



Декада молодых специалистов

**МАСТЕР-КЛАСС
«ПЛАНИРОВАНИЕ
И ЭФФЕКТИВНОЕ
ПРОВЕДЕНИЕ
УРОКА
АНГЛИЙСКОГО
ЯЗЫКА»**

Медведева Елена Владимировна,

*Учитель английского языка МБОУ СШ №31,
руководитель ГМО учителей иностранных
языков*



Planning is often viewed as **a key aspect** of teaching a successful lesson. During the planning phase, the teacher makes decisions about **goals, activities, resources, timing, grouping,** and **other aspects of the lesson.**

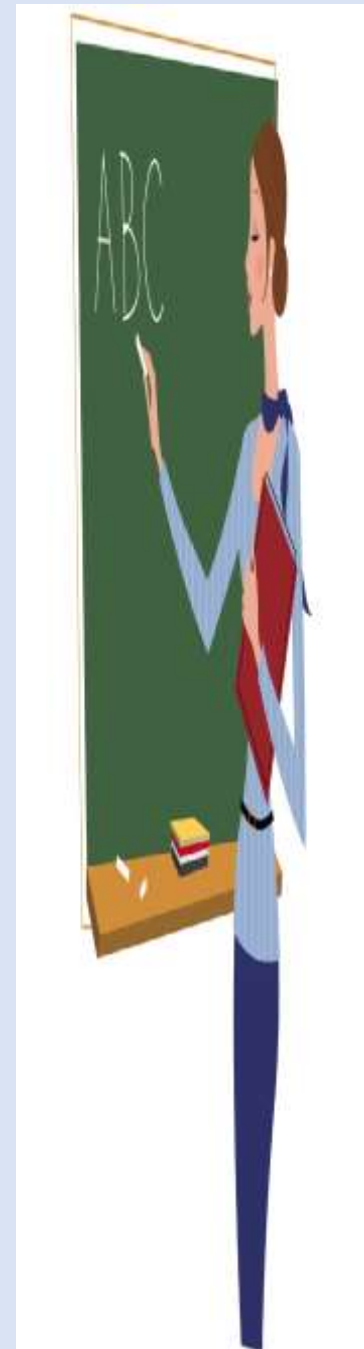
Elements in a lesson plan:

- a. Description of the class
- b. Recent work
- c. Objectives
- d. Contents (context, activity and class organization, aids, language, possible problems)
- e. Additional possibilities



Classroom management

- Establish a positive classroom environment
- Make the classroom a pleasant, friendly place
- Accept individual differences
- Learning activities should be cooperative and supportive
- Create a non-threatening learning environment
- Organize physical space; eliminate situations that may be dangerous or disruptive
- Establish classroom rules and procedures and consistently reinforce them





Classroom management

- Begin lessons by giving clear instructions
- State desired quality of work
- Ensure that everyone is paying attention
- Ensure that all distractions have been removed
- Describe expectations, activities and evaluation procedures
- Start with a highly motivating activity
- Build lesson upon prior student knowledge



Classroom management

- Maintain student attention
- Use random selection in calling upon students
- Vary who you call on and how you call on them
- Ask questions before calling on a student; wait at least five seconds for a response
- Be animated; show enthusiasm and interest
- Reinforce student efforts with praise
- Provide work of appropriate difficulty
- Demonstrate and model the types of responses or tasks you want students to perform



Classroom management

- Use appropriate pacing
- Be aware of your teaching tempo
- Watch for cues that children are becoming confused, bored or restless; sometimes lesson have to be shortened
- Evaluate what has taken place in your lesson
- Summarize the lesson and focus on positive gains made by students; use surprise reinforcers as a direct result of their good behavior
- Determine if the lesson was successful; were goals accomplished?



