**Warm up рефлексия как элементы урока**

Завистовская Лилия Владимировна,

учитель английского языка

МОУ «Гимназия № 8 Красноармейского района Волгограда»

Аннотация: в статье анализируется стратегии и методы эффективного урока английского языка на примере двух элементов урока : Warm up и рефлексии.

Teachers open the door but you must enter by yourself

Chinese proverb

Основное назначение иностранного языка - формирование коммуникативной компетентности, т.е. способности и готовности осуществлять иноязычное межличностное и межкультурное общение с носителями языка. Важнейшими задачами современной школы, успешное осуществление которых во многом зависит от основ, заложенных в начальной школе, является воспитание общей коммуникативной культуры, формирование коммуникативной компетенции в иностранном языке.

Возрастает роль предмета «Иностранный язык», меняются ценностные ориентиры, возникает новая система оценки достижения планируемых результатов учащихся начальной школы. Все эти особенности ФГОС требуют внесения изменений в организацию обучения иностранному языку.

Федеральный государственный образовательный стандарт начального общего образования второго поколения и новые примерные программы закрепляют линию на раннее обучение, что положительно скажется на развитии не только иноязычной коммуникативной компетенции, но и общей коммуникативной компетентности учащихся, а также позволит достичь более высоких личностных и метапредметных результатов обучения. Интегративной целью обучения иностранному языку в начальных классах является формирование элементарной коммуникативной компетенции младшего школьника на доступном для него уровне в основных видах речевой деятельности: аудировании, говорении, чтении и письме.

Предмет «Иностранный язык» носит деятельностный характер, что соответствует природе младшего школьника, воспринимающего мир целостно, эмоционально и активно. Это позволяет включать иноязычную речевую деятельность в другие виды деятельности, свойственные ребенку данного возраста (игровую, познавательную, художественную, эстетическую и т.п.) и дает возможность осуществлять разнообразные связи с предметами, изучаемыми в начальной школе, и формировать общеучебные умения и навыки, которые межпредметны по своему характеру.

Чему же обучать детей на современном уроке английского языка? Этим и другими вопросами задается, наверное, каждый учитель, которому предстоит работать по предмету в соответствии с ФГОС.

Прежде всего, необходимо обучать детей определять границы своих знаний, видеть проблемы и ставить проблемные задачи. Во-вторых, обучать детей осуществлять контроль и самоконтроль своей деятельности в соответствии с выбранными критериями.

В третьих, организовать учебное сотрудничество детей, совместною деятельность при решении учебных задач.

Так же важно создать благоприятные условия для выстраивания ребенком индивидуальной траектории изучения предмета.

Наконец, необходимо создавать образовательный климат, при котором способности обучающихся раскроются наилучшим образом.

Для успешного достижения целей, поставленных перед учителем, необходим целостный подход к процессу обучения. Особая роль отводится как календарному, так и поурочному планированию.

Что такое “план урока”? Это проект урока, отраженный на бумаге. Это именно проект, т. к. в ходе урока иногда учитель вносит корректировки. Учитель является “дизайнером” и воплотителем своего планирования. Организация урока должна строиться согласно определенным критериям. Учитель принимает необходимые мудрые решения по поводу стратегий и методов, с помощью которых он поможет обучающимся двигаться систематически к своим учебным целям. Чем более организован учитель, тем более эффективно как преподавание, так и обучение. Таким образом, составление поурочного планирования является существенной частью успешного урока.

Учителю необходимо иметь четкое представление об образовательных целях, задачах и стандартах, которые он ставит перед собой. Эффективный учитель также должен разработать план, чтобы обозначить направление достижения отобранных целей. Учитель должен быть “гибким”, порой добавить артистизм в планирование и проведение урока. Содержание урока должно соответствовать уровню и потребностям обучающихся, оно должно быть интересным и познавательным.

В этой статье я бы хотела остановиться на двух элементах урока: warm up и feedback или иными словами разогрев-подготовка и рефлексия.

Начнем с warm up. Что же это такое? Warm up – это повторение материала предыдущего урока (уроков) в связи с введением новой темы. Это может быть короткая веселая игра, цель которой:

Вдохновить учеников.

Подготовить их к обучению, стимулируя активность умственную и физическую.

Обозначить переход от старой темы к новой.

Помочь учителю и обучающимся лучше узнать друг друга.

Подобный вид работы занимает обычно 5-7 минут урока и является эффективным обучающим приемом.

Существует много видов этого вида работы.

