

**Формирование  
функциональной грамотности  
обучающихся  
на уроках английского языка**

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Закусило Регина Вячеславовна,  
учитель английского языка МАОУ «СОШ № 102 ф»,  
МО г. Краснодар

г. Краснодар  
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# *Функционально грамотная личность*

**Функционально грамотная личность** – это человек способный эффективно функционировать в обществе, способный к самоопределению, самосовершенствованию, и умеющий работать на результат.

Наиболее известными международными исследованиями, направленными на изучение и оценку уровня сформированности ключевых компетенций и готовности учащихся к использованию полученных в школе знаний и умений в реальной жизненной практике являются:

- **PIRLS** (Progress in International Reading Literacy Study) «Изучение качества чтения и понимания текста».
- **PISA** (Programme of International Student Assessment) «Международная программа по оценке образовательных достижений учащихся».



# Индикаторы функциональной грамотности





*Мы знаем, что основной целью обучения иностранному языку является формирование навыков свободного общения и практического применения знаний, поэтому можно смело утверждать, что на уроках английского языка учитель работает по всем направлениям формирования функциональной грамотности.*

***Выделяют следующие направления формирования функциональной грамотности:***

- математическая грамотность;
- финансовая грамотность;
- естественнонаучная грамотность;
- глобальные компетенции;
- креативное мышление;
- читательская грамотность.



*Проанализировав задания из учебников (Spotlight) 5-11 классы, я нашла примеры, как можно сформировать все направления функциональной грамотности на уроках английского языка.*




# Математическая грамотность

Формирование математической грамотности проходит на разных этапах обучения. Например- задания из учебников для 5, 9, 10 и 11 классов.

4  Do the sums.

- |   |   |    |                  |
|---|---|----|------------------|
| 1 | $1 + 2 = \blacktriangleright 3$ (one plus two equals 3)     | 5  | $5 + 1 = \dots$  |
| 2 | $7 - 4 = \blacktriangleright 3$ (seven minus four equals 3) | 6  | $3 + 2 = \dots$  |
| 3 | $6 + 2 = \dots$   | 7  | $10 - 1 = \dots$ |
| 4 | $9 - 5 = \dots$   | 8  | $3 - 2 = \dots$  |
|   |   | 9  | $6 + 4 = \dots$  |
|   |   | 10 | $8 - 1 = \dots$  |

2  Write the missing number.

- one, two,  $\blacktriangleright$  three, four
- one, four,  $\dots$ , ten
- $\dots$ , eight, six, four
- two,  $\dots$ , six, eight

