

## **Развитие коммуникативной компетенции посредством использования аутентичных текстов на уроке английского языка**

**А. И. Цыбульская,**

учитель английского языка высшей категории

гимназии г. Щучина

Умение общаться на иностранном языке рассматривается как важное условие адаптации человека в наше быстро меняющееся время, в условиях глобализации всех сфер человеческой жизнедеятельности. Современный человек, который хочет добиться успеха в своём деле, должен уметь общаться на самые различные темы, демонстрируя при этом не только богатый запас слов, но и высокий культурный уровень, широкий кругозор.

Изучение иностранного языка призвано сформировать личность, способную и желающую участвовать в межкультурной коммуникации. Трудно достичь поставленной цели и добиться успехов в учебной деятельности без формирования устойчивого познавательного интереса к предмету и изучаемому материалу. Поэтому считаю необходимым создать образовательное пространство, в котором было бы интересно и комфортно как учащимся, так и педагогу.

На мой взгляд, эта цель может быть достигнута при систематическом использовании на уроках аутентичных текстов. В этом случае учащиеся получают возможность многопланового изучения языка, что позволяет им не только

развивать определённые языковые навыки, но и приобщаться к культуре страны, знакомиться с литературными произведениями, что пополняет «культурный багаж» учащегося и повышает мотивацию при изучении языка, вызывая любопытство и интерес к самостоятельному поиску.

В качестве учебного текста я использую тематические, страноведческие, культурологические, художественные тексты, диалоги, стихи, песни, письма, интервью, аудиотексты, статьи из газет и журналов. Главное, чтобы текст соответствовал возрасту, интересам учащихся и программным требованиям. Учебный текст позволяет не только обогатить словарный запас новыми лексическими единицами, но и снять у учащихся коммуникативную проблему («что и как сказать»). Таким образом, текст – это опора для речевой ситуации, и использование аутентичных текстов на уроке позволяет:

- стимулировать развитие мыслительной и творческой активности учащихся на основе богатого языкового материала;
- способствовать созданию необходимых условий для формирования и развития иноязычной коммуникативной компетенции учащихся.

Применение аутентичных текстов на уроках английского языка открывает большие возможности для развития коммуникативной компетенции, повышает мотивационный компонент урока, а также способствует развитию творческого потенциала учащихся. В результате такой работы собран богатый дополнительный материал по каждой теме и для всех классов, разработан комплекс упражнений для работы с текстом в соответствии с этапами работы над текстом.

Предлагаем вашему вниманию разработку урока в 8 классе по теме «Их музыка вечна».

**Предмет:** английский язык

**Класс:** 8

**Тема урока:** Их музыка вечна

**Тип урока:** комбинированный

**Образовательная цель:** совершенствование навыков чтения;

**Прогнозируемый результат:** к окончанию урока учащиеся смогут рассказать о знаменитых композиторах, докажут, что классическая музыка оказывает большое влияние на человека.

**Сопутствующие задачи:**

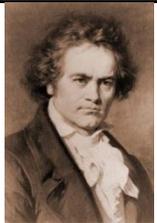
1. Совершенствовать навыки чтения, направленного на общее понимание публицистического текста;
2. Способствовать развитию умений использовать в устной речи информацию, полученную при чтении;
3. Активизировать языковой материал в устной речи;
4. Содействовать воспитанию уважительного отношения к наследию мировой культуры в области музыки;

