

***Использование интерактивных средств  
обучения  
для организации  
самоконтроля и самооценки  
обучающихся  
на уроках иностранного языка***

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- В современной модели образования ученик рассматривается как **активный участник** образовательного процесса, способный **самостоятельно получать знания**, а так же **анализировать и оценивать результаты своей деятельности**.
- В этой связи одной из приоритетных задач учителя становится развитие у обучающихся умения осуществлять **самоконтроль** и **самооценку** учебной деятельности.

# Что такое самоконтроль и самооценка?

- **Самоконтроль** - это умение обучающего сопоставлять результат своего труда с эталоном.
- **Самооценка** - субъективная оценка обучающегося самого себя: своих способностей, возможностей, качеств и особенностей своей собственной деятельности.

**Самоконтроль** тесно связан с **взаимоконтролем**, суть которого состоит в том, что ученик не только видит ошибки другого человека и объективно оценивает его работу, но и осознаёт, что и его действия контролируются другим учеником.

Самоконтроль и самооценка тесно связаны между собой, самооценка может рассматриваться как **конечный компонент процесса** самоконтроля.

# **В чем смысл и необходимость самоконтроля и самооценки?**

Умение обучающимися осуществлять самоконтроль и самооценку способствуют:

- осознанному восприятию учебного материала и пониманию границ своих знаний;
- повышению уровня ответственности за учебную деятельность;
- развитию умения предвидеть результаты своей деятельности и умения прогнозировать последствия;
- проявлению способности к оценке собственных изменений на основе чувства долга, навыков самопознания;
- развитию мышления и уверенности в способности освоения социального опыта для самореализации и самоутверждения.

Таким образом, в ходе самоконтроля и самооценки обучающиеся совершают умственные и практические действия по оценке, корректированию и совершенствованию выполняемой ими работы, овладевают соответствующими умениями и навыками.

## **С практической точки зрения наличие самоконтроля и самооценки на уроке:**

- формирует навыки обучающихся по работе с учебным материалом и извлечению необходимой информации;
- формирует практический опыт учащихся по работе с контрольно - измерительными материалами для ГИА;
- повышает плотность опроса и накопляемость оценок;
- помогает учителю варьировать методику и технологию проведения урока в соответствии с задачами контроля, сложности изучаемого материала, психологических и возрастных особенностей учащихся.

# **Как организовать работу по самоконтролю и самооценке обучающихся на уроках?**

- Ответ на этот вопрос не может быть кратким и однозначным. Здесь все зависит от **особенности предмета, темы и цели урока, уровня подготовки класса, возраста обучающихся, опыта самого учителя и используемых возможностей** при подготовке и проведении урока.
- Однако один фактор будет неоспорим: **результат возможен при наличии системы в работе**, т.е. работа по самоконтролю и самооценке обучающихся должна вестись **регулярно, из урока в урок**.
- Дети к этой работе должны привыкнуть, а самое главное – им должно быть **интересно, просто и понятно** то, что они делают.

## Что может помочь учителю с решением такой задачи?

- Очень простым и доступным инструментом по созданию различных шаблонов для самоконтроля и самооценки могут быть современные **интерактивные средства**, среди которых является **интерактивная доска *Smart Board***.
- С ее помощью можно быстро и легко создать любое задание и шаблон по его проверке для фронтальной, самостоятельной, парной и групповой работы, с включением аудио, видео и иллюстративного сопровождения, а так же листов для самооценки.
- Преимущество заключается в том, что созданные шаблоны можно использовать в **интерактивном формате** или **конвертировать** в нужный формат и при необходимости **распечатать**.