1 Listen and repeat. What are these words in Russian?



rectangle



triangle



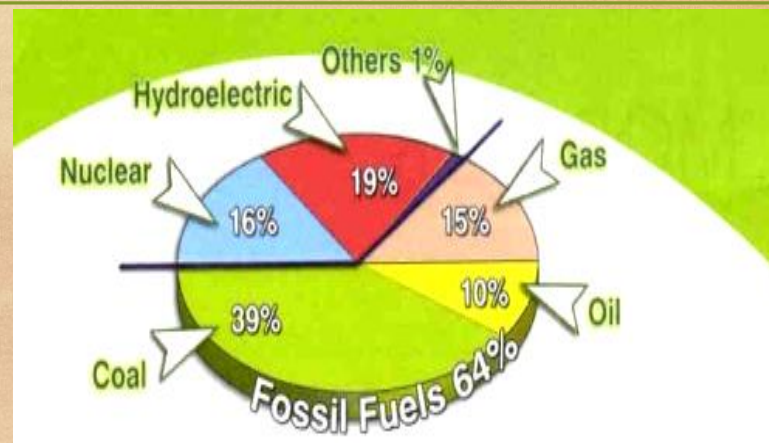
square



cube

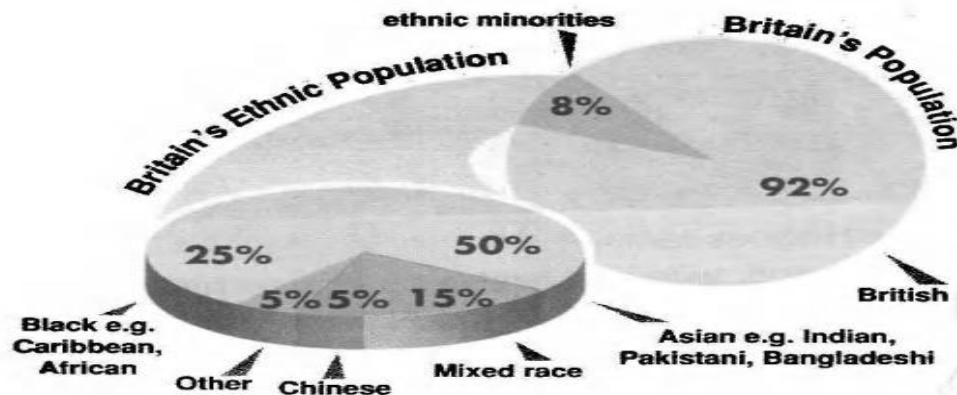


cylinder



1 Look at the pie chart. Which energy sources does the world use the most to produce electricity?

# Multicultural Britain





# Финансовая грамотность

Способность человека управлять своими доходами и расходами, принимать правильные решения по распределению денежных средств это спектр финансовой грамотности. Прошу обратить внимание на задания из учебников для 5 и 10 класса.



**6** Use the phrases from "Idiomatic English" to characterize these people.

- 1) Mr and Mrs Morrison are old age pensioners. They are trying to save up some money but find it very difficult.
- 2) Lily Joyce is a film star. Recently she bought a huge estate in California.
- 3) Mike and Sue are university students. They work in a café in the evening to make a little money.
- 4) The Newtons have a decent income. They can afford a seaside holiday in a five-star hotel.
- 5) Jeremy is unemployed. He lives on his unemployment benefit.
- 6) Ted Wellman is an oil tycoon from Texas. He has more money than he can spend.
- 7) Diana Brooks is a popular novel writer. She is not a millionaire but she has enough money to rent a good house and to travel around the world.
- 8) Colin loses all his money at cards. In fact, he depends on his friends for his well-being.
- 9) The Smiths have sent their two sons to university. Now they have to watch every penny they spend.
- 10) Tony Bloom has a good job, so he considers himself to be a very lucky person. Unfortunately he is not as rich as most of his neighbours.





# ***Естественнонаучная грамотность***

При формировании естественнонаучной грамотности следует рассмотреть три уровня ситуации:

- **Личностная** (связанная с самим учащимся, его семьей, друзьями)
- **Местная/национальная** (связанная с проблемами данной местности или страны).
- **Глобальная** (когда рассматриваются явления, происходящие в различных уголках мира).

Можно выделить следующие тематические области, в контексте которых реализуется естественнонаучная грамотность:

- ***здоровье;***
- ***природные ресурсы;***
- ***окружающая среда;***
- ***опасности и риски;***
- ***связь науки и технологий.***



# Примеры заданий из учебников для 5, 9 и 10 классов.

- 1 🗣️ What is the animal in the picture? Where does it live? What does it eat and drink? Listen, read and check.

## Cute Little Animals- Koalas

*They are cute, they are soft, but they are wild and they don't make good pets. You may think they are bears, but they aren't. Koalas are Australia's most popular marsupial.*

### Did you know that...

- koala means 'no water'?
- they never drink, but they get all the liquid they need from eucalyptus leaves?
- they swim very well?
- they sleep during the day?

They have got big round ears and a black nose.

They have got grey fur.

They eat eucalyptus leaves.

They have got sharp claws for climbing.

They have got short, strong arms and legs.

They live in trees.



- 1 📖 Read the definitions, then match the animals in the pictures to them.



