



Читательская грамотность на уроках английского языка

Методы формирования через междисциплинарные тексты

Прусенко Виктория Николаевна
МОБУ Гимназия №9 им.Н.Островского
Учебник Spotlight 8 класс

Цель и задачи

Формирование у обучающихся навыков эффективного понимания, анализа и интерпретации текстов на английском языке, интегрированных с содержанием различных учебных дисциплин.

Ключевые умения

Выделение ключевой информации и понимание смысла междисциплинарных текстов

Критическое чтение

Формирование навыков оценки и анализа информации из разных источников

Расширение словаря

Овладение специализированной лексикой из различных областей знания

Мотивация

Воспитание интереса к английскому языку через связь с другими предметами

Объект исследования: Читательская грамотность учеников на уроках английского языка. **Предмет:** Методы и приёмы работы с междисциплинарными текстами для развития навыков чтения.

Основные методы развития

1 Принцип интеграции

Использование текстов, связанных с биологией, историей, географией и другими дисциплинами для расширения контекста обучения

2 Активное чтение

Пометки, выделение ключевых слов, создание вопросов и заметок при работе с текстом

3 Предварительная подготовка

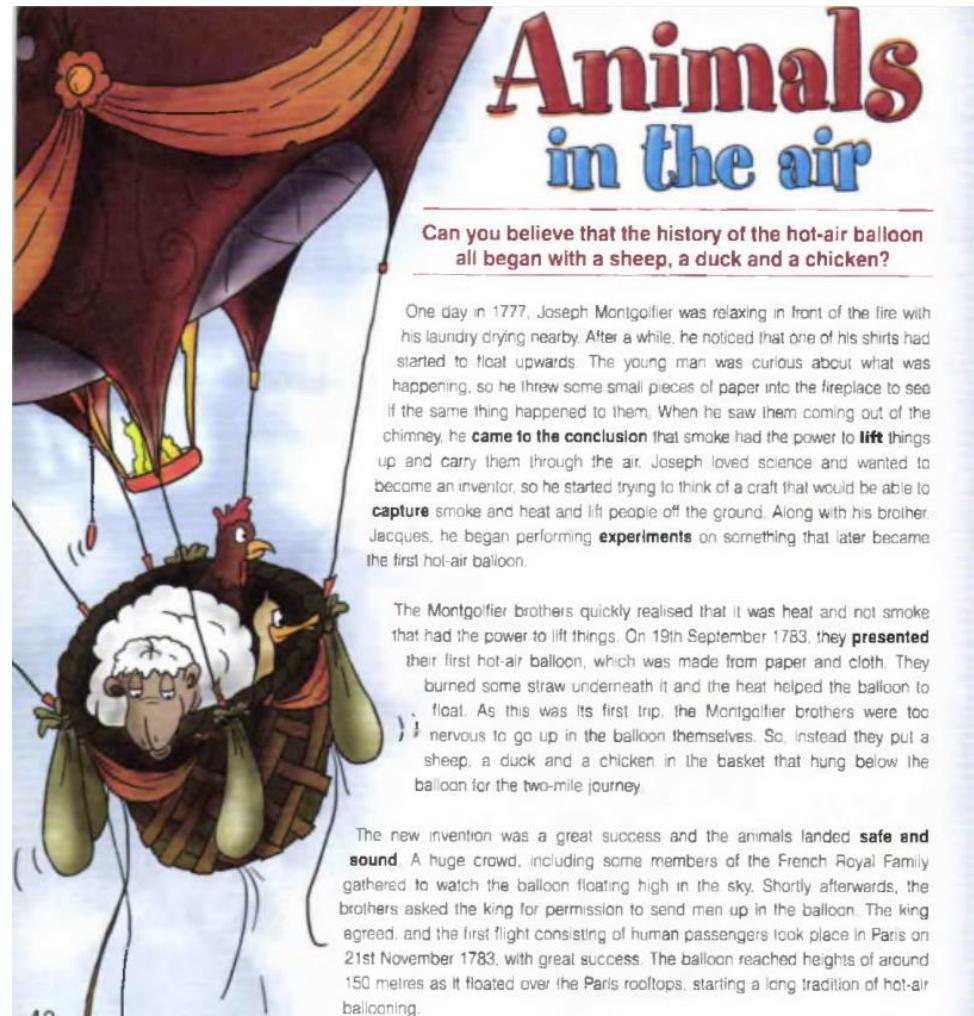
Обсуждение темы, активизация фоновых знаний и прогнозирование содержания текста

Практический вызов: В 8-х классах наблюдается, что многие ученики испытывают сложности с восприятием прочитанного текста, правильным произношением чисел, слов и выражений, что требует систематического подхода к развитию навыков чтения.



