



Выпускная квалификационная работа

«Формирование критического мышления старших школьников на уроках иностранного языка»

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Выпускная квалификационная работа «Формирование критического мышления старших школьников на уроках иностранного языка»

Структура исследования

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- 1.1. Принципы формирования критического мышления старших школьников на уроках иностранного языка
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- 2.1. Формирование критического мышления старших школьников при проведении урока иностранного языка в игровой форме
- 2.2. Использование медиаматериалов в формировании критического мышления старших школьников на уроках иностранного языка
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Выводы по главе 2

Заключение

Список использованной литературы

Приложения



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Актуальность исследования

выпускной квалификационной работы обусловлена тем, что вопрос развития интеллектуальной активности в обществе и формирования критического мышления молодых людей приобретает приоритетное положение относительно других сфер. Для успешной интеграции в социум молодому поколению важно освоение навыков критического восприятия обстоятельств и принятия осознанных решений на основе анализа информации.

Целью исследования

является обоснование и апробация различных форм обучения в целях формирования критического мышления старших школьников на уроках иностранного языка.



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Объект исследования:

процесс формирования критического мышления старших учеников на уроках иностранного языка.

Предмет исследования:

формы обучения, способствующие формированию критического мышления старших школьников на уроках иностранного языка.

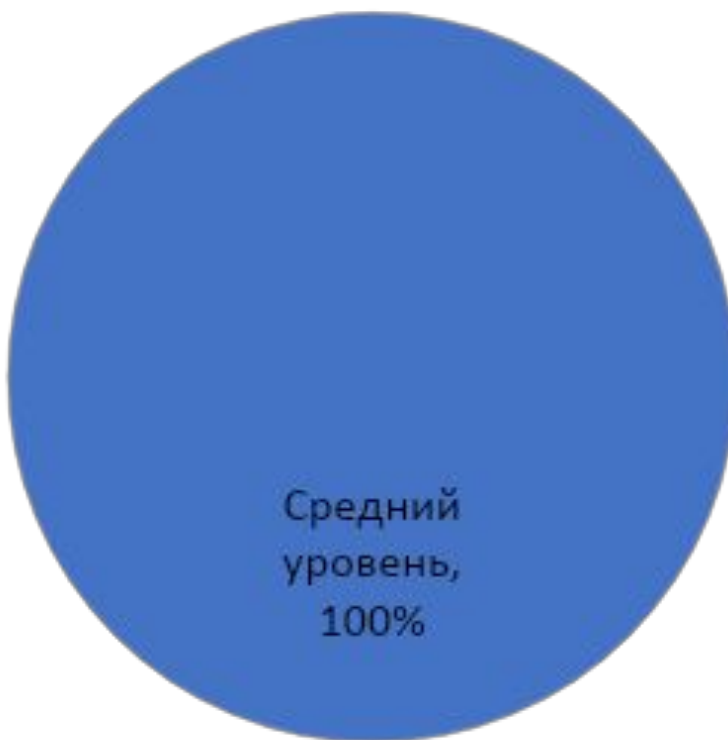
Гипотеза исследования:

эффективность процесса формирования критического мышления учеников старших классов на уроках иностранного языка может быть обеспечена при условии использования игровых форм, медиаматериалов и метода проектов.



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Результаты тестирования исходного уровня критического мышления старших школьников



■ Средний уровень



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Примеры заданий для тестирования:

Задания начального уровня:

1. David's father has 3 sons: Adam, Bob and who?
2. What part of New York is in Brazil?

Задания среднего уровня:

3. What runs but never walks?
4. What is always in bed but doesn't sleep?

Задания повышенного уровня:

5. When you tell somebody this word, it disappears. This word is ...
6. It is something you need to keep after you give it to smb else.

Задачи на логику:

Задача 7. Who's who?