# Примеры:

Cross out wrong words

## NATURE

beautiful

white and sparkles

bright and flourishes

colourful and falls down

green and blossoms

## WEATHER

hot and sunny

snowy and frosty

warm and cloudy

cool and rainy



warm coats and hats

jackets and caps

shorts and T-shirts.

rain coats and take umbrellas

have autumn summer winter spring holidays

gather mushrooms.

walk in the forest and rake leaves

ski, skate and play snowballs

ride a bike, walk and plant flowers

swim, sunbathe and play outdoors

## CLOTHES

## ACTIVITIES



## NATURE

beautiful

white and sparkles

~~bright~~ and ~~flourishes~~

~~colourful~~ and ~~falls down~~

~~green~~ and ~~blossoms~~

## WEATHER

~~hot~~ and ~~sunny~~

snowy and frosty

~~warm~~ and ~~cloudy~~

~~cool~~ and ~~rainy~~



warm coats and hats

~~jackets~~ and ~~caps~~

~~shorts~~ and ~~T-shirts~~

~~rain coats~~ and ~~take umbrellas~~

have ~~autumn~~ ~~summer~~ winter ~~spring~~ holidays

~~gather mushrooms~~

~~walk in the forest~~ and ~~rake leaves~~

ski, skate and play snowballs

~~ride a bike~~, ~~walk~~ and ~~plant flowers~~

~~swim~~, ~~sunbathe~~ and ~~play outdoors~~

## CLOTHES

## ACTIVITIES

KEY: 14-13 - «5», 12 - 10 - «4», 9 - 7 - «3»

Write words

**NATURE**

Nature is \_\_\_\_\_ .

Everything is \_\_\_\_\_  
and \_\_\_\_\_ .

**WEATHER**

The weather is usually  
\_\_\_\_\_ and \_\_\_\_\_ .



Children have  
\_\_\_\_\_ holidays.

People wear  
\_\_\_\_\_ and \_\_\_\_\_ .

They \_\_\_\_\_ , \_\_\_\_\_  
and \_\_\_\_\_ .

**CLOTHES**

**ACTIVITIES**

## NATURE

beautiful

white

sparkles

## WEATHER

snowy

frosty



warm coats

hats

## CLOTHES

have

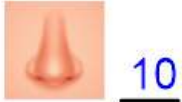
winter holidays

ski, skate,

play snowballs

## ACTIONS

KEY: 12-11 - «5», 10 - 9 - «4», 8 - 7 - «3»



10



6



2



5



7



3



1



4



9





8



10-9 -"5"



8-7 -"4"

6-5 -"3"

I've got two  \_\_\_\_\_,

A  \_\_\_\_\_ and a  \_\_\_\_\_.

I've got two  \_\_\_\_\_, two  \_\_\_\_\_,

Ten  \_\_\_\_\_ and ten  \_\_\_\_\_.

I've got two  \_\_\_\_\_, two  \_\_\_\_\_

And nice  \_\_\_\_\_.

I am a  \_\_\_\_\_.

And not a teddy bear.

- mouth
- nose
- toes
- legs
- fingers
- boy
- eyes
- feet
- hands
- ears
- hair
- girl

*Strike wrong words out of the list*

to **have** an **exciting** trip

to **buy** souvenirs

to **wash** dishes

to **do** the shopping

to **go** to **school**

to **go** to the café

to **take** photos

to **take** rides

**by bus** **by car**

to **walk** around the city

to **get** marks

**amazing** place

to **take part in** Olympiads

**gorgeous** scenery



**unique** place

to **see** exotic animals

to **go on** trips

to **travel** around...

to **have** a great time

to **get to** ...

**by train** **by plane**

to **eat** tasty dishes

to **have much work**

to **go on** excursions

**tourist attractions**

to **take part in** interesting events

**KEY: 23-21—"5" 20-13—"4" 12-8—"3"**



**Match English sentences with Russian equivalents.  
Define the Tense.**

**Tense**

**Sentences**

Past Simple

I have already travelled around my country.

Мы ездили в Анапу.

Present Perfect

I had an exciting trip with my family.

Я уже путешествовал по своей стране.

Past Progressive

We went to Anapa.

У нас с семьей была восхитительная поездка.

**Tense**

**Sentences**

Past Simple

I have already travelled around my country.

Мы ездили в Анапу.

Present Perfect

I had an exciting trip with my family.

Я уже путешествовал по своей стране.

Past Progressive

We went to Anapa.

У нас с семьей была восхитительная поездка.

**KEY: 12-10 - "5"    9-7 - "4"    6-5- "3" (with Tenses)**

**Write a story about your best trip using the words**

Russia \_\_\_\_\_ !  
There are a lot of \_\_\_\_\_ and \_\_\_\_\_ places to visit.  
Many people like \_\_\_\_\_ Russia.