Пример 1: Междисциплинарный текст

История изобретения: Братья Монгольфье и воздушный шар



Animals in the air

Can you believe that the history of the hot-air balloon all began with a sheep, a duck and a chicken?

One day in 1777, Joseph Montgolfier was relaxing in front of the fire with his laundry drying nearby. After a while, he noticed that one of his shirts had started to float upwards. The young man was curious about what was happening, so he threw some small pieces of paper into the fireplace to see if the same thing happened to them. When he saw them coming out of the chimney, he **came to the conclusion** that smoke had the power to **lift** things up and carry them through the air. Joseph loved science and wanted to become an inventor, so he started trying to think of a craft that would be able to **capture** smoke and heat and lift people off the ground. Along with his brother Jacques, he began performing **experiments** on something that later became the first hot-air balloon.

The Montgolfier brothers quickly realised that it was heat and not smoke that had the power to lift things. On 19th September 1783, they **presented** their first hot-air balloon, which was made from paper and cloth. They burned some straw underneath it and the heat helped the balloon to float. As this was its first trip, the Montgolfier brothers were too nervous to go up in the balloon themselves. So, instead they put a sheep, a duck and a chicken in the basket that hung below the balloon for the two-mile journey.

The new invention was a great success and the animals landed **safe and sound**. A huge crowd, including some members of the French Royal Family gathered to watch the balloon floating high in the sky. Shortly afterwards, the brothers asked the king for permission to send men up in the balloon. The king agreed, and the first flight consisting of human passengers took place in Paris on 21st November 1783, with great success. The balloon reached heights of around 150 metres as it floated over the Paris rooftops, starting a long tradition of hot-air ballooning.

Задание: Ответьте на 5 вопросов о том, как Джозеф Монгольфье открыл принцип подъёма предметов дымом и теплом, проводя различные эксперименты.

Стр.42

English			
History	Math	Geography	
<p>The Montgolfier brothers, Joseph-Michel and Jacques-Étienne created The hot-air balloon in France</p> <p>The brothers' first public demonstration of their invention occurred on June 4, 1783, in the small town of Annonay.</p>	1777, on 19 th September, 21 st November 1783, two-mile journey, 150 metres	Paris	

1. What was Joseph Montgolfier doing when he noticed that one of his shirts started to float?
2. What experiment did Joseph Montgolfier perform to understand why things lift?
3. What conclusion did Joseph come to about smoke and heat?
4. Who helped Joseph with his experiments?
5. What was the reason for lifting objects?

Пример 2: Мария Кюри



Marie Curie was born Maria Skłodowska in Warsaw, Poland in 1867. She was the youngest of five children. Her parents 1) as teachers and they brought her up to love learning. Her mother died in 1877. Manya, as they called her, and her sisters had to get jobs.

Manya became a tutor¹ for a family. She enjoyed her 2) there and could send money to her father and her sister, Bronya, who was studying medicine in Paris.

When her sister got married, she invited Manya to live with them and study at the Sorbonne. It was then that she 3) her name to Marie. Marie studied Physics and Maths and got her Master's degree in both subjects. When she graduated from university, she started research 4) magnetism. It was at that time she met Pierre Curie, a young scientist. They 5) in love immediately and got married. Marie moved to his house and they both started examining uranium and other elements to decide whether they were radioactive. It 6) them four years to isolate² the radioactive source which she named radium. For this, they 7) a Nobel Prize in Physics in 1903. In 1906, her husband died in an accident and Marie got the position they had offered him at the Sorbonne.

In 1911, she got a Nobel Prize in Chemistry. 8) World War I, she designed the first mobile X-Ray machine and travelled with it along the front lines³.

Marie died in July, 1934 in Paris. She died 9) radiation poisoning. She worked hard and proved that if a person keeps to their goals⁴, they will 10) For her, success came with the two Nobel Prizes she received and the fact that she was the first woman to ever get one. We all owe⁵ her our respect and admiration.