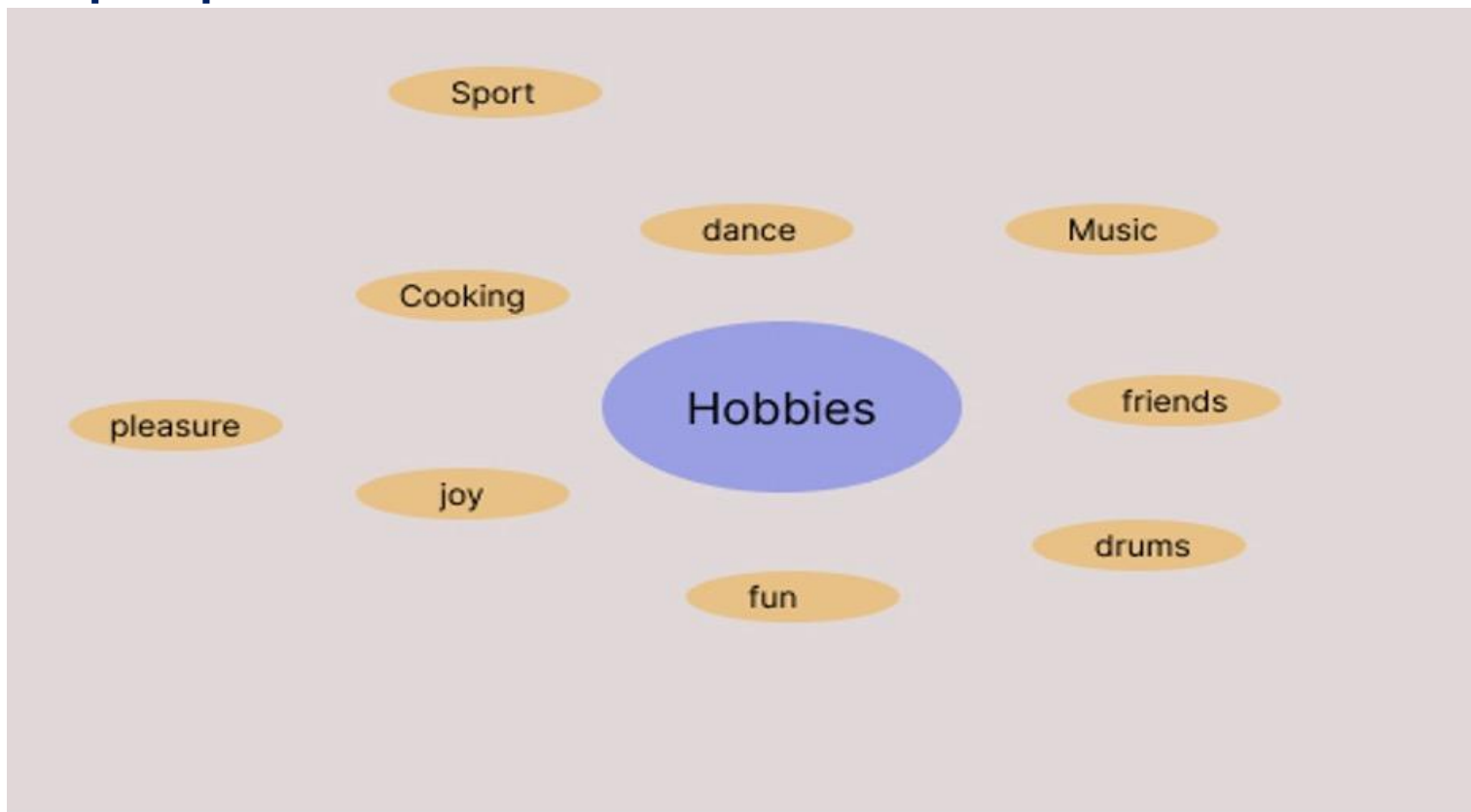
Read the facts about the people and complete the chart below:

| Name | Age | Kids | Job | Income |
|--------|-----|------|-----------|-------------|
| Sophie | | | policeman | |
| Kira | 58 | | | |
| Deni | 35 | 1 | drummer | |
| Nilson | | | | |
| Kenny | | | | 10 thousand |



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Пример кластера, подготовленный учащимися во время игры “Ассоциации”