As for me I **have already** \_\_\_\_\_ my country.  
\_\_\_\_\_ I with my family.

We \_\_\_\_\_ to \_\_\_\_\_.

We \_\_\_\_\_ there by \_\_\_\_\_.

**During** the trip we \_\_\_\_\_ different \_\_\_\_\_.

We \_\_\_\_\_ exotic animals, beautiful buildings and parks.

We \_\_\_\_\_, \_\_\_\_\_ the \_\_\_\_\_ and \_\_\_\_\_ **in**  
interesting events.

Sometimes we \_\_\_\_\_ and \_\_\_\_\_ **the shopping.**

We \_\_\_\_\_ wonderful \_\_\_\_\_.

In the evenings we usually \_\_\_\_\_ to the **café** and \_\_\_\_\_ **tasty dishes.**

**While** we \_\_\_\_\_ we \_\_\_\_\_ a lot of photos.

*In conclusion* I'd like to say that we \_\_\_\_\_ in \_\_\_\_\_.

\_\_\_\_\_ **scenery** and friendly people \_\_\_\_\_ me much.

I suggest everybody to \_\_\_\_\_ this \_\_\_\_\_.

is one of a kind   Last summer   unique   Two years ago   going on trips around   plane  
bus   travelled around   train   took rides   car   town   amazing   walked around  
went   got   visited   tourist attractions   saw   city   took part   had an exciting trip  
went on excursions   did   bought   went   ate   souvenirs   **Gorgeous**  
took   were travelling   impressed   visit   place   had a great time

## Key:

Russia is one of a kind!

There are a lot of **amazing** and **unique** places to visit.  
Many people like **going on trips** around Russia.

*As for me* I **have already travelled around** my country.

Two years ago (Last summer) I **had** an **exciting trip** with my family.  
We **went to** \_\_\_\_\_.

We **got there by car**. (**by train, by plane, by bus**)

**During** the trip we **visited** different **tourist attractions**.

We **saw** exotic animals, beautiful buildings and parks.

We **went on excursions, walked** around the **city (town)** and **took part** in interesting events.

Sometimes we **took rides** and **did the shopping**.

We **bought wonderful** souvenirs.

In the evenings we usually **went** to the **café** and **ate tasty dishes**.

**While we were travelling** we **took** a lot of photos.

*In conclusion* I'd like to say that we **had a great time** in \_\_\_\_\_.

**Gorgeous scenery** and friendly people **impressed** me much.

I suggest everybody to visit this place.





# Listening

1	a variety of subjects	
2	good knowledge	
3	school uniform	
4	friendly atmosphere	
5	a variety of rules	
6	sporting facilities	
7	facilities for research and study	
8	after-school activities	
9	classroom equipment	
10	kind and helpful teachers	

Summerhill School Promotional film.mp4



## KEY:

1	a variety of subjects	✓
2	good knowledge	✓
3	school uniform	✓
4	friendly atmosphere	✓
5	a variety of rules	
6	sporting facilities	✓
7	facilities for research and study	✓
8	after-school activities	✓
9	classroom equipment	✓
10	kind and helpful teachers	✓

10-9 answers - «5»

8 -7 answers - «4»

6 -5 answers - «3»



we study...

we have...

we can ...

there is (are) (no)...

we are ...

**We think our school is (not) progressive because:**

**different (sporting) facilities**

**friendly atmosphere**

**a vareity of subjects a vareity of activities**

Helping is very \_\_\_\_\_ **nowadays**.  
We usually help **parents**, \_\_\_\_\_  
**But** we \_\_\_\_\_ help **needy people** and children, \_\_\_\_\_ **and nature**.

**As for me**, I **have already helped** elderly \_\_\_\_\_ and needy  
\_\_\_\_\_.  
I **have made** \_\_\_\_\_, **collected** \_\_\_\_\_ and **bought**  
\_\_\_\_\_, \_\_\_\_\_ a concert and a charity fair.

For me \_\_\_\_\_ is not **a waste of time**.  
It's **interesting** and \_\_\_\_\_.  
It \_\_\_\_\_ us **kinder** and **better**.