¹ teacher, ² find, ³ where the soldiers were fighting, ⁴ aims, ⁵ must give

Marie Curie	
History	Science
<p>Born Maria Skłodowska on 7 November 1867 in Warsaw, Poland</p> <p>Maria studied Physics and Maths – Master's degree</p> <p>She met Pierre Curie in 1894 – a scientist working in the city – and who she married a year later.</p>	<p>She started research into magnetism.</p> <p>They both started examining uranium and other elements to decide whether they were radioactive.</p> <p>It took them four years to isolate the radioactive source which she named radium.</p> <p>They won a Nobel Prize in Physics in 1903.</p> <p>In 1911, she got a Nobel Prize in Chemistry.</p> <p>During World War I, she designed the first mobile X-Ray machine and travelled with it along the front lines.</p>

1. Where and when was Marie Curie born?
2. How many children were in her family?
3. What professions did Marie Curie's parents have?
4. What happened to her mother in 1877?
5. What job did Manya (Marie Curie) do to support her family?
6. Why did Manya send money to her father and sister?



Пример 2: Мария Кюри

Интегрируемые дисциплины

История: Биография, жизненный путь

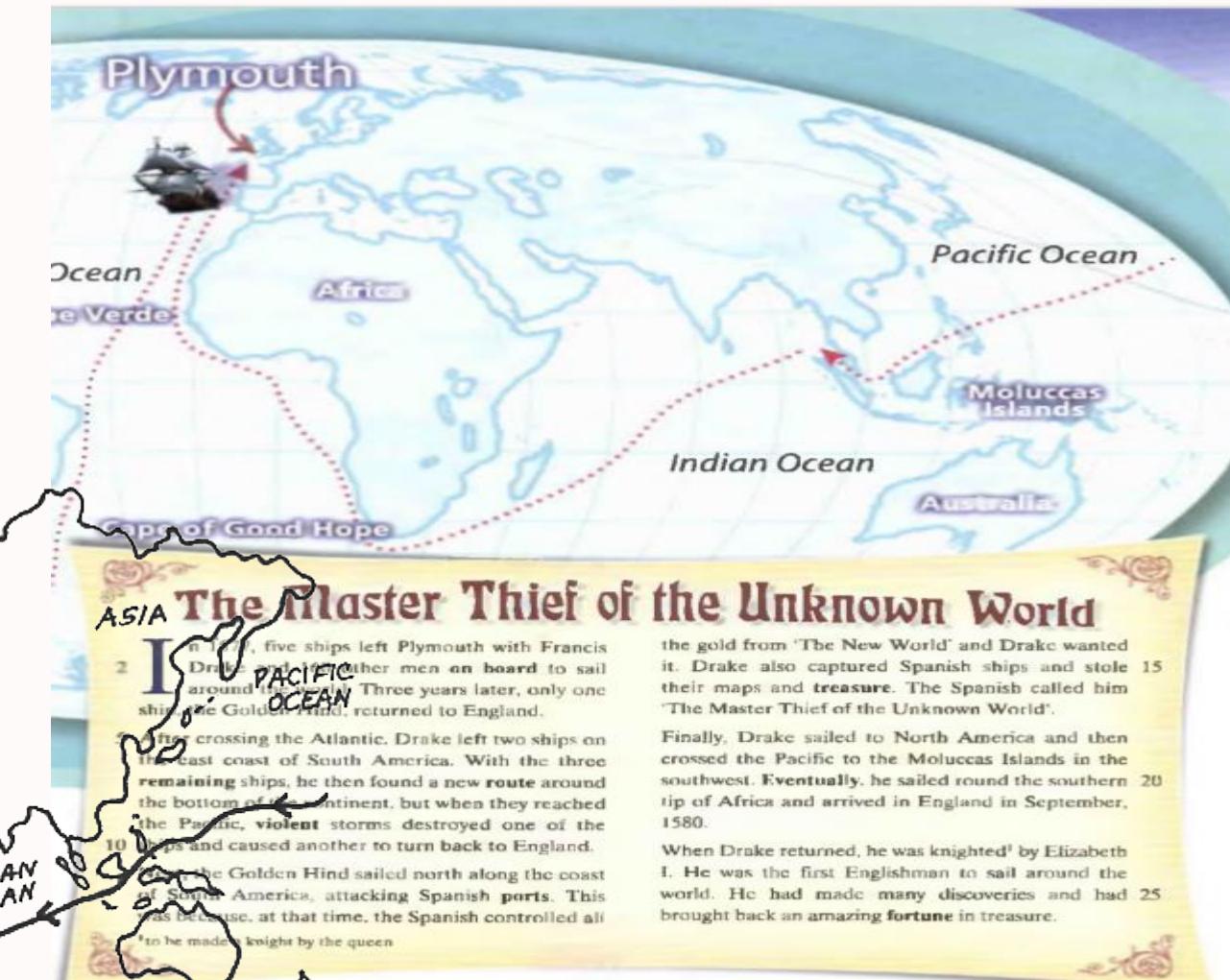
Наука: Физика, химия, радиоактивность, радий