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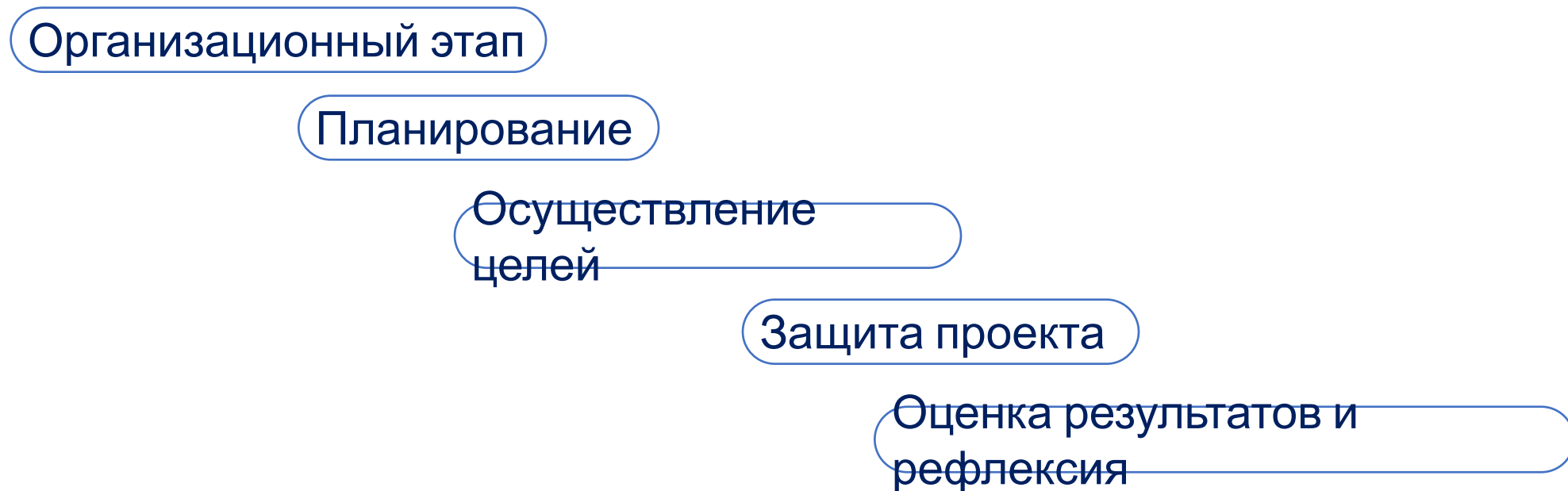
Примеры медиаматериалов, использованных во время проведения уроков иностранного языка в старших классах





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Этапы проведения урока английского языка с использованием метода проектов:






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Материалы, используемые старшеклассниками во время работы над проектами

Lifepan psychology adviser John Nicholson explains how to reveal the hidden potential of your mind, and how to improve your mental efficiency

YOUR MIND

Do You Make The Most Of It?



'Other people can provide you with information, but only you can learn it.'

You can do this by learning a set number of lines of poetry at different times of the day and seeing when most lines stick. When you have done this, try to organise your life so that the time set aside for learning coincides with the time when your memory is at its best.

Avoid learning mathematics - they do not make the best use of your mind. Take plenty of breaks, because they offer a double bonus: the time off gives your mind a chance to do some preliminary consolidation and it also gives a memory boost to the learning which occurs on either side of it.

Popular fears about the effect of aging on intelligence are based on a misconception. Research shows that although we do slow down mentally as we approach the end of life, becoming stupid or losing your grip in the world is not an inevitable consequence of the aging process. On some measures - vocabulary, for example - we actually improve in the second half of life. In old age, intellectual functioning is closely related to physical health. But there also seems to be a lot of truth in the old adage: If you do not want to lose it, use it.

9 Learning goes well when people feel challenged and badly when they feel threatened. Whenever a learning task becomes threatening, both adults and children feel anxious. Anxiety interferes with the process of learning because it is distracting. In order to learn effectively you have to be attending closely to the task. An anxious person is likely to be worrying about what will happen if he fails, or the desirability of his attempts to succeed. If his mind is full of thoughts such as 'I'm sure I'm going to fail this test', or 'What are my parents going to say?', he will not do as well as he should.

10 Learning is an active process. Despite claims to the contrary, you cannot learn when you are asleep. 'Sleep learning' (accomplished by having a tape recorder under the pillow playing soothing but improving messages while you are recharging your tissues) is unfortunately a myth. Any learning that seems to have occurred in this situation will actually have been done after you woke up but were still drowsy.

11 Other people can provide you with information, but only you can learn it. It also has to be 'chewed over' before it can be integrated into your body of knowledge. That is why just reading a book is no way to acquire information unless you happen to possess a photographic memory. Parrotting the author's words is not much better. You have to make your own notes because this obliges you to apply an extra stage of processing to the information before committing it to memory. Effective revision always involves reworking material, making notes on notes, and perhaps re-ordering information in the light of newly-observed connections.

12 As a general rule, the greater your brain's investment in a body of information, the better its chances of reproducing it accurately and effectively when you need it.

13 **TELEPHONE INTERRUPTERS**

No matter what we are doing or what project we are working on, we usually

14 allow the almighty telephone to burst in. Telephone company literature even cautions us to answer before the third ring. This practice drastically reduces our concentration. How do we control this intruder? Have someone else screen your calls during your quiet hour. If you do not have a secretary or assistant, ask the switchboard operator to take messages for you or make an arrangement with a peer to take messages for you during your quiet hour if you take their messages during their quiet hour. A polite 'I'm sorry, I'm busy right now. May I have him/her return your call after 11?' Screening the calls properly should not annoy anyone. If it is an emergency, by your definition of an emergency, of course the call should be allowed to interrupt you.

