Методическая разработка:

«Обучение младших школьников

монологу-описанию по картинке»

На ранних этапах изучения иностранного языка самым эффективным приемом семантизации лексики является предметная картинка.

В чем заключаются преимущества использования картинки как средства обучения иностранному языку?

Во-первых, картинка непроизвольно активизирует память, мышление и воображение учеников.

Во-вторых, применение наглядных материалов помогает значительно сократить долю родной речи на уроке иностранного языка.

Картинка может использоваться как средство, стимулирующее учащихся на высказывание нужного содержания.

И наконец, картинка – это простой, легкий и интересный в использовании материал, который может сделать урок эффективным и занимательным.

Научить младших школьников монологу-описанию по картинке является задачей учителя. Согласно новой модели итоговой аттестации по английскому языку в начальной школе именно это умение оценивается по следующим критериям:

- содержание монолога;

- логичность высказывания;

- лексический репертуар;

- языковая грамотность.

Таким образом, умение описать картинку (фотографию) с опорой на предложенные вопросы свидетельствует о сформированности навыка говорения на начальном этапе.

Задача учителя разглядеть весь «потенциал» картинки, то есть его лексическое, грамматическое и фонетическое наполнение, научить детей видеть все, что изображено на картинке, направляя их своими вопросами, заставляя их рассуждать, обращая внимание на содержание, логику и грамотное оформление речи.

Покажем на примере одной картинки («Magic Box. Английский язык для детей 5-7 лет. Учебное наглядное пособие») разнообразие приемов работы с младшими школьниками, начиная от самых простых заданий к более сложным.



1. Who and what can you see in the picture?

Put a tick or a cross in the box.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| http://prazdnichek.info/uploads/posts/2010-04/thumbs/1271799403_img283.jpg | https://image.freepik.com/free-vector/_33070-2589.jpg | https://image.shutterstock.com/image-vector/cartoon-smiling-face-little-girl-260nw-62233777.jpg | https://scontent-arn2-2.cdninstagram.com/v/t51.2885-15/e35/78855556_167445971308776_6688909632643232278_n.jpg?_nc_ht=scontent-arn2-2.cdninstagram.com&_nc_cat=100&_nc_ohc=-Y1THATO5UUAX83ndjk&oh=98b74698c9354f19e5b2378f8c161efc&oe=5EAE9162 | https://st.depositphotos.com/1005091/1458/v/950/depositphotos_14589329-stock-illustration-family-faces-theme-image-1.jpg | https://i.pinimg.com/236x/31/f3/b1/31f3b154f9655c589e65f7ba2108ee28.jpg | http://v.900igr.net:10/datai/literatura/Viktorina-2/0032-030-15.png |
|  |  |  |  |  |  |  |

1. I spy……

I spy with my little eyes something beginning with …

M … (Mum, monkey)

D … (Dad)

B … (boy, bicycle, bird, bag)

G … (girl)

C … (cat)

T … (tree, trousers)

S … (skirt, sweater, shoes)

H … (house)

W … (window)

1. Look, read and answer.

How many boys can you see? \_\_\_\_\_\_\_\_\_\_1\_\_\_\_\_\_

How many girls can you see? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many men can you see? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many women can you see? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many cats can you see? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many monkeys can you see? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many birds can you see? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many trees can you see? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Draw lines

|  |  |  |
| --- | --- | --- |
| http://v.900igr.net:10/datai/literatura/Viktorina-2/0032-030-15.png |  | The cat is sad.  It is hungry. |
| C:\Users\Mama\Desktop\s1200.jpg |  | They are happy and they are in the house |
| https://yt3.ggpht.com/a/AATXAJzdtJB3C_gsT0A15Ny0sh8FKj3sUBm5ICE-Fw=s900-c-k-c0xffffffff-no-rj-mo |  | The tree is green |
| https://ds02.infourok.ru/uploads/ex/082f/00022b0e-9d0b2b5f/2/hello_html_7e569ca3.png |  | The birds are in the tree. |

1. Read and choose the right variant.

|  |  |
| --- | --- |
|  | I can see a boy and a girl |
| I can see a man and a woman |
|  | I can see five birds and a dog |
| I can see three birds and a cat |
|  | The monkey can ride a horse  but the girl can’t. |
| The monkey can’t ride a bicycle  but the girl can. |
|  | The birds are happy  but the cat is sad |
| The cat can climb a tree. |

1. What am I?

*Teacher reads the descriptions and asks the pupils to guess what it is.*

* You can ride on me. What am I? – a bicycle
* I am not a girl. I am a son of your parents. Who am I? – a brother
* I am not a boy. I am a daughter of your parents. Who am I? – a sister
* I am a small furry animal with four legs and a tail. I am a pet that can catch a mouse. Who am I? – a cat
* I am an animal that can fly. What am I? – a bird
* I am one of your parents. I love you very much. Who am I? – I am your Mum
* It is the place where you and your family live. What is it? – It is the house.

1. Guessing game

*Teacher gives a description of the characters and asks pupils to point to the characters.*

1. Sam is going to school. He has a schoolbag.
2. Ann is riding a bicycle. She is happy.
3. Chuckles is sitting on Ann’s back. It can’t ride a bicycle.
4. Stella and Paul are in the house. They are happy.
5. Tom is climbing a tree. It is hungry. It is not happy, it is sad.
6. Look and write.



|  |
| --- |
| I can see a b­**oy** and a g\_ \_ \_.I can see a m\_ \_ and a w\_ \_ \_ \_. I can see a m\_ \_ \_ \_ \_ too. I can see o\_ \_ bird and a cat. The boy is h\_ \_ \_ \_.The girl is happy. M\_ \_ \_ \_ and D\_ \_ \_ \_ are happy too. They are in front of the h\_ \_ \_ \_.The girl can’t ride a b\_ \_ \_ \_ \_ \_ but the boy can. The bird is in the t\_ \_ \_. The tree is g\_ \_ \_ \_. The bird is b\_ \_ \_. It can f\_ \_ and s\_ \_ \_. The cat is in the b\_ \_. |

1. Speak on the picture

*Teacher asks pupils to act out the dialogue. Imagine you are Paul and answer the questions.*

1. What is your name?
2. Have you got a sister?
3. What is her name?
4. What can she do? Is she riding a bicycle now?
5. Have you got any pets?
6. What are their names? What are they doing now?
7. Where are your parents?
8. Are they happy? What does your Mum usually say when you go to school?
9. *Act out.*

*Teacher asks pupils to imagine they are the characters and fill in the speech bubbles.*

**

* *Goodbye, Mum!*
* *Goodbye, Mum!*
* *Goodbye, Mum!* *Goodbye, Dad! I’ll come back soon.*
* *Have a good day, Sam!*
* *I’ll miss you, Sam!*
* *I’m very hungry!*

1. Answer the questions.
2. Who can you see in the picture?
3. Where are they? Why do think so?
4. How old is the boy (the girl) Is he 5 or 7?
5. What does the boy look like?
6. Does the boy go to school? Why do you think so?
7. What is his sister (mum, dad) doing?
8. What is the cat doing? What does it look like?
9. Do you have a pet? What is its name?
10. What are the birds doing? Where are they?
11. What is the weather like?
12. What does your Mum usually say when you go to school?
13. Does your little sister usually miss you when you go to school?

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