My Page

Writing

Teaching

Community

Writing Center

Sign In or Create an Account

https://arhivurokov.ru/multiurok/html/2016/12/21/s_585ac1597af58/512107_1.png

**Warm-up Ideas**

Warm-ups help your learners put aside their daily distractions and focus on English. If they haven't used English all day, they may take a little while to shift into it. Warm-ups also encourage whole-group participation which can build a sense of community within the group. For new groups, see the list of ice breakers further down.

**Brainstorm***(any level, individual or group)*  
Give a topic and ask learners to think of anything related to it. Write the responses for all to see, or ask a volunteer to do the writing. You can use this to elicit vocabulary related to your lesson.

**Question of the Day***( individual or group)*  
Ask 1-2 simple questions and give learners 5 minutes to write their answers. Randomly choose a few people to share their answers with the group.

**Yesterday***( group)*  
Have a learner stand in front of the group and make one statement about yesterday, such as "Yesterday I went shopping." Then let everyone else ask questions to learn more information, such as "Who did you go with?" "What did you buy?" "What time did you go?" etc. Try this with 1-2 different learners each day.

**Describe the Picture***(any level, group)*  
Show a picture and have learners take turns saying one descriptive thing about it. Beginners can make simple observations like "three cats" while advanced students can make up a story to go with the picture. They aren't allowed to repeat what someone else said, so they need to pay attention when each person speaks. *Variation for individual*: take turns with the teacher.

**Criss-Cross***(beginner, large group)*  
Learners must be seated in organized rows at least 4x4. Have the front row of learners stand. Ask simple questions like "What day/time is it?" Learners raise their hands (or blurt out answers) and the first person to answer correctly may sit down. The last standing learner's line (front-to-back) must stand and the game continues until 3-4 rows/lines have played. You can use diagonal rows if the same person gets stuck standing each time. To end, ask a really simple question (e.g. "What's your name?") directly to the last student standing. *Variation for small group*: the whole group stands and may sit one by one as they raise their hands and answer questions.

**Show & Tell***(any level, individual or group)*  
A learner brings an item from home and talks about it in front of the group. Give learners enough advance notice to prepare and remind them again before their turn. Have a back up plan in case the learner forgets to bring an item. Beginners may only be able to share the name of an item and where they got it. Be sure to give beginners specific instructions about what information you want them to tell.

**Sing a Song***( group)*  
If you're musically inclined, or even if you're not, songs can be a lively way to get everyone involved.

**Mystery Object***( group)*  
Bring an item that is so unusual that the learners are not likely to recognize what it is. Spend some time eliciting basic descriptions of the item and guesses about what it is and how it's used. If possible, pass the item around. This is an activity in observation and inference, so don't answer questions. Just write down descriptions and guesses until someone figures it out or you reveal the mystery.

Ice Breakers

**Name Bingo***(beginner, large group)*Hand out a blank grid with enough squares for the number of people in your class. The grid should have the same number of squares across and down. Give the students a few minutes to circulate through the class and get everyone's name written on a square. Depending on the number of blank squares left over, you can have them write their own name on a square, or your name, or give them one 'free' square. When everyone is seated again, have each person give a short self-introduction. You can draw names randomly or go in seating order. With each introduction, that student's name square may be marked on everyone's grid, as in Bingo. Give a prize to the first 2-3 students to cross off a row.

**Name Crossword***(any level, group)*Write your name across or down on the board being sure not to crowd the letters. Students take turns coming to the board, saying their name, and writing it across or down, overlapping one letter that is already on the board. It's usually best if you allow students to volunteer to come up rather than calling on them in case a letter in their name isn't on the board yet, although the last few students may need encouragement if they're shy.

**Similarities***(beginner, group)*Give each person one or more colored shapes cut from construction paper. They need to find another person with a similar color, shape, or number of shapes and form pairs. Then they interview each other to find 1-2 similarities they have, such as working on a farm or having two children or being from Asia. They can share their findings with the class if there is time.

**Pair Interviews***( group)*Pairs interview each other, using specified questions for intermediates and open format for advanced students. Then they take turns introducing their partner to the whole class. Be sensitive to privacy when asking for personal information.

**Snowball Fight***(any literate level, group)*  
Give learners a piece of white paper and ask them to write down their name, country of origin, and some trivial fact of your choice (such as a favorite fruit). Have everyone wad the pages into 'snowballs' and toss them around for a few minutes. On your signal, everyone should unwrap a snowball, find the person who wrote it, and ask 1-2 more trivial facts. Write the questions on the board so the students can refer to them. Remember that each learner will need to ask one person the questions and be asked questions by a third person, so leave enough time. *Variation for small groups*: learners can take turns introducing the person they interviewed.