15 **WHAT YOU CAN DO**

If you suspect that interruptions are a major time-eater, you should keep an 'interruptions log from time to time. On a separate piece of paper, jot down the time and date, the type of interruption and who it is that is interrupting. After a week or so, analyze the listing to isolate the cause of the interruption that is wasting the greatest percentage of the total time. It may be your insecure boss, the lack of an assistant, or an untrained staff member. Or it could be you.

Perhaps you think you are the only person who can answer questions, handle telephone calls, etc. The big step is to isolate the cause, the root step is to deal with it.

I urge you to recognize the importance of the interruptions to your time management programme and the power of interruptions to eat away at your time. By minimizing the effect of interruptions, you could save up to 2 hours a day. Just think of all those things you will be able to find time for in an extra 2 hours a day.

16 **ADVERTISING AGENCY CHAIRMAN**

I unwind in a way that other people would find most unrelaxing - by writing. It's completely absorbing, and you can forget the outside world while you're wrestling with adverbs. A lot of what I write is light-hearted and there's nothing I enjoy more than penning a sentence that I think is funny. New phrases occur at inappropriate moments, so I have a pen and pad in the car and make notes when I stop at traffic lights. I once thought someone was tooting me, then realised it was me, leaning on the steering wheel.

17 **B MEMBER OF PARLIAMENT**

I usually travel back to my constituency on the 8 am train on Friday morning. I have a house right on the front and, if it has been a hard week in London, I do one of two things - either lie in bed and look out over the sea, or go for a walk along the beach, preferably at night, and watch the waves. The sea is the most relaxing thing of all, because it makes you realise there are things beyond you which you can't have any impact on.

18 **BUSINESS EXECUTIVE**

I've always believed in keeping your personal and business lives separate and I think if you can do that, then you don't need to do anything else to relax after work. Everybody has times when they are under a lot of stress, but if you keep a sense of perspective - and a sense of humour - then you shouldn't have to do anything extra to wind down. In addition, if you have a family you can immerse yourself in that, which is usually enough to forget all about the problems at work.

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Domestic tasks are my way of switching off. Tasks that other women might consider drudgery - such as washing the kitchen floor - I find very satisfying. Ironing is especially good for mulling over the events of the day, and it's also satisfying, because at the end you can see a result - a neat pile of pristine clothes.

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Also on Monday mornings I do yoga at 7:30 am before setting off for work. Although the physical exertion is less, the teacher makes you focus on every part of your body, so there's a physical and psychological effect - a little bit of a high, a sense of well-being.

21 **MARRIAGE COUNSELLOR**

Work ends quite late, but one of the things I do to relax is try to cook a reasonable meal, often enjoying a glass of wine as I do so. Sharing a meal with your partner is a chance to talk about the horrors of the day, and we try to build in time for that. We don't watch much television. Often we'll do the cooking together, and sometimes I'll listen to the radio or just some music at the same time, so that my mind switches off. In the summer I garden in the evenings - it's only a town garden, but it's full of wonderful plants, and there is nothing more relaxing than to be outside in the fresh air.

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TIME-EATERS AND WHAT YOU CAN DO ABOUT THEM

A INTERRUPTING YOURSELF

In business or in homework, your time gets wasted because you think of something that had slipped your mind, so you drop everything and are off to complete it before you forget it again. What's the solution? There are several things you can do to reduce the amount of time stolen from you by yourself.

10 Firstly, remember two principles governing time. The Principle of Consolidation states that you get more done if you group like activities and execute them all in one time. The reason behind this logic is that the preparation time-period occurs once for all the tasks. When you interrupt activities, you are winding up and winding down, reducing your concentration and not functioning at peak mental effectiveness. And so it takes longer to complete each task.

The other law that affects your time is one you've heard for years. 'A stitch in time saves nine'. In other words, if you spend some time in preparation before actually beginning to work on a job, you will be able to work right through and complete it. The total time for the getting ready, and the doing will be less than the time you would spend if you just started right in performing the task. If you clear your work area, before beginning an activity you won't be distracted by some paperwork your eyes fall on as you're on your priority task. So if you want a drink while you work or need some paper or supplies or reference material, do so before you actually begin working. Once you do start, use conscious self-discipline to stick to it until it's finished. Don't have your time stolen by interrupting yourself.

The second major time-eater occurs when others visit your work area.