1) important **can animals**  
**relatives and friends**.

2) **people children sweets**  
**greetings cards toys**  
**organised**

3) helping  
makes **important**

**Key:**

Helping is very important **nowadays**.  
We usually help **parents, relatives and friends**.

**But** we **can** help **needy people** and children,  
**animals and nature**.

**As for me**, I **have already helped** elderly  
people and needy children.

I **have made** greetings cards, **collected toys**  
and **bought** sweets, **organised** a concert and  
a charity fair.

For me helping needy people is not **a waste of time**.  
It's interesting and important.

# The Mortons

## Parents



Jessica

Jack

Freddie

13 - Lesson 4. Ex. 1.1) p. 44. Jack's story

## What do they do at the weekends?

### Key

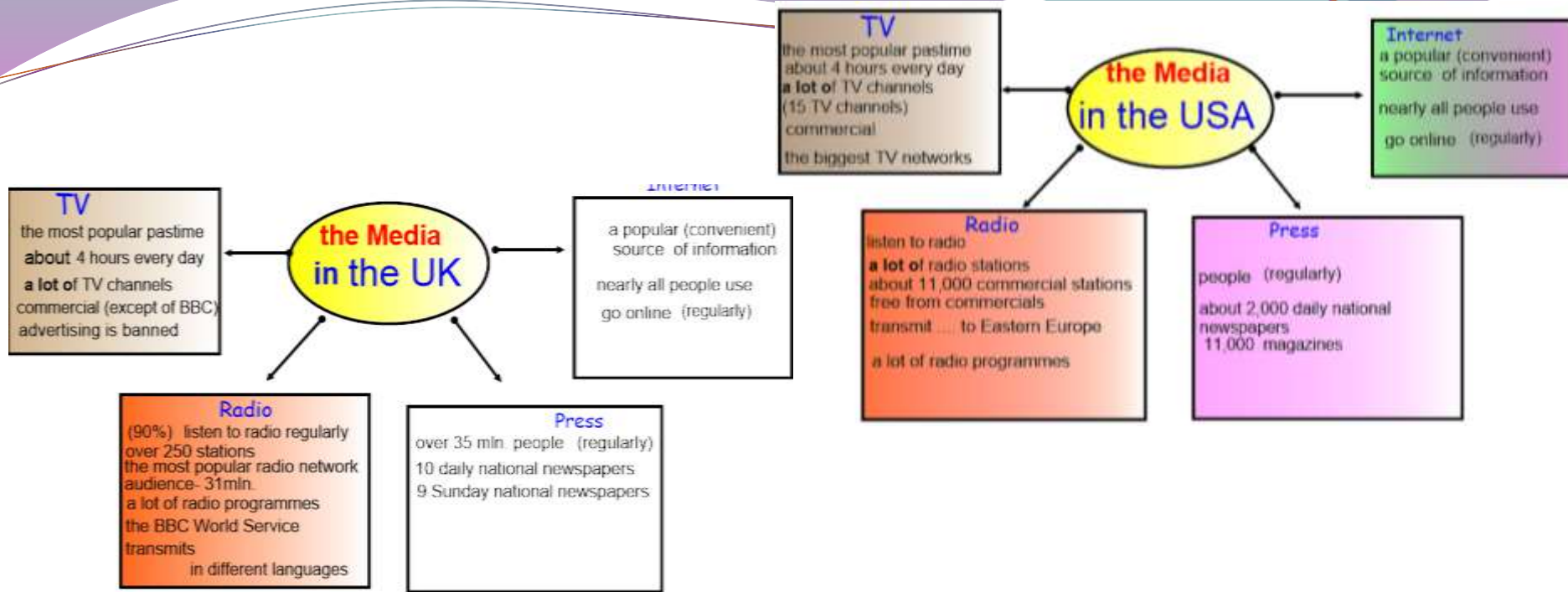


**Parents:** father gets up early, walks and feeds the dog; mother makes breakfast

**Jack** gets up late, watches TV, plays computer games, goes to his friend's house, cleans the house, goes to football practice.