**Mystery Identities***(any literate level, group)*  
Write the names of famous people or places (or use animals or fruits for a simplified version) onto 3x5 cards. Attach a card to each learner's back. Give them time to mingle and ask each other questions to try to figure out their tagged identities. This is usually limited to yes/no questions, although beginners might be allowed to ask any question they can. Be at least 90% sure that the learners have heard of the items on the cards and especially the ones you place on their own backs

**Warm-up Activities for an English Club**

**20 Questions**  
One person thinks of an object (person, place, or thing). Everyone takes turns asking yes/no questions until someone can guess correctly (or until 20 questions are asked). The difficult part is that you cannot ask "wh" questions!  
*Example*: PINEAPPLE. Does it talk? No. Does it make life easier? No. Do you eat it? Yes. Is it something you would eat for dinner? No. Etc...  
If someone makes a mistake in forming the question, other club members can help turn it into a proper question.

**Can't Say Yes or No**  
In this game everyone is given a certain number of coins or squares of paper (about 10). Everyone moves around the room starting conversations and asking each other questions. The only rule is that you cannot say the words YES or NO. If you accidentally say one of these words, you have to give a coin or square to the person who you said it to. Try to trick each other by asking questions that you would almost always answer with a yes or no. Think of other ways to trick your friends. Sometimes asking two quick questions in a row works well. (Especially tag questions: Are you new here? This is your first time in America, isn't it?). This game is a great way to practise using small talk and to add variety to your vocabulary. It also makes everyone laugh.

**Fact or Fiction**  
In this game, one person tells a short story about themselves or someone they know or heard about. Usually it is something funny or crazy. It can be a true story, or something made up.  
*Example*: Josh tells a story about his Uncle Leo who sleeps in the nude. One day Uncle Leo was sleepwalking and he went outside and took his dog for a walk. The next door neighbour was coming home late from work and saw him! She called the police and he got arrested for being naked in public.  
Everyone around the room has to say whether they think Josh's story is fact (true) or fiction (made up). Josh reveals the truth when everyone has guessed. Members can take turns telling a story.

**Chain Fairytale**  
This is a fun writing warm-up. Everyone has a piece of paper and writes the first sentence or two to start a fairytale (not one that already exists).  
*Example*: Once upon a time there was a frog that had no legs. He wanted to get married, but there were no female legless frogs in the land.  
After one minute the leader will say "SWITCH". At this time the writers have to put down their pens and pass the papers. They cannot finish their sentences. Then, the next writers will continue the story. After about ten minutes you will have as many silly stories to read as you have club members. The leader should warn the writers that they will soon have to wrap-up the story during the last two minutes so that each story has a conclusion. Read all of the stories out loud for a good laugh. You can extend this activity by trying to edit each other's writing and spelling errors.

**Draw the Picture**  
In this activity members split up into pairs or small groups. One person looks at a scene from a magazine or book (the leader should cut out enough pictures, or bring in enough magazines for the club). The other person has a pencil and a blank piece of paper. The person with the picture will try to describe everything he sees to the drawer. This is good practice for using prepositions of place. When the describer is finished, compare the drawings to the real thing! Whose is the closest to the original?

**Categories**  
For this game, one person thinks of a category, such as MOVIES. In a circle, everyone must take a turn thinking of a Movie title (in English of course). If someone takes too long to give an answer (the leader should count to five) then that person is out and a new category begins. If someone gives an answer that doesn't make sense or is incorrect, he is also out of the game. For example, if the category is VEGETABLES and someone says "banana" that person is out. The game continues until only one person is left!

**Who am I?**  
In this game, the leader prepares cards with famous people's names on them. The leader tapes one card on the back of each member. Then everyone pretends they are at a party and asks each other questions to find out their own identities. When someone guesses their own name correctly, the name-tag gets taped to their front and they continue to chat with the party guests until everyone is wearing the nametag on the front.

**Jeopardy**  
In this game, which is based on the famous gameshow Jeopardy, everyone writes down ten answers to questions about themselves. After writing down the answers, people have to form pairs or small groups and try to find out what the questions are.  
*Example*: (answer = purple) "What is your favorite colour?" "Blue." "What colour do you hate?" "Green." "What colour is your underwear?" "Purple!" You can stop at three guesses if you want, or keep going until someone in the club can guess the question.