Classroom management

- Provide suitable seatwork
- Seatwork should be diagnostic and prescriptive
- Develop procedures for seeking assistance; have a “help” signal
- Develop procedures for what to do when finished
- Move around to monitor seatwork



Classroom management

- Make a smooth transition into next subject
- Maintain attention of students until you have given clear instructions for the next activity
- Do not do tasks that can be done by students (i.e. passing out paper or collecting assignments); use monitors
- Move around and attend to individual needs
- Provide simple, step-by-step instructions
- Utilize a freeze and listen signal, when necessary



Classroom management

- Develop positive teacher/student relationships
- Reward good behavior; create special activities that children will enjoy doing
- Correct misbehaviors; have consequences of disruptive behavior; communicate them to children Handling disruptions
- Use a warning system
- Defer disruptive behavior proactively (eye contact, close space between you and student, use head/hand gestures)
- Use planned ignoring (and teach other student to also ignore)



Timing

Note that the lesson plan includes an **estimated time** for each activity.

However, planning an approximate time for activities, and even writing the time into your lesson plan, is still a good idea.

- Think about pace
- Tell the students about the goals
- Be prepared
- Hold the questions
- Give directions
- Encourage competition



Using resources

The board

1. Make sure your writing is large enough
2. Try not to waste a lot of time writing on the blackboard during class. If you need to write something relatively long, do so before class.
3. Try not to talk to the blackboard. If you need to write something on the blackboard, pause for a moment and allow students a moment of respite from the sound of your voice.
4. Use the blackboard to entertain. The main attraction of many of my classes is the pathetic attempts at drawing with which I illustrate points.
5. When they are available, using devices such as overhead projectors or computers equipped with projectors has considerable advantages. However, remember that such equipment is somewhat more vulnerable to technological mishaps than blackboards are, so have a backup plan in case a bulb burns out or a virus suddenly lays your computer low.



Using resources

A textbook

A textbook is only as good as the teacher who uses it.

Be free to modify, change, eliminate, or add to the material in the textbook.

Internet

- Spell out how the student will use the technology in the lesson plan.
- Pick your objectives/purpose of the lesson first, then select the technology.
- Test the websites you plan to use ahead of time (at school, not just at home, and with different browsers.).
- Have a backup plan. Be flexible! Know that things change and might not always go as you plan the first time around.



Using resources

<https://www.liveworksheets.com/>

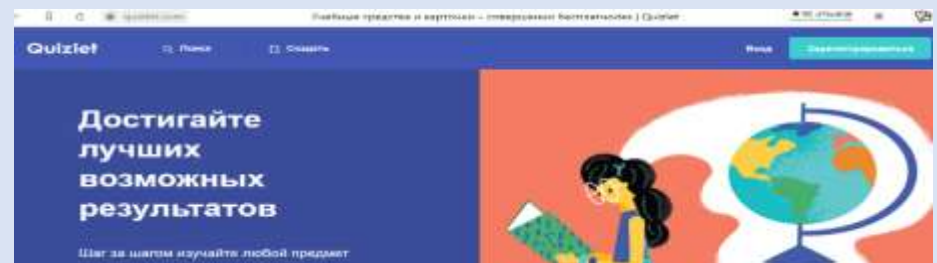
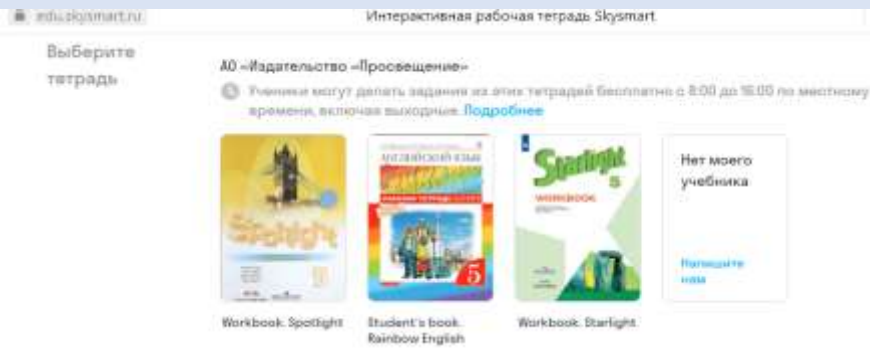
<https://wordwall.net/>

<https://quizlet.com/ru>

<https://edu.skysmart.ru/homework/new>

<https://www.yaklass.ru/p/english-language>

<https://learnenglishkids.britishcouncil.org/>





Thank you for your attention!