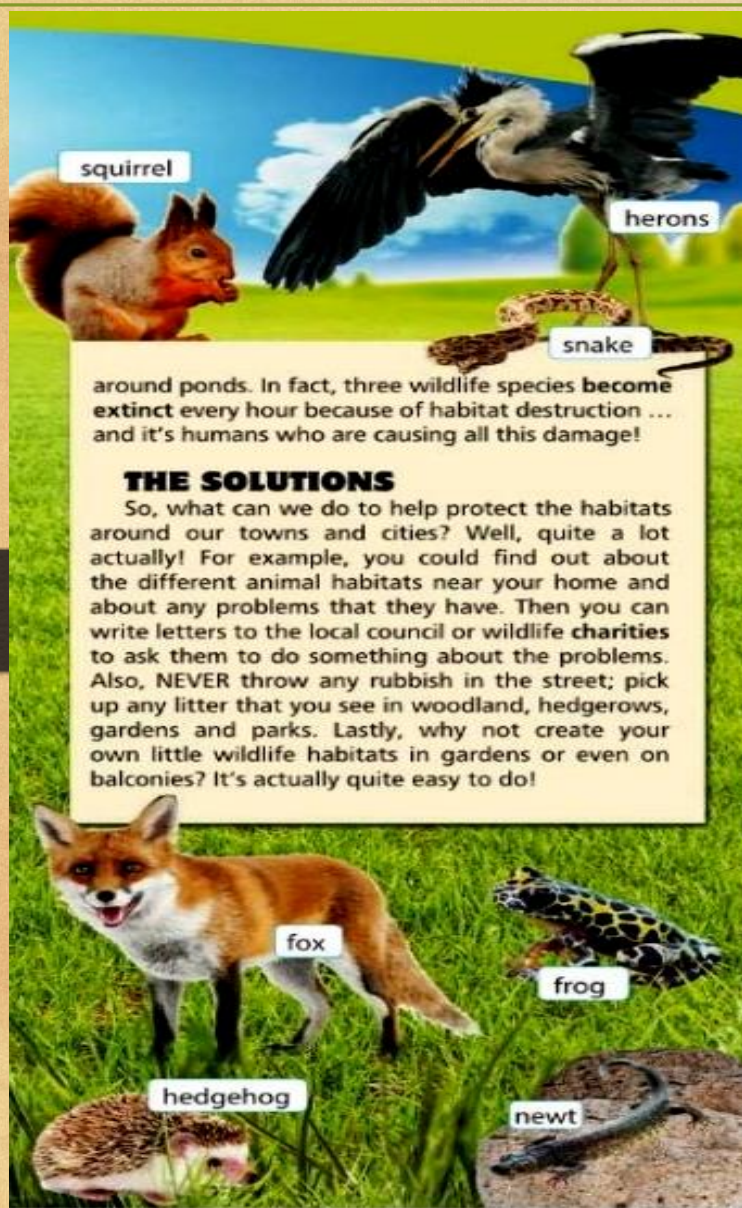
## In Danger

No one really knows how many millions of species of wildlife exist on Earth, but one thing is for sure, plants and animals are all around us! Some live in the woodlands, rivers, hedgerows and ponds in and around our neighbourhoods. Others live in our school playgrounds, private gardens or even in the tiny spaces between grains of sand!

### THE BIG PROBLEM

Unfortunately, as towns and cities get bigger, humans are destroying these habitats. To build more houses and roads they are cutting down trees in woodlands and forests, which are home to animals such as foxes, otters, red squirrels and hedgehogs and beautiful plants such as bluebells and daffodils. Litter in the streets harms wildlife and poisonous chemicals from farms and factories are getting into rivers, ponds and lakes. When this happens, animals such as frogs, newts and species of birds and fish such as herons and trout can no longer survive. In the same way, many reptiles are dying out





around ponds. In fact, three wildlife species **become extinct** every hour because of habitat destruction ... and it's humans who are causing all this damage!

### THE SOLUTIONS

So, what can we do to help protect the habitats around our towns and cities? Well, quite a lot actually! For example, you could find out about the different animal habitats near your home and about any problems that they have. Then you can write letters to the local council or wildlife **charities** to ask them to do something about the problems. Also, **NEVER** throw any rubbish in the street; pick up any litter that you see in woodland, hedgerows, gardens and parks. Lastly, why not create your own little wildlife habitats in gardens or even on balconies? It's actually quite easy to do!

3

Answer the questions, then explain the words in bold. Then, tell your partner three things you remember from the text.

1 What is marine litter?



### The Terrible Truth

We all enjoy a day out at the beach, but these days you are likely to find much more there than just sand and sea! Many of the thousands of people that visit beaches every year leave behind food **wrappers**, cigarette ends, drink cans and toys like **buckets**, spades and beach balls. These can then be blown or washed into the sea and become marine litter. Marine litter can also come from ships, fishermen, **drains** and factories. This litter doesn't just look horrible – it's dangerous, too!