**Hot Seat**  
In this game, the club is split up into two teams. One member from each team sits facing the group. The leader holds up a word (or writes it on the board if you are in a classroom) for all of the team members to see except for the two players in the hot seats. The teams must try to get the person in the hot seat to guess the word or phrase. The first person to guess correctly gets to stand up and a new member from their team takes the hot seat. The person on the other team has to remain in the hot seat until she gets an answer first. You can keep score or just play for fun. This game can also be played in pairs. One pair member closes their eyes while the leader shows the word to the other pair members. The first pair to get the word right gets a point. *Warning!* This is a loud game because people tend to get excited and yell!

**Broken Telephone**  
This is a listening and pronunciation activity that always gets people laughing. The leader first must think of a sentence or phrase and whisper it to the person beside her. That person will then whisper what she heard to the next person. Each person can only say, "Can you please repeat that?" one time. When the message reaches the end of the chain that person must speak out loud. Oftentimes the message will be completely different when it reaches the end. Try to find out where the chain broke! In a big group you can send the message two ways and find out which team comes closest to the real message. (A famous example is the army message that started as "Send reinforcements, we're going to advance" and ended as "Send three and fourpence, we're going to a dance.")

Here are some more ESL activities.

**Some more Warm Ups**

**Hints**Conceal a card or piece of paper with a word written on it from the students. Give them 3 hints as to what the word is i.e. 1. I am very big 2. I’m an animal 3. I’m gray (word=elephant). Give them a minute to shout out guesses. The student who guesses correctly first gets the point. Adapt the game according to the level.

**Lip reading**Bring a student to the front but command them to remain absolutely silent at all times during the game. Reveal a flashcard/sentence on paper to them. They must try to silently say it to the rest of the class- who are trying to guess what it is.

**Memory box**Bring in a box of random objects (which students have already learnt the names of). Give the class a minute to look into the box and see what is there but they cannot write it down. Cover the box up and see how many items the students can name or write on a list.

**Get together**Have students walking around the room. Randomly shout out a number between 1 and 8. Students must quickly form groups of this number. Odd students are eliminated.

**Shiritori**The first student says a word. Then student must say a word that begins with the last letter of the previous word.

**Action pass**Students sit in a circle. Elect an action master. Have the first student perform a chant whilst doing the action. Go around the circle until it reaches the action master who then changes the action and passes it around.

**Drawbridge**Split the class into two groups; the castle and the people. Have the castle group make a circle, standing at arm’s length of each one another and lifting their arms in the air. The people must run in and out of the gaps of the castle, each time they must leave through a different gap than they entered. When you shout out “lower the bridge” the castle students drop their arms down by their sides. If a student is caught by someone’s arms they become part of the castle.

**Empty cup**Give each student an empty cup. Make them stand up and balance the cup on their head upside down. Have them do actions, TPR etc. The last person to keep the cup on their head is the winner.

**Attention**Two students come to the front. You give them a category and say they have one minute to talk about. They must talk about the topic at the same time. After one minute ask the class or judge for yourself who kept their/your attention for the longest during the minute.

**Back to back**Put the students in pairs. Have them running/hopping/skipping around the room. When you shout out “back to back” they must find their partner and stand back to back with them. You can then develop it by adding “face to face” and “shoulder to shoulder” etc.

**Bottle pass**Break the ice by giving the student on the far left a plastic bottle or another item and telling them that it must be passed down the line but students can only touch it with their elbows i.e. by clenching them together to grip it. Alternatively you can have a relay race in teams.

**Chase the rabbit**Students are in a circle. Pass a small ball, ‘the rabbit’. Each time a student receives the rabbit they must say a word/sentence before passing it on. After one round, introduce a bigger ball, ‘the farmer’. For the farmer they must say a different word/sentence. Have both balls passing around. You can simply do this or add a story that ‘the farmer is chasing the rabbit’ to add drama and urgency to the game.

**Coin pass**Have the students lined up against the wall with their eyes closed and their hands held open behind their back. Walk along the line and place a small coin in the hand of one student. Tell them the coin holder must try their best to not give away their identity. Afterwards have them all turn around and get them to quickly walk around shaking each other’s hands and saying something like “hello, nice to meet you”. They can pass the coin during a handshake or use the hand without the coin in it to shake hands with other students. After 2 minutes, sit them down and tell them to hold one clenched fist out in front of them. Do a show of hands to vote on who the class thinks has the coin. The person with the most votes is eliminated regardless of whether or not they had the coin. If during the voting one student accuses another of having the coin because they gave them it, encourage the coin holder to argue back and try to bluff their way out of it. The game keeps going until the coin holder is found.