**Jessica** watches TV read , goes out to play, cleans the house, goes to dance club

**The whole family** has lunch and dinner at home, goes to the funfair, goes on rides and eats tasty cakes



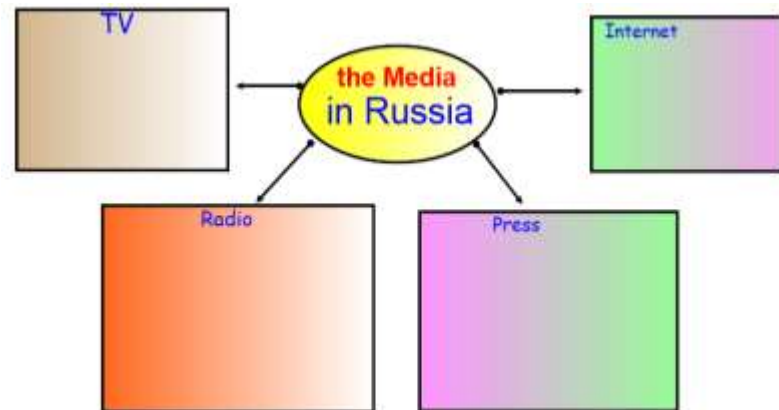
**KEY:**

**TV**  
 Watching **TV** is the most popular pastime  
 The British **watch TV** about 4 hours every day  
 There are **a lot of TV channels**  
**All channels are** commercial (except of BBC)  
**Alcohol and smoking** advertising is banned

**Internet**  
**Internet** is a popular and convenient source of information  
 Nearly all people **use the Internet**  
 Teens and adults **go online** regularly

(90%) **Radio**  
 Many **British people** listen to radio regularly  
 There are over 250 stations  
 The **BBC** is the most popular radio network  
 It **has the** audience of 31mln. **people**  
 There are a lot of radio programmes  
 The BBC World Service **transmits programmes** in different languages

The British read **Press**  
 Over 35 mln. people read **Press** regularly  
 There are 10 daily national newspapers and 9 Sunday national newspapers  
 People read different magazines



# Task 1



Watch the video and match historic dates with the events

1666

The Great Fire happened

the Bronze Age

William the Conqueror  
built the Tower of London

11th century

The story of London began



# Task 1 (key)

Watch the video and match historic dates with the events

1666

The Great Fire happened

the Bronze Age

The story of London began

11th century

William the Conqueror  
built the Tower of London





# Modal Verbs in English

- Can** Ability, doubt, astonishment, permission, Polite request
- May** Permission, if not prohibition, supposition with doubt
- Must** Obligation, firm necessity, logical conclusion, probability
- Shall** intention, supposition
- Will** Wish, desire, will, confidence, in the future

- Ought to** Moral duty, insistent advice, strict recommendation
- Need** (un)necessity
- Be to** Obligation arising out of arrangement or agreement
- Have to** Unwillingness, forced circumstances
- Would** Wish (with «to like»), polite request, a habit of the past
- Should** Necessity, advice, blame, recommendation, reproach, regret
- Used to** Repeated action in the past

*What do they express?*



# Modal Verbs in English

- Can** Ability, doubt, astonishment, permission, Polite request
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- Used to** Repeated action in the past





## Task 2



Create the timeline  
of London history

Normans

Victorians

Romans  
Stuarts

Tudors

Saxons

Vikings


793

1485

43

1837

1603

450

1066



## Task 2 (key)



The timeline of London history

<u>Romans</u>	<u>Saxons</u>	<u>Vikings</u>	<u>Normans</u>	<u>Tudors</u>	<u>Stuarts</u>	<u>Victorians</u>
43	450	793	1066	1485	1603	1837



## Task 4



*Write a brief history of London*

London was founded by \_\_\_\_\_ over \_\_\_\_\_ years ago.  
It was called \_\_\_\_\_.

\_\_\_\_\_ gave London the status of \_\_\_\_\_ of the  
country

The first royal palace was built by \_\_\_\_\_.  
It was \_\_\_\_\_.

In \_\_\_\_\_ century London suffered from the \_\_\_\_\_ Death.

In the \_\_\_\_\_ time London became the centre of \_\_\_\_\_ and  
government. It had \_\_\_\_\_ power.