**Методы:** коммуникативный, проблемный;

**Оборудование урока:** компьютер, музыкальные композиции, раздаточный материал, видеофрагмент.

**Литература:** New Total English Pre-Intermediate. Students' Book. - Harlow: Pearson Education Limited, 2011. — 160 p.

№	Этап	Задачи этапа	Содержание этапа	Время	Прим
I	<p>Организационно-мотивационный этап</p> <p>Целеполагание</p>	<p>Создание условий способствующих дальнейшему сотрудничеству и последующему общению</p> <p>Развитие умения высказывать свое мнение по предложенной ситуации</p> <p>Определение лично значимых целей урока</p>	<p>Good morning, pupils! I'm glad to see you today. How are you? I usually start my day with music. Today I've chosen this piece and want to share it with you. Listen and name the genre of music. What musical instruments are used in this piece of music? Why do you think I've chosen this music as the starting point of our lesson?</p> <p>It's a pity that many young people listen only to modern music. As for me, I enjoy listening to classical music. It gives me delight, pleasure and sense of happiness and I'm sure that some pieces of classical music are really wonderful.</p> <ul style="list-style-type: none"> <li>➤ What do you think about classical music?</li> <li>➤ How does classical music influence your feelings and mood?</li> <li>➤ Do you agree that classical music creates a special spiritual world for the listener which enriches his/ her inner world and makes him/ her happy?</li> <li>➤ Who teaches children to love and appreciate classical music?</li> <li>➤ What famous composers of classical music do you know?</li> </ul> <p>Can you define the topic of our lesson today?</p> <p>At the lesson we'll speak about classical music. Our lesson will be devoted to world - famous composers, and we'll listen to their music. The key questions for today are:</p> <ul style="list-style-type: none"> <li>➤ How can classical music affect your mood?</li> <li>➤ What values does classical music represent?</li> </ul>	5 минут	
II	Операционно-познавательный этап	Актуализация знаний учащихся в области классической музыки	<p>Look at the board.</p> <ol style="list-style-type: none"> <li>1. Can you name the composers?</li> </ol>	8 минут	

	<p>Ознакомительное чтение Групповая работа</p>	<p>Выражение своего мнения по поставленной проблеме</p>	<div style="display: flex; justify-content: space-around; align-items: center;">      </div> <p>1                      2                      3                      4                      5</p> <p>You've got the names of these people on your desks. Discuss with classmates and stick them to the pictures.  <b>Niccolo Paganini, Peter Tchaikovsky, Wolfgang Amadeus Mozart, Ludwig van Beethoven, Johann Sebastian Bach</b></p> <p>Check your answers.</p> <ol style="list-style-type: none"> <li>2. What do you know about these outstanding composers?</li> <li>3. Read some facts about them. What was the most surprising fact for you?</li> <li>4. Play a guessing game. Tell your classmates 1-2 sentences about a composer (use the facts from ex.1) other pupils'll try to guess the person.</li> </ol> <p>Listen to a piece of music by Mozart. How does each it make you feel? Use the adjectives from the box and your own words.  <b>Awake, calm, happy, relaxed, sad, sleepy, thoughtful</b></p> <p>Look at the screen. "The Mozart Effect" is the name of book by Don Campbell, first published in 1997. It talks about positive effects that different types of music can have on the mental and physical health of families and communities helping from children to adults. Research on music therapy carried out in France and in the USA.</p> <p>Read the text and match the headings (a-c) with the paragraphs (Check your answers with a partner, then check with the whole class);  Answers: 1 b, 2 a, 3 c;</p> <p>Work in pairs. Write on a sheet of paper the facts that answer our first key question. Put them on the board.</p>	<p>8 минут</p>	<p>Ex.1</p> <p>Ex.2</p>
	<p>Физкультминутка</p>	<p>Снятие мышечного и эмоционального напряжения</p>	<p>2 мин</p>		

	<p>Изучающее чтение</p>	<p>Совершенствовани е произносительных навыков.</p> <p>Актуализация новых ЛЕ.</p>	<p>I see you are tired so let's have a rest. One person will be a conductor who shows what musical instrument we should play. Your task is to imitate them.</p> <p><u>Предтекстовый этап</u></p> <ol style="list-style-type: none"> <li>1. Do you like the sounds of a violin?</li> <li>2. What comes to your mind when you hear the name of Niccolo Paganini?</li> <li>3. What country did he come from?</li> <li>4. Have you ever heard his music? We'll see a short extract from the film "The Devil's Violinist". How does his music make you feel?</li> </ol> <p>Look through the phrases and words from the text, read the transcription on the blackboard:</p> <p style="text-align: center;">to arouse awe, terror, incredible technique, do miracles, rumour, to drill, tyranny, to startle, to burst into tears, velocity, hollow cheeks, a protruding nose, to surpass, torture, casino, virtuoso.</p> <p>Do you understand their meaning? (Закрепление слов: игра «Домино» используются заранее подготовленные карточки).</p> <p><u>Текстовый этап</u></p>	<p>17 минут</p>	<p><a href="https://www.youtube.com/watch?v=FTEb3RsN4jw">https://www.youtube.com/watch?v=FTEb3RsN4jw</a></p> <p>Ex.3</p>
--	-------------------------	---	--	---------------------	--