**Dogs bark**Select a category such as animals. Choose one student to start. The starter says something like ‘dogs say bark’, ‘cats say meow’ etc. If the noun matches the action the rest of the class must do the action. If the caller says something false such as ‘bears cluck’, the students who cluck are eliminated.

**Family finding**Divide the number of students in your class by 4 to determine how many ‘families’ you will have. For each family have cards for ‘Mr…’ ‘Mrs…’ ‘Brother…’ Sister…’.Hand out the cards in class at random and don’t let your students look at their card. When you say go all the students will go around asking the others questions to find the rest of their family. For example, if the card is Mr Smith they need to find to stand with the rest of the Smith family. This can work with many different sets of vocabulary.

**Human knot**Make two or more circles of eight students. Instruct them to hold right hands with the person opposite them and then hold left hands with a different person in the group. Without anyone letting go of each other’s hands they must try to untangle the human knot that is created. Walk around the room and if any group cheats disqualify them.

**Kidnap**Stand your students in a line. Have one of them stand facing the board, at the front of the class. Instruct the rest of the class to change position in the line and quietly take one student (or even teaching assistant) out of the room. Tell the one at the front to turn around and give them 10-20 seconds to guess which person has been ‘kidnapped’.

**Inner circle**Two equal circles are formed- one inside the other. The student each person is facing in this starting position is their partner throughout the game. Play some music or sing. During this the inner circle rotates clockwise and the outer circle spins anti clockwise. When the music stops the inner circle must get into the horse position and their partner form the outer circle must climb on their back in the jockey position. The last pair to get into this position is eliminated.

**Poker face**Place a seat at the front of the room. Students take turns to see if they can last a minute sat on the chair without any of the other students making them laugh or even smile. Kids love to use English to say silly and outrageous things so let them have a good go at making funny comments 9within reason). Alternatively you can have two students sat at the front, facing each other, the first to smile or laugh loses. With this format you can set up a knockout tournament to determine who has the best poker face in the class.

**Wink of death**Line the students up against a wall, facing the wall. Tap a student on the back who then becomes the murderer. Students walk around the room, when the murderer winks at the other students they wait 5 seconds then fall to the floor dead. At any point one player can accuse another by saying “I think you are the murderer/killer”. If the accusation is wrong both players die.

**Do this/do that**Simon says style game to warm your class up and get them listening. Do random actions, when you say ‘do this’ they must obey and copy you, when you say ‘do that’ they should ignore you and remain in the previous position. If they make a mistake they are eliminated.

**Spelling test threat**This is an activity for classes whereby students are reluctant to speak. Print off some blank spelling test sheets on a day when there is no spelling test scheduled. Show them the test papers and say “I can’t decide whether to practice some speaking or do a spelling test”. Although there are classes who adore spelling tests, your comment will most likely be met with disapproving sighs. Tell them that if they can talk to you for 10 minutes about ‘X’, ‘Y’ and ‘Z’ instead then you won’t give them the test. Use this chance to threaten the quieter students into talking or the whole class will be faced with a spelling test which they haven’t prepared for.

**Word Hunt**Go around the class and ask for one random letter from each student. Write each letter on the board. If there isn’t a fair range of vowels, throw in a couple of letters yourself but don’t give them anything too easy to work with. Give them five minutes to try to write as many words from these letters as possible. State that you can use a letter only once unless there is more than one of them on the board, in which case they can use that amount. Give points or prizes for the students with the most words and the one with the longest word.

**A-Z Vocabulary game**Choose a random letter of the alphabet. Go around in a circle and each student has 5 seconds to say a word that begins with that letter. Their words must be unique, so if another person already said it they are out. Also give a 5 second time limit on answers. The last person in the game is the winner. For higher level classes you can use categories or kinds of word i.e. verbs, nouns, adjectives etc rather than just a letter.

**Actions and words**Set a category i.e. foods. Each student has a different word. Give them a minute to think of an action to accompany their word. Go around the circle and everyone says their word with the action. For a bigger class you should play it in smaller groups to give students a better chance of memorizing. After everyone has shown the actions, have them pass random words to each other. When a student performs the wrong action they are eliminated.

