the learner learns not in the form of an already ready system from the teacher, but in the process of his own activity.

All interactive teaching methods are designed to solve the main task formulated in the GEF - to teach the child to learn.

1. Dear colleagues! I propose to hold a reflection in creative form. I'll ask you to make a cluster.

2.If the proposals offered below, I `ll ask you to choose the most important for you and add them with your thoughts:

- In the master class I:……….

- The most interesting for me today was:………….

- In my future work I:………….

 I would wish the teacher:…………

- I would like to advise:……………

 I would like to end the words of the ancient thinker Confucius: "He who, turning to the old, is able to discover a new, is worthy to be a teacher." Therefore, when determining goals, look back at what has already been done.

I wish you good luck .