\_\_\_\_\_ important events changed the history of London:  
the \_\_\_\_\_ Plague in \_\_\_\_\_ and the Great \_\_\_\_\_ in \_\_\_\_\_.

## Task 4 (key)



*Write a brief history of London*

London was founded by Romans over 2,000 years ago.  
It was called Londinium.

Edward the Confessor gave London the status of the capital of  
the country.

The first royal palace was built by William the Conqueror.  
It was the Tower of London.

In 14 th century London suffered from the Black Death.

In the Tudor time London became the centre of trade and  
government. It had international power.

Two important events changed the history of London:  
the Great Plague in 1665 and the Great Fire in 1666.



the weather, relax, on the beach,  
hot



If the weather is hot, I will relax on the beach



the weather, watch, a film, rainy



If the weather is rainy, I will watch TV

will watch a film



the weather, flowers, dry, water



If the weather is dry, I will water flowers

If the weather is dry, I will water flowers

The **aim** of the lesson  
we have to



**What is a progressive school like?**

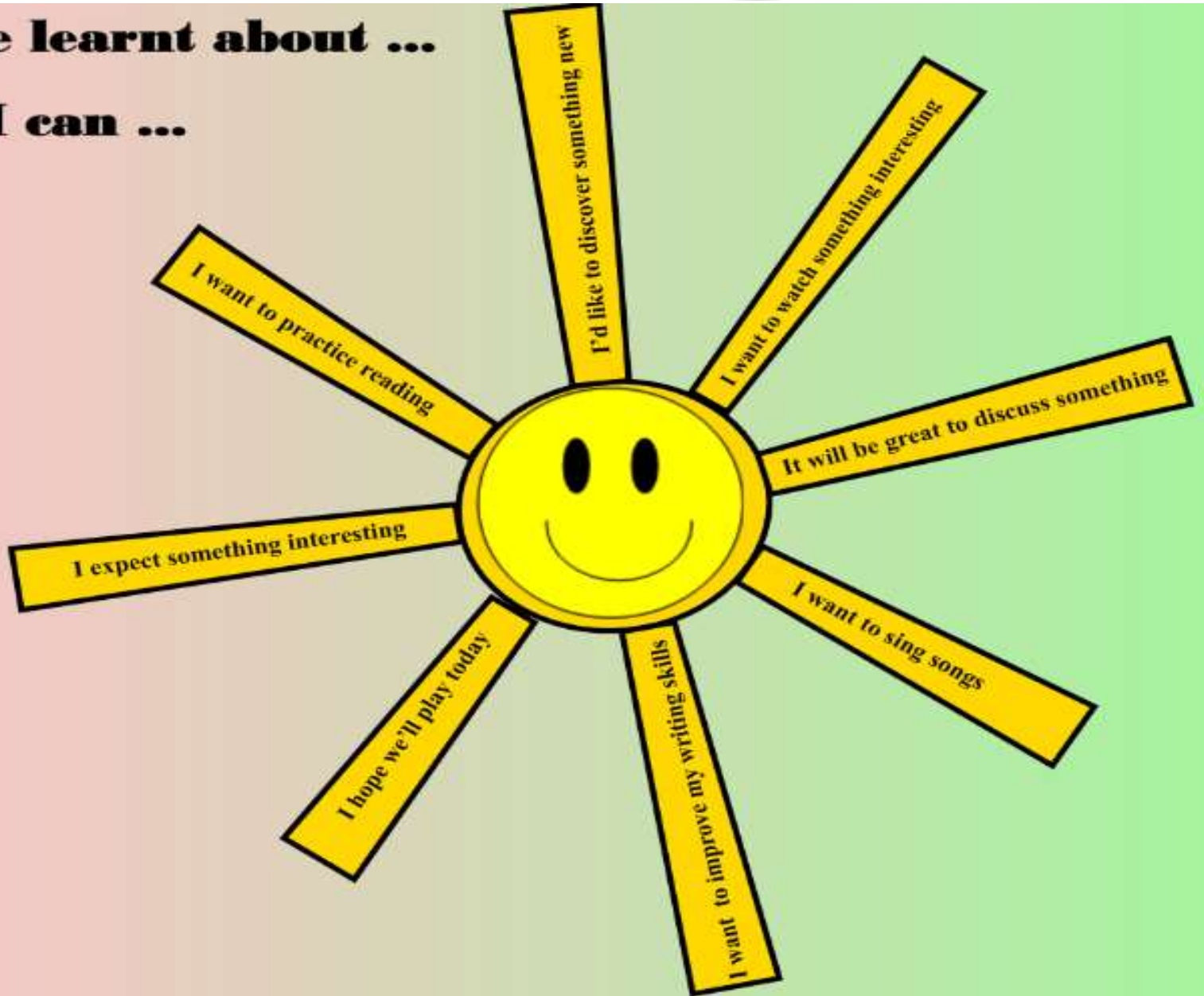
The **aim** of the lesson is to

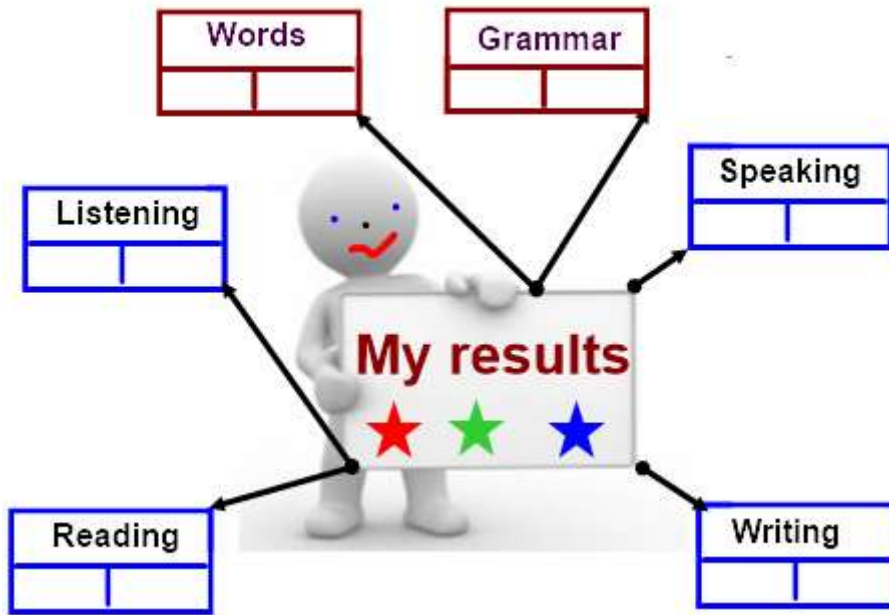