**Alien visitor**Tell your class the scenario that you are an alien who has just arrived on earth. You can speak a very basic level of English but you want to learn more to teach other aliens back on your own planet. Ask them about an object in the room or something in general. Start by saying “what’s this?” they will respond “it’s a pen”. Then say “what’s a pen?” They have to explain the object by talking about what you use it for, when and where to use it, where it is from etc.

**I spy**A student finds something that is visible in the room and says “I spy with my little eye, something beginning with…” The rest of the class must guess words beginning with that letter to find the answer.

**What’s in the box?**Before class find something unpredictable, strange, humorous etc and put it in your box. Take it to class. Tell the class you have something in your box that is very special. Give them a few minutes to ask questions and try to figure out what it is. Give them short answers. Do it the following week with something different in your box to develop a sense of mystery.

**11 no-prep warm up activities**

**1. Make the most words**

Write a topical vocabulary item on the board. In twos or threes students make as many new words from it as they can. Possible seed words:*apologise, dictionary, september* Score a point per word and a bonus point for the longest

**2. Make the longest words**

Write a target word vertically down the board, for example.*winter*. In twos or threes students attempt to come up with the longest word that begins with each letter. Give teams a point per word and a bonus point for the longest. *W aterfall* *I ndustrious* *N ausea* *T errified* *E mpty* *R etail*

**3. What does your name mean?**

Using whatever resources they have at hand, students find and write down an appropriate adjective that begins with each letter of their first name. For example: **F**lirtatious, **R**elaxed, **E**xtrovert, **D**esirable

**4. Mixed up sentence**

Write a sentence on the board but mix up the word order then challenge students to reconstruct the original sentence. For example: morning hadn’t eaten wish that döner kebab I at this 5am .

**5. Mixed up sentence (anagram variation)**

Write a sentence on the board but this time scramble the letters of each word. For example: hwy ddint’ I dusty draher ta vieyunrsit?

**6. What do you know about bananas?**

In groups students think of and write down as many facts as they can about bananas (or cats, Belgium, David Beckham, etc.). One point is given for each true sentence.

**7. How many sounds can you hear?**

Students sit in silence for two minutes and write down every sound that they hear. Let them compare their lists with their neighbours before seeing who has the longest list?

**8. Round the board**

Give students a theme, for example, jobs, things you take on holiday, food. Write the letters A to Z on the board. Students write an appropriate word beginning with each letter. See also A to Z race.

**9. Things to do with a potato**

(one of many brilliantly simple ideas from**this great book**) Produce a potato (if that’s not possible, the concept of a potato). Ask students to list as many unconventional uses for it as they can. For example: *paperweight, weapon, pen holder, iPhone dock*. The longest list wins the potato.

**10. Odd one out**

Give the students a couple of examples to guess (there are no right or wrong answers), then get students to think up their own ideas. Some examples:

*apple, peach, banana, tomato* (a banana doesn’t have seeds)

*strawberry, branch, anvil, boat, iceberg* (anvils don’t float)

*window, river, envelope, client, oregano* (client doesn’t begin and end with the same letter)

*comb, champagne, knife, plum*(plum doesn’t have any silent letters)

**11. Name ten**

Get students to think of ten items that fit a certain criteria. For example, name ten:

jobs where you have to wear a uniform

English football clubs

sports that are played with a ball

foods that contain egg

animals that lay eggs

three letter parts of the body (eye, arm, leg, hip, ear, toe jaw, rib, lip, gum)

Теперь поговорим о рефлексии.

Рефлексия помогает учителю контролировать класс, уже в ходе урока видеть, что было понято, а что осталось на доработку, то есть, "держать руку на пульсе". Рефлексия — это то новое, к чему стремится современная педагогика: учить не науке, а учить учиться. Рефлексия помогает ребенку не только осознать пройденный путь, но и выстроить логическую цепочку, систематизировать полученный опыт, сравнить свои успехи с успехами других учеников.

В структуре урока, соответствующего требованиям ФГОС, рефлексия является **обязательным**этапом урока. В ФГОС особый упор делается на рефлексию деятельности, предлагается проводить этот этап в конце урока. При этом учитель играет роль организатора, а главными действующими лицами выступают ученики.

**Что такое рефлексия?**

В словарях дается четкое определение: рефлексия — это самоанализ, самооценка, "взгляд внутрь себя". Применительно к урокам, рефлексия — это этап урока, в ходе которого учащиеся самостоятельно оценивают свое состояние, свои эмоции, результаты своей деятельности.