### Litter harms Wildlife and People

Marine mammals such as **seals**, **sea lions** and dolphins are very **curious** animals who like to examine unusual objects in the sea. This is how they get mixed up in the litter, which causes them **injury** and **stops** them from finding food or swimming away from their enemies. Birds, fish and mammals can also confuse litter for food and eat it. Sea **turtles**, for example, often eat plastic bags because they look like **jellyfish**, one of their favourite foods. This then **fills up** the turtle's digestive system,<sup>1</sup> and makes it feel full, so it stops eating and starves.<sup>2</sup> 100,000 marine mammals and nearly a million seabirds die either from getting caught in or eating litter each year! Many of these creatures are already **threatened** or **endangered species**. In addition, litter is dangerous for people as they can cut themselves on glass or metal. Marine litter can also block boat **propellers**, which is dangerous and very expensive to repair.

### Be the Solution

So ... next time you go to the beach, make sure you are part of the solution, **NOT** the problem! Take **ALL** of your litter home with you and consider taking any other litter you can see around you too. If you live near a beach, you could even organise a Beach Clean-up Day.

<sup>1</sup> set of organs in your body that break down the food you eat

<sup>2</sup> dies from not eating



# Глобальная компетенция

Глобально компетентная личность способна изучать местные, глобальные проблемы и вопросы межкультурного взаимодействия, понимать и оценивать различные точки зрения и мировоззрения, успешно и уважительно взаимодействовать с другими, а также действовать ответственно для обеспечения устойчивого развития и коллективного благополучия.

Примеры из учебников 9 и 10 классов.

**2** Read the title and the first sentence of each paragraph of the text. What do you expect to read about? Read and check.

## Fears & Phobias

"Come on, get in quickly!" your friend shouts from inside the lift that should take you up to the top floor of the department store. "Errm... I'll take the stairs and meet you up there!" you yell back. As the doors close, you feel very relieved. It's a long way up to the eighth floor, **1)** ....

If this sounds like you, or perhaps heights turn your legs to jelly, you scream loudly if you see even the tiniest spider in the bath or you shake like a leaf if you have to answer a question in class, you're not alone! The truth is, most of us are at least a little afraid of something – bees and wasps, for example, the dark, **2)** .... So fear is a basic human emotion. In fact, we actually need it to survive. Whenever we meet danger or feel unsafe, the brain reacts, instantly sending signals to activate the body's nervous system. As a result, we might shake or sweat and our heart starts beating faster in order to pump more blood to our muscles to get us ready for action, **3)** ....

This response is called 'fight or flight' and is only turned off when the brain gets enough information to be sure that there is no more danger. What is incredible is that all this can happen in just a few seconds!

Needless to say, fear is not always a good thing! People who have a phobia such as agoraphobia (fear of being in crowded public spaces such as a busy market or a bus), claustrophobia (fear of enclosed spaces like lifts or tunnels), arachnophobia (fear of spiders) or even something unusual like

ablutophobia (fear of washing) are extremely afraid of something. This may have developed after a very scary experience. A teenager who was bitten by a dog as a young child, for example, may now be too afraid to walk to school with his friend in case he sees a dog. This is because his brain has 'remembered' the fear that he felt when the dog bit him, **4)** .... This may embarrass him, cause him to miss out on spending time with his friends or even to be teased by them.

Between 5 and 10% of the population have phobias but there are ways to fight our fears. First of all, it's important to stop avoiding the scary situation. It may help to make a list of fears from the least to the most scary **5)** .... This will not be easy, but when we see that our worst fears didn't come true, we will realise that they are irrational and there is no real reason to be afraid. Then, we will change how we respond to them **6)** ....

- A and then face them one by one.
- B or taking exams.
- C and eventually our fears will melt away!
- D so now even just thinking about seeing a dog triggers the same fear reaction.
- E but you don't care – anything to get out of going in a lift!
- F which will help you to find out the reason for your fear.
- G such as running away or fighting.



**2 a** Read again and answer the questions.

- 1 Why are beaches important for the loggerhead sea turtle?
- 2 What do the young turtles find when they hatch from their eggs?
- 3 How can people help protect the loggerhead sea turtle?