	Контрольно-оценочный этап	Развитие речевых умений учащихся	<p>Read the text and find the information about the childhood of Niccolo Paganini. Was his childhood happy? Prove your idea. Use the information from the text.</p> <p>Find and read aloud about Paganini's appearance, his incredible technique, what Franz Liszt exclaimed after his concert, Paganini's tricks at the concerts, and why Niccolo Paganini is remembered for the new freedom with which he played the violin.</p> <p><u>Послетекстовый этап</u> Answer the questions below the text. Work in pairs: Summarize in some sentences why people said that the violinist must have sold his soul to the Devil and that the Devil was helping him. Would you recommend to listen to Paganini's music to your friends, classmates and relatives? Why? Now you can answer the second key question: How can classical music affect your mood?</p>	5 минут	
III	Домашнее задание		<p>Your home task will be to prepare a story about one of the composers we haven't discussed today. Find and add some interesting facts, listen to their music at home and answer the question: "How does his music make me feel?"</p> <p>Thank you for the lesson. It was a great pleasure to discuss about music with you. Our lesson is almost over. I liked your work. Your marks are ...</p>		
	Подведение итогов урока				

### Pupil's sheet

Exercise 1. Read some fact about these composers.

Wolfgang Amadeus Mozart	Operas "The Magic Flute", "The Marriage Figaro". His works include 41 symphonies, 19 operas, nearly 30 piano concertos	The composer was born in Austria in 1756. He was a child prodigy and began playing the violin at 4. When he was 5 years old, he already composed serious music. His father took him on tours of Western Europe and Italy. The boy was always a success. His fame was great. But he died when he was only 35 years old. There is a legend that he was poisoned by his rival composer Antonio Salieri.
-------------------------	--	--

Niccolo Paganini	His Caprices 24 for Solo Violin are the best known of his composition	He was born in Italy in 1782. He was the first superstar. His incredible technique - he could do miracles with his violin – his violin could sound so soft and sweet that his audience often burst into tears.
Ludwig van Beethoven	He is famous for his “ Moonlight Sonata”, The Fifth Symphony, The Ninth Symphony	He was born in Germany in Bonn, in 1770. His father was a musician for the king. He started to give his son piano lessons before he was four years old. Music was the most important thing in his life and his loss of hearing tortured (мучила) him. But inside his head the music continued to play and he composed music but it was difficult for him to perform in public.
Peter Tchaikovsky	His most famous operas: “ Eugene Onegin”, “The Queen of Spades”, his famous ballets: “Swan Lakes”, “ Sleeping Beauty”, “ The Nutcracker”	He is a Russian composer. He was born in a village near modern Izhevsk in 1840. He composed a lot of symphonies, created beautiful music for operas and ballets.
Johann Sebastian Bach	He is known for vocal music as the St. Mathew Passion, and Mass in B, he composed Latin church music	He was born in Germany. All his family were musical. At the age of 37 he moved to Leipzig where he lived for the rest of his life. Here he wrote some of his greatest pieces of music – mostly for singing and for the organ.

## Exercise 2

“The Mozart Effect” is the name of book by Don Campbell, first published in 1997. It talks about positive effects that different types of music can have on the mental and physical health of families. Scan the text very quickly and find some facts to prove this idea.

Read the text and match the headings (a – c) with the paragraphs.

