

котором все или часть представителей одной культуры (культуры-реципиента) перенимают нормы, ценности и традиции другой (культуры-донора). Фактически понятие аккультурации синонимично понятию межкультурной коммуникации, его содержание отражает различные формы коммуникации культур, по отношению к которым сама аккультурация выступает как метаформа. Со временем аккультурация перестала рассматриваться как исключительно групповой феномен, ее стали изучать и на уровне индивидуального поведения, учитывая изменение ценностных ориентации, социальных установок, ролевого поведения индивида. Было установлено, что в процессе аккультурации каждый человек одновременно решает две важнейшие проблемы — стремится сохранить свою культурную идентичность и включается в чужую культуру [3].

Мировой опыт показывает, что наиболее успешной стратегией достижения высокой меж культурной компетентности является интеграция — сохранение собственной культурной идентичности при овладении культурой других народов.

На начальной стадии должна воспитываться готовность признавать различия между людьми, которая позднее разовьется в способность к межкультурному пониманию и диалогу. Для этого обучающимся необходимо воспринимать мультикультурную совместимость как само собой разумеющееся условие жизни.

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EFFECTIVE LESSON PLANNING

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Lesson planning is a vital component of the teaching-learning process that determines the effectiveness of the process. A lesson plan is the teacher’s road map of what students need to learn and how it will be done effectively during the class time.

Proper classroom planning keeps teachers better organized and on track while teaching, helps students reach objectives more easily and manage less. The main purposes of a lesson plan are to structure the lesson, organize its contents/materials, determine method of its delivery, assess students’ learning and evaluate its application/effectiveness.

A lesson plan is advantageous as it provides a coherent framework for smooth

efficient teaching, makes the work regular and organized, induces confidence, saves time, promotes learning, makes conscious for the achievement of objectives and improves results. Also, it gives a sense of direction in relation to the syllabus, increases the teacher's confidence when delivering the lesson, provides a useful background for future planning, helps the teacher to plan lessons which cater for different students, is a proof that the teacher has taken a considerable amount of effort in his/her teaching.

The writing of a lesson plan has three important functions: 1. It identifies what you expect the students to be able to do by the end of the lesson; 2. It defines what you intend to do to make that possible keeps you focused on target and 3. It acts as a record of what the class has done.

Planning is imagining the lesson before it happens. According to J. Scrivener this involves prediction, anticipation, sequencing, organizing and simplifying. When teachers plan a lesson, they have to make different types of decisions which are related to the following items: the aims to be achieved, the content to be taught, the group to be taught: their background, previous knowledge, age, interests, etc., the lessons in the book to be included or skipped, the tasks to be presented, the resources needed, etc. [3, p. 109]. The decisions and final results depend on the teaching situation, the learners' competence, needs, interests and the teacher's understanding of how learners learn best, the time and materials available. Creating a good plan involves setting realistic goals, deciding how to incorporate course textbooks and other required materials and developing activities that will promote learning. Thus, a successful lesson plan addresses and integrates these three key components: objectives for student learning, teaching/learning activities, strategies to check student understanding [5].

These components are broken into the specific components that are grouped in 2 main parts of the lesson plan: 1. What to teach (topic, resources, objectives, class profile, anticipated problems, management (interaction patterns) and 2. How to teach (Lesson procedures-stages and for each stage of the lesson itself: timing, aims, focus, activities, methodology). Most teaching sequences need to have certain characteristics or elements whether they take place over a few minutes, a half an hour, a lesson or a sequence of a lesson. These elements are Engage, Study and Activate. Engage, Study and Activate are the basic building blocks for successful language teaching and learning. These elements can occur in a different order, depending on the main focus of the lesson [1. p. 51, 57, 58].

It should be pointed out that teachers can determine the lesson plan format with which they feel most comfortable. e.g. Write briefs/crappy, detailed LP; make rough notes/list of the plan items, etc; Teachers can also write out lessons in daily planner books, on cards, type the lessons into a Word document, a handwriting, put the lessons into a spreadsheet and change the lesson information as needed, but it is worth to consider Harry Wong's words "The greater the structure of a lesson and the more precise the directions on what is to be accomplished, the higher the achievement rate". Lesson procedure involves: motivation, presentation, practice and production. Each of the parts serves different functions and can be accomplished using different techniques. Motivation introduces the topic and creates a need for the new language.

Techniques for motivation are: Warm-Up (Small talk, announcements); Review (“What did we learn to do last time? Did you try it at work/at the store/at your children’s school? How did it go?”); Lead-in (Introducing the topic. e.g. “Today we are learning to understand medicine labels”, ask learners about their own experiences, activate knowledge learners already have on the topic (Pictures-Have groups look at a picture or list all the things they see, Lists-Have groups make a list) Motivation should take up about 15% of the class time. The teacher and students both talk in this segment.

Presentation of new material introduces the new competency, vocabulary, structure and other material. It is the basis of the lesson. Presentation isn’t explaining. What’s wrong with explaining? “Spoon feeding in the long run teaches us nothing but the shape of the spoon.” - E. M. Forster Presentation techniques are: pass around realia (authentic materials and items), find out what learners can already say; vocabulary- elicit first. If students cannot give the vocabulary word, provide it; structure: act out a conversation you’ve made up. Play roles.