## Endangered Species

### The Loggerhead Sea Turtle

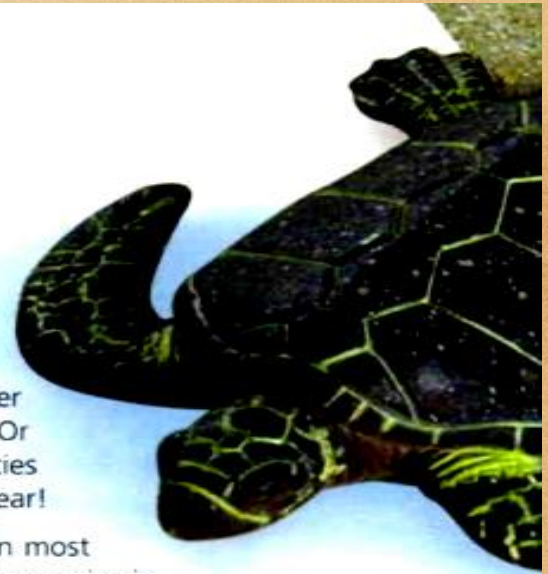
Did you know that in the last 500 years, 844 species – like the passenger pigeon, the dodo, and the golden toad – are known to have died out? Or that by the year 2100 some scientists believe that half of the world's species may be **extinct**? That could be one species every 20 minutes, or 27,000 a year!

At the moment, experts say that up to 16,000 species are **under threat**. In most cases, **human activity** is the greatest danger to these species. One of these species is the loggerhead sea turtle, which is finding that the beaches it uses to **lay** its eggs are becoming increasingly popular with tourists. When the eggs begin to **hatch** in August, there are already thousands of humans enjoying the sun on the beaches. An area that was used by turtles for thousands of years is now the **territory** of sunbathers, swimmers and ice-cream vendors.

Humans cause terrible damage to the eggs. **Nests** can be walked on by tourists, destroying the eggs. In addition, the **newly-born** turtles find it hard to find the sea at night with so much **artificial** light around.

Some people, however, are trying to make a difference. Since 1982, the Sea Turtle **Protection** Society of Greece has done its best to protect this **rare** species. With help from the World Wildlife Fund (WWF), it has bought a beach popular with the turtles and makes sure that tourists stay away. Every year over 500 **volunteers** from all over the world come to help with the society's work for the turtles. Thanks to their help, more and more young turtles are finding their way to the sea.

You can help. If you would like to become a volunteer or would like to learn about other ways you can help the loggerhead sea turtle, please check out the website of the Sea Turtle Protection Society of Greece at <http://www.archelon.gr>.





# Креативное мышление

Привычка размышлять и мыслить креативно — важнейший источник развития личности учащегося. Способность к креативному мышлению базируется на знаниях и опыте и может быть предметом целенаправленного формирования. Важно предлагать задания, которые могут постепенно стимулировать привычку креативно мыслить.

Примеры из учебников 5, 9, 10 классов.

## Project

- 4** **Portfolio:** Find or draw a map of your country and label it with some souvenirs and where you can find them. Present it to the class.



**Project:** Take the roles of an organic farmer and a conventional farmer. The organic farmer tries to convince the conventional farmer to go organic. Act out your dialogue for the class.

**7**



**Project:** In groups, collect information about habitats in Russia. What animals live there? What problems do they face? Make a poster. Stick pictures on it and write a few sentences about each habitat.



# Читательская грамотность

Одно из направлений функциональной грамотности и базовое направление – это читательская грамотность.

На уроках при работе с текстом можно использовать современную педагогическую технологию, которая сделает урок интересным – это технология развития критического мышления через чтение и письмо.

Упражнения взяты из учебников 5 и 9 классов.