**Для чего нужна рефлексия?**

Если ребенок понимает:

ради чего он изучает данную тему, как она ему пригодится в будущем;

какие цели должны быть достигнуты именно на этом уроке;

какой вклад в общее дело он может внести;

может ли он адекватно оценивать свой труд и работу своих одноклассников,

…то процесс обучения становится намного интереснее и легче как для ученика, так и для учителя.

**Когда проводить?**

Рефлексию можно проводить на любом этапе урока, а также по итогам изучения темы, целого раздела материала.

**Виды**

Существует несколько классификаций рефлексии как этапа урока. Зная классификацию, учителю удобнее варьировать и комбинировать приемы, включая рефлексию в план урока.

**I. По содержанию**: символическая, устная и письменная.

Символическая — когда ученик просто выставляет оценку с помощью символов (карточек, жетонов, жестов и пр.). Устная предполагает умение ребенка связно высказывать свои мысли и описывать свои эмоции. Письменная — самая сложная и занимает больше всего времени. Последняя уместна на завершающем этапе изучения целого раздела учебного материла или большой темы.

**II. По форме деятельности**: коллективная, групповая, фронтальная, индивидуальная.

Именно в таком порядке удобнее приучать детей к данному виду работы. Сначала — всем классом, потом — в отдельных группах, затем — выборочно опрашивать учащихся. Это подготовит учащихся к самостоятельной работе над собой.

**III. По цели:**

**Эмоциональная**

Она оценивает настроение, эмоциональное восприятие учебного материала. Это рефлексия из категории "понравилось / не понравилось", "интересно / скучно", "было весело / грустно".

Данный вид рефлексии помогает учителю оценить общее настроение класса. Чем больше позитива, тем лучше понята тема. И наоборот, если условных "тучек" будет больше, значит, урок показался скучным, трудным, возникли сложности с восприятием темы. Согласитесь, нам бывает скучно и грустно, когда мы чего-то не понимаем.

**Как и когда проводить?**

Рефлексию настроения и эмоциональности легко проводить даже с первоклассниками. Вариантов масса: раздаточные карточки со смайликами или знаковыми картинками, показ большого пальца (вверх/вниз), поднятие рук, сигнальные карточки и т.д. Удобнее проводить по завершении очередного этапа урока: после объяснения новой темы, после этапа закрепления темы и т.д.

В начале урока эмоциональную рефлексию проводят ради установления контакта с классом. Можно поставить музыку (подобрав мотив, согласующийся с темой), процитировать классика, зачитать эмоциональное стихотворение. После обязательно следует спросить 3-4 учеников: "Что ты чувствуешь сейчас? Какое настроение у тебя? И т.д. Во-первых, учащиеся (даже самые маленькие) привыкают оценивать свое состояние, свои эмоции, во-вторых, учатся аргументировать свою точку зрения. Кроме того, такая рефлексия поможет учащимся настроиться на восприятие темы.

**Рефлексия деятельности**

Данный вид рефлексии удобнее применять при проверке домашних заданий, на этапе закрепления материала, при защите проектов. Он помогает ученикам осмыслить виды и способы работы, проанализировать свою активность и, конечно, выявить пробелы.

Как проводить (примеры организации работы):

**Лесенка успеха**. Каждая ступень — один из видов работы. Чем больше заданий выполнено, тем выше поднимается нарисованный человечек.

**Дерево успеха**. Каждый листочек имеет свой определенный цвет: зеленый — все сделал правильно, желтый — встретились трудности, красный — много ошибок. Каждый ученик наряжает свое дерево соответствующими листочками. Подобным же образом можно наряжать елку игрушками, украшать поляну цветами и т.д.

**Вагончики**. Каждый вагончик соответствует определенному заданию. Например, вы планируете провести этап закрепления, состоящий из трех мини-игр и одного творческого задания. У вас — 4 вагончика. Предложите своим ученикам посадить человечков (животных, оставить жетончик) в тот вагончик, задание которого выполнилось легко, быстро и правильно.

**"Знаки"** (удобно при обучении чистописанию). Попросите учащихся обвести/подчеркнуть самую красиво написанную букву, слово.

“**Ключевые слова”.** Учитель выбирает из текста 4-5 ключевых слов и выписывает их на доску. Далее учащимся предлагается несколько вариантов работы

**1 вариант:**

В группе либо в паре методом мозговой атаки дать общую трактовку этих слов и предположить, как они будут использоваться в тексте.