- a. The right music to study better;
- b. Music for stress and pain;
- c. Get a better score and remember more;

### The Mozart Effect

1\_\_\_\_\_Some people believe that music is much more than entertainment. Don Campbell, for example, is an expert on The Mozart Effect and says that all kinds of music, from Mozart to jazz can affect our learning and our health. We all use music to help us relax after a busy day at work. However, Campbell argues that music can also reduce the stress of being ill, especially by reducing pain, and the director of Baltimore Hospital says that thirty minutes of classical music has the same effect as ten milligrams of the painkiller.

2\_\_\_\_\_ Campbell also believes that music can help you concentrate, but that you need the right kind of music for your mood. And you need to listen for about ten minutes before you start studying . Perhaps your mind needs relaxing or maybe you are tired and you want to feel more energetic – so you should choose the appropriate music to help you. He says that you can use many different kinds of music to help you concentrate , but that Mozart’s music is popular because it is very organized and it makes your brain more alert (бдительный) and imaginative.

3\_\_\_\_\_ Music not only makes you more intelligent, but it can improve your memory too. In one study, students who listened to Mozart before doing a test got much higher marks than those who didn’t. Many studies also show that children who learn to play a musical instrument before the age of twelve have better memories for rest of their lives.

### Exercise 3. Read the text and answer the questions.

Niccolo Paganini

He was the first superstar. Even more than that – he **aroused awe** (внушал трепет ) and **terror** wherever he played. His **incredible technique** - he could do miracles with his violin.

Although Niccolo Paganini was always the subject of **rumour** , the secret of his power was that he worked hard since early childhood. He was born in Genoa, Italy in 1782. His father, Antonio Paganini raised his son with a hand of iron. He hoped that his son’s talent would bring the family fame and wealth, so he forced Niccolo to practice from morning to night. He **drilled** (тренировать) the boy constantly, even leaving him without food, if he didn’t play well enough. In 1797, Paganini started his concert tours. He earned enough money to support himself and he decided to free himself once and for all from his father’s tyranny. At 16 he left home. Niccolo continued his career. He composed, taught, he gave concerts **startling** (изумляя) the audiences with his phenomenal technique. His violin could sound so soft and sweet that his audiences often **burst into tears** and yet, he could perform with such force and **velocity** (скорость) that people just couldn’t believe that a man could play like that. People said that violinist must have sold his soul to the Devil and that the Devil was helping him. His appearance seemed to support this opinion. He was tall and thin, with a long pale face with its **hollow** ( впалые) cheeks and **protruding** (выступающий ) nose with flaming eyes and long curly hair.

Paganini became something of a legend. After his concerts in Vienna, clothes, food, delicacies were named after him, his picture appeared on walking sticks and snuffboxes. In 1831, Paganini **surpassed** (превосходить ) even this Vienna triumph in Paris. Franz Liszt exclaimed after his concert: “ What a man! What a violin! What an artist! Heavens! What sufferings, what misery, what **torture** ( мука, пытка) in those four strings! ”

Paganini enjoyed playing tricks at his concerts. In the middle of a piece, he would cut all of the strings except for one and continue just on the one string. Another trick: people from the audience could name any piece of music , and Paganini would play it. It seemed incredible that a man could remember so much music.

Paganini made a lot of money during his career. But in 1836, he opened a **casino** in Paris and lost all his money. After his illness he died in 1840 in Nice, France. The Church refused to allow him a burial on holy ground because Paganini had refused to see the Bishop of Nice before his death. Only five years after Paganini’s death, his son by appealing directly to the Pope, received permission to bury the body of the great violinist in a village church.

Paganini’s genius as a player often overshadows his work as a composer, although many musicians considered that Paganini the composer was as great as Paganini the virtuoso. Still Paganini is remembered for the new freedom with which he played the violin - and for the mystery and rumours that followed him through his life and after death.

**Exercise 3. Answer the questions.**

1. Why did Paganini become something of a legend?
2. Why did his father force Niccolò to practice from morning to night?
3. Did he play well enough?
4. Why did the audience often burst into tears at his concerts?
5. Did Paganini enjoy playing tricks at his concerts?
6. How did he spend the last years of his life?