**Spotlight on Russia** looks at ...

## KAMCHATKA'S GENTLE GIANTS

**Kamchatka is a wild land of volcanoes, forests and lakes. It is also home to thousands of Kamchatka brown bears.**

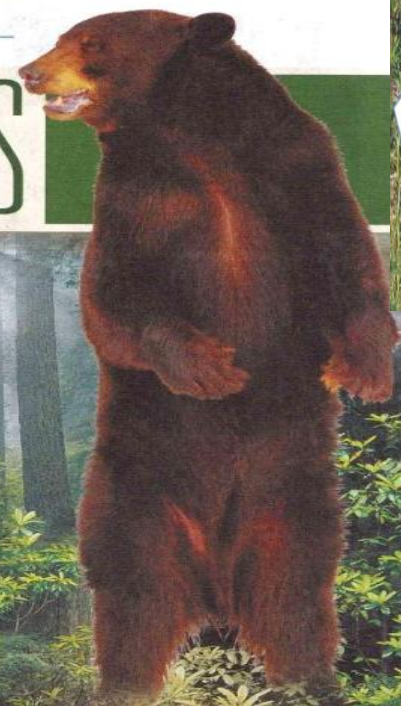
The Kamchatka brown bear is very, VERY big. It can weigh more than 450 kg. When it stands up, it can be 2.50 m tall. It is very strong, with big teeth and long, sharp claws.

Unlike Siberian bears, these big animals are usually very peaceful. For most of the year they live in thick forests and eat berries, nuts and roots.

In the summer months, millions of salmon swim up Kamchatka's rivers from the sea. These fish are the bears' favourite food. Bears travel hundreds of kilometres to live next to the rivers and catch the salmon. Bears are very good swimmers, and their thick fur keeps them warm in the ice-cold water.

When summer finishes, the bears go back to the forest. There they make a warm den<sup>1</sup> where they can spend the winter.

<sup>1</sup>home



DISCUSS

- Do you like bears? Do you like other wild animals? Why/Why not?
- What stories or folk tales do you know about bears?
- What wild animals can you see in the part of Russia you live in?

ACTIVITY

- What's your favourite animal? Write to Spotlight on Russia and tell us about it.





2



Read the text again and match the missing phrases (A-G) to the gaps (1-6). There is one extra phrase you do not need. Listen and check your answers.

## 10 Downing Street

10 Downing Street or 'Number 10' as the British call it, is one of the most famous addresses in the world **1)** .... However, it is also a very busy place where hundreds of people work and where many **official functions**, Cabinet meetings and state dinners take place. Many people will immediately recognise the front of the building **2)** ....

Number 10 was **originally** given to the first prime minister, Sir Robert Walpole, as a gift, **3)** .... Before he moved in, though, he joined 10 Downing Street to the large house behind it and had some alterations made. So even though Number 10 looks like an ordinary terraced house from the outside, **4)** .... There are many beautiful rooms with elegant décor and fine furniture including the State Dining Room, the Study, the Terracotta Room and the White Drawing Room. There are portraits of every past prime minister hanging on the walls of the Grand Staircase **5)** .... The table in this room is boat-shaped so that the Prime Minister can always see everyone sitting around it!

The Prime Minister's private home is a furnished flat on the second floor, once described by Margaret Thatcher (British Prime Minister from 1979-1990) as 'living above the shop'. The Prime Minister also has his own study **6)** .... There, he often meets **colleagues**, receives important guests, makes phone calls or gives interviews.



- A but he wanted it to be used by all future prime ministers
- B and in the Cabinet Room, where **government ministers** meet to discuss important issues
- C because the Prime Minister and other well-known politicians often make important announcements in front of its famous big black door
- D where he works and reads
- E as it has been the home of British prime ministers since 1730
- F which includes many secretaries and **civil servants**
- G inside it is an extremely **grand** place



# Вывод

Функциональная грамотность ученика – это цель и результат образования. Применяя задания на формирование функциональной грамотности, учитель способствует повышению мотивации учащихся, расширяет их кругозор, развивает творческие способности, помогает осознать ценности современного мира. Формирование функциональной грамотности – обязательное условие работы учителя. Работа должна быть хорошо продумана, тщательно спланирована и проводиться системно. В итоге, ребёнок должен обладать: готовностью успешно взаимодействовать с изменяющимся окружающим миром, возможностью решать различные (в том числе нестандартные) учебные и жизненные задачи, способностью строить социальные отношения, совокупностью рефлексивных умений, обеспечивающих оценку своей грамотности, стремлением к дальнейшему образованию.



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*Thank you for attention!*