**2 вариант:**

В группе либо индивидуально составить и записать свою версию рассказа, употребив все предлагаемые слова.

При ознакомлении с исходным содержанием текста, учащиеся сопоставляют « свою» версию и версию оригинального текста.

4. «Я сделал!». На одном из этапов урока учитель предлагает учащимся проанализировать свою работу и обменяться с партнером мнением о тех знаниях, навыках и умениях, которые они усвоили или проявили в ходе выполнения определенного упражнения, задания, вида деятельности.

Например, Say what you have just done and how you’ve done it

|  |  |  |
| --- | --- | --- |
| I (ve) have just: | \*practised phonetics; | \*read the text «.........”; |
|  | \*practised the words; | \*retold the text”……”; |
|  | \*practised grammar; | \*asked and answered the questions; etc… |

Второй тип рефлексии используется, чтобы выяснить, как учащиеся осознали содержание изученного. В конце урока важно подводить итоги, привлекая учащихся к самоанализу, в ходе которого они говорят, чему они научились, какие умения проявили. Вначале анализ проводится в парах, затем один из учащихся анализирует результаты урока перед всей группой (на каждом уроке этот анализ делает другой ученик) .

В практике обучения иностранным языкам для реализации данного типа рефлексии могут использоваться следующие приемы:

1. Прием незаконченного предложения.

Я считаю, что урок был полезен для меня потому, что…   
Я думаю, мне удалось..

2. Прием рефлексии в форма синквейна (пятистишия), который является моментом соединения старого знания с новым – осмысленным, пережитым. Слово синквейн происходит от французского «cing» – пять. Это стихотворение, состоящее из пяти строк, которое используется как способ синтезирования материала. Лаконичность формы развивает способность резюмировать информацию, излагать мысль в нескольких значимых словах, ёмких и кратких выражениях. Синквейн может предлагаться как индивидуальное самостоятельное задание и для работы в парах. Покажем правила написания синквейна:

1. (первая строка – тема стихотворения, выраженная одним словом, обычно именем существительным);  
2. (вторая строка – описание темы в двух словах, как правило, именами прилагательными);  
3. (третья строка – описание действия в рамках этой темы тремя словами, обычно глаголами);  
4. (четвертая строка – фраза из четырех слов, выражающая отношение автора к теме;  
5. (пятая строка – одно слово – синоним к первому, на эмоционально – образном – обобщенном уровне , повторяющее суть темы.

WINTER

WHITE AND SNOWY

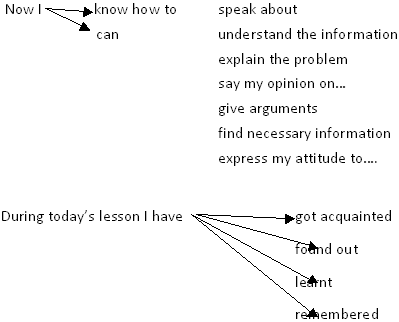
APPROACHES AND HUGS YOU

SO BEAUTIFUL BUT COLD

LONELINESS ITSELF

3. Прием рефлексии «подведение итогов». Каждый ученик формулирует итоги урока, используя схему, где он соединяет и обобщает свои впечатления, знания, умения.

Finish the sentences:



Благодаря таким приемам перед учителем всегда будет наглядная картина: что поняли и осознали, а над чем нужно еще поработать.

**Список литературы:**

Бизяева А.А. Психология думающего учителя: Педагогическая рефлексия. – Псков, 2004.

Стандарты второго поколения. Федеральный образовательный стандарт основного общего образования. – М.: Просвещение, 2011.

*Хуторской А.В*  Современная дидактика: Учебник для вузов. Петербург,2001.

*Щедровицкий П.Г*. Очерки по философии образования. М.: Педагогический центр «Эксперимент», 1993

EnglishClub : How to Start an English Club : Warm-ups

Hhh://esltreasure.com/ESLgamesbox

Homehttps://arhivurokov.ru/multiurok/html/2016/12/21/s_585ac1597af58/512107_3.pngTeaching Guideshttps://arhivurokov.ru/multiurok/html/2016/12/21/s_585ac1597af58/512107_3.pngVolunteering in ESLhttps://arhivurokov.ru/multiurok/html/2016/12/21/s_585ac1597af58/512107_3.png**Warm-up Ideas**

**http://writing.colostate.edu/guides/teaching/esl/warmups.cfm**

**https://www.englishclub.com/english-clubs/warmups.htm**