Presentation of new material should take up about 15% of your class time. The teacher does most of the talking in this segment. Practice intends to get learners using the new language in controlled circumstances. It is the core of the lesson.

Practice techniques are: scripted speaking practice in pairs, provide prompts to change the conversation. Students should practice it with several different sets of vocabulary or circumstances. Oral drills - Teacher: Take this medicine every 3 hours. Twice a day. Student: Take this medicine twice a day; scripted writing practice - use authentic labels. Students use the labels to fill in. Exercises in the workbook, or other written exercises, are controlled practice too. Controlled practice of the new material should take up about 25 - 35% of your class time. The students do almost all of the talking in this segment.

Production gets students using the new language for their own real reasons. It is the reason for the lesson

Production techniques are: application is not scripted, and it relates to students’ own real lives; speaking-role play: have pairs of students compose their own conversation using the ones from Practice as models. For speaking practice, don’t have them write it. Have volunteers perform for the class; project-based: students get information and compile it, e.g. in a jigsaw activity; group decisionmaking: Have students write an original conversation using the ones from Practice as models. Have groups look at a picture in the text or from a magazine and write a conversation between people in the picture, have students write for a real task: write a summary of medicines they have taken for a family medical history file; games and simulations-role plays with no time to prepare.

Production (application) that is the real-life practice of the new material should take up about 25 – 35 % of your class time. The students do all of the talking in this segment. Assignment of homework should follow. What else is needed? Evaluation, formal or informal, to see what may need to be re-presented or practiced more, A wrap-up or fun activity, Assignment of homework. Having considered all abovementioned, some useful tips can be provided for planning lessons effectively: A lesson plan should:

- Be clear and easy to read and follow; (Simple structure).
- Be oriented toward a particular audience; (Student Profile – Who I have to deal with?).
- Have student-oriented objectives; (Well-designed lesson objectives – What to teach?).
- Fit into an overall curriculum plan; (Alignment to the Standard outcomes – What goal to achieve?).
- Contain a list of classroom materials (Teaching aids, What classroom materials are needed)
- Have various practice activities; (Pre-, during-, post- activities). (Procedure What to perform?)
- Contain logical sequence of activities Coherence of activities – How to perform? – methodology used)
- Provide a summary of what has been taught. (An evaluation phase).

Thus, good planning

- Keeps the teacher and students on track
- Achieves the objectives
- Helps teachers to avoid “unpleasant” surprises
- Provides the roadmap and visuals in a logical sequence
- Provides direction to a substitute
- Encourages reflection, refinement, and improvement
- Enhances student achievement

Poor planning

- Frustration for the teacher and the student
- Aimless wandering
- Unmet objectives
- No connections to prior learning
- Disorganization
- Lack of needed materials
- A waste of time
- Poor management

Planning enables teachers to think about their teaching in a systematic way before they enter the classroom. The outcome of the planning is a coherent framework which contains a logical sequence of tasks to prepare the field for more effective teaching and learning. Plans only express teacher’s intentions. Plans are projects which need to be implemented in a real classroom with real students. Many things may happen which a teacher had not anticipated. Very few lessons go as planned. Most of the time it is just adjustment. Sometimes they dramatically don’t go planned. So a teacher needs to think about what can go wrong and always have some extra activities prepared or just be flexible adapt the plan in order to respond to the pupils’ actual needs. It is important to bear in mind Jim Scrivener’s words: Prepare thoroughly. But in class, teach the learners not the plan [3, p. 109]

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Отбор и организация текстов для обучения иностранным языкам

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Вопросы отбора и организации текстового материала в целях совершенствования иноязычной коммуникативной компетенции, хотя и не обделены вниманием методистов, до сих пор являются актуальными для современных исследователей. Это связано, прежде всего, со сложной системой требований, предъявляемым к текстам, используемым в учебном процессе. В предлагаемой статье делается попытка подробнее осветить эту проблему.

Используемые в учебном процессе тексты должны соответствовать коммуникативно-познавательным интересам и потребностям школьников. По степени сложности они должны коррелироваться с их языковым и речевым опытом в родном и иностранном языках, содержать интересную для учащихся каждой возрастной группы информацию. В целом текст должен восприниматься обучаемым как носитель не лингвистической (языковой) информации, а содержательной. Только студенты специальных направлений подготовки могут читать иноязычные тексты и получать удовольствие от восприятия их языковой формы, стилистических изысков и т.д. Для большинства учащихся школ такая ситуация исключена: для них интересным может быть тот текст, который содержит новую/проблемную информацию, знакомит их с миром иной культуры, затрагивает их чувства и эмоции, т.е. является «коммуникативно заострённым» (П. Б. Гурвич).

Как уже отмечалось в предыдущей публикации [1], в учебном процессе должны использоваться тексты различных типов, жанров и функциональных стилей. Их отбор и организация должны осуществляться с учётом этапов обучения:

- начальная школа: стихи, рифмовки, короткие рассказы, сказки, комиксы; личное письмо ровесника из страны изучаемого языка, открытка; простой кулинарный рецепт, билеты (входные, проездные на транспорт), программы телепередач, афиши; карты страны изучаемого языка и др.;

- 5-7 классы: названные выше типы текстов, а также указатели, вывески (в магазинах, на вокзалах), этикетки к товарам, расписание поездов, указатели в городе, объявления, прогноз погоды; простые газетные и