Мария Склодовская родилась в Варшаве (1867). Получила две Нобелевские премии (1903 физика, 1911 химия). Разработала первый мобильный рентгеновский аппарат во время Первой мировой войны.

Ключевые события

1. Встреча с Пьером Кюри (1894)
2. Совместные исследования урана
3. Открытие радия (4 года изучения)
4. Нобелевская премия (1903)
5. Мобильная рентгеновская установка

Приимер 3: Сэр Фрэнсис Дрейк



Sir Francis Drake

Geography, history

Sir Francis Drake (1540 – 28 January 1596) was an English explorer and privateer, best known for completing the second circumnavigation of the world in a single expedition between 1577 and 1580 (making it the first English expedition to do so). He is also known for participating in the early English slave trade expeditions led by his cousin, John Hawkins, and John Lovell.

Пример 3: Сэр Фрэнсис Дрейк

Междисциплинарность

География: кругосветное путешествие (1577-1580)

История: эпоха исследований, Англия XVI века

Сэр Фрэнсис Дрейк (1540–1596) — английский исследователь и приватер, известный вторым кругосветным путешествием на одном судне и участием в ранних английских экспедициях торговли рабами. Его биография демонстрирует, как географические, исторические и социокультурные контексты пересекаются в изучении английского языка.



Особенности чтения чисел и выражений

1

Номера телефонов

Читаются по отдельности: +79187896745 = Plus seven, nine, one, eight, seven, eight, nine, six, seven, four, five

2

Десятичные дроби

Целое число + "point" + цифры отдельно: 5.34 = Five point three four

3

Температура

Число + "degrees" + единица измерения: 23°C = Twenty three degrees Celsius (above/below zero)

4

Годы и даты

1998 = Nineteen ninety-eight; 2000 = Two thousand; 2025 = Twenty twenty-five

5

Деньги

\$5 = Five dollars; \$2.70 = Two dollars and seventy cents; £3.76 = Three pounds seventy-six



Спасибо за внимание!

Методы интеграции, активное чтение и практические примеры создают основу для эффективного развития читательской грамотности

Междисциплинарные тексты делают изучение английского языка более осмысленным, интересным и приближённым к реальному миру знаний.



Список литературы и интернет ресурсов

Английский язык. 5-й класс: учебник для общеобразоват. организаций / Ю.Е. Ваулина, Д. Дули, О.Е. Подоляко, В. Эванс. – Москва : Просвещение : Express Publishing, 2019 – 216 с. : ил. – (Английский в фокусе). – Заглавие обложки : Spotlight. – Текст :непосредственный.

Безукладников К. Э., Готлиб Д. Л. Формирование функциональной грамотности в основной школе как способ повышения мотивации учения на уроках иностранного языка // Вестник Пермского национального исследовательского политехнического университета. Проблемы языкознания и педагогики. – 2021. – № 1. – С. 106–117.

Борщевская А. Функциональная грамотность в контексте современного этапа развития образования // Наука и школа. – 2021. – № 1. – С. 199–208. 7. Тихомирова

Е. И. Виды функциональной грамотности обучающихся и практические аспекты ее формирования на уроках иностранного языка // Актуальные исследования языка и культуры: теоретические и прикладные аспекты: материалы VI Всерос. науч.-практ. конф. с междунар. участием. – СПб., 2023. – С. 325–328.