B DROP-IN VISITORS

You know the person. Every so maybe you're in. You have just sat down to your desk to tackle your daily tasks and knock, knock. 'How's it going?' or they arrive with a fast business question then stay to visit long after.

The solution can be two-pronged - you can discourage the visitors altogether or reduce the length of their stay when they do drop in. To discourage visitors, adopt a closed door policy for at least 1 hour a day. A Quiet Hour. Pick an hour during the day when you feel at your best, or sleepiest. It might be from 10:00 a.m. to 11:00 a.m. or it may be in the afternoon.

The procedure is straightforward, just tell your fellow employees, and those with whom you deal outside the company that you are not available for that specific hour unless it is an emergency.

Then, close your door. Maybe you want to make a sign like they have in hotels to hang over the door knob - DO NOT DISTURB UNTIL 11 A.M. - If you don't have a door, pin a notice on the divider or stand it on the corner of your desk - GONE FISHING UNTIL 4 P.M.

This quiet hour will take a few days or even a week to begin to pay off for you. Once people who work with you get the idea, they will plan to see you before your quiet hour begins or be content to wait until it is over. You will be more and more enthusiastic as well when you realize the amount of work that you will accomplish during this hour.

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Stress Busters

From walking on the beach to washing the kitchen floor, Alexander Garrett discovers how people under pressure unwind.

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Пример проекта одного из классов на тему “Dealing with stress”

Spending time outdoors, even close to home, is linked to better well-being. You're in a natural setting, and you're usually doing something active, like walking or hiking. Even a few minutes can make a difference in how you feel.



Keeping a smile on your face – especially a genuine smile that's formed by the muscles around your eyes as well as your mouth – reduces your body's stress responses, even if you don't feel happy. Smiling also helps lower heart rates faster once your stressful situation ends.



Sniff Some Lavender

Certain scents like lavender may soothe. In one study, nurses who pinned small vials of lavender oil to their clothes felt their stress ease, while nurses who didn't felt more stressed. Lavender may intensify the effect of some painkillers and anti-anxiety medications, so if you're taking either, check with your doctor before use.





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Результаты тестирования уровня критического мышления старших школьников
после проведения уроков английского языка



■ Средний уровень

■ Высокий уровень

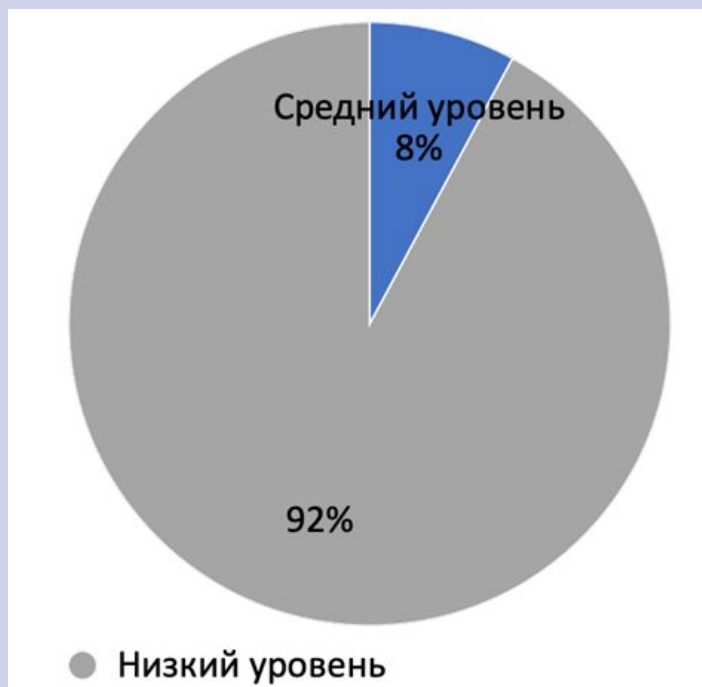
■ Низкий уровень



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Сравнение результатов тестирования критического мышления

ДО педагогического эксперимента



ПОСЛЕ педагогического эксперимента





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Итоги исследования

Цель исследования: обоснование и апробация различных форм обучения в целях формирования критического мышления старших школьников на уроках иностранного языка.

Также были рассмотрены **принципы формирования критического мышления** старших школьников на уроках иностранного языка, изучены различные литературные источники на тему педагогики и психологии. Были применены методы обучения, направленные на формирование критического мышления, благодаря чему удалось повысить уровень критического мышления учащихся старших классов.

Полученные результаты позволяют сделать предположение о том, что использование предложенных методов обучения является эффективным для формирования критического мышления учащихся старших классов на уроках иностранного языка.



**БЛАГОДАРИМ ЗА
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