**answer** the question  
**write** about...  
**discuss**...  
**tell** about...  
**learn new grammar**  
**to make up the dialogue** about

**I have learnt about ...**

**Now I can ...**





*Success*




*I've worked well!*

*Knowledge*



*I've learnt numerals!*

# Assessment Sheet



**Words**  

--	--

**Grammar**  

--	--

**Listening**  

--	--

**Speaking**  

--	--

Stages of the lesson	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Mark					

My results

Name \_\_\_\_\_

Lesson \_\_\_\_\_

It was interesting to \_\_\_\_\_.

It was useful to \_\_\_\_\_.

It was difficult to \_\_\_\_\_.

**Reading**  

--	--

**Writing**  

--	--

I've known (about) \_\_\_\_\_.

I've learnt \_\_\_\_\_.

# Assessment Sheet

Words		Grammar	
Listening		Speaking	
Reading		Writing	

My work/results was/were **better/worse** than my partner's work/results.



The material was (not) \_\_\_\_\_! (**interesting, easy, important**)  
 We have learnt (about) \_\_\_\_\_.



# ASSESSMENT SHEET

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Stages of the lesson</b>	Points of th report	Riddles Poems Sayings	Words	Story (preparation)	Story (presentation)
<b>Marks</b>					

## **Выводы:**

Создаваемые шаблоны заданий и листов самооценки с помощью инструментов *Smart Board* делают **возможной** организацию работы по **разным видам речевой деятельности**, на **разных этапах урока** и **в разных классах**.