

Заняття з англійської мови на тему “ЦІННОСТІ СУЧАСНОГО СВІТУ”

План-конспект заняття з англійської мови професійного спрямування для студентів спеціальності “соціологія” присвячено темі цінностей сучасного світу. У процесі заняття студенти дають визначення поняття ‘цінності’, порівнюють його з дефініціями, поданими у словниках, обговорюють систему цінностей сучасного світу, визначають власні життєві пріоритети, слухають історію про мудрого учителя і роблять висновки щодо філософії цієї історії. Заняття включає інтеграцію чотирьох видів мовленнєвої діяльності: говоріння, читання, аудіювання та письма, що відображається у навчанні монологу і діалогу – обміну думками, аналізу ситуації прослуханого тексту, висловлюванню на рівні понадфразової єдності; вдосконаленні навичок написання есе, навчанні переглядового читання. Запропоновані вправи та прийоми розумової і пізнавальної діяльності сприяють розвитку як професійної комунікативної компетентності, так і навчально-стратегічної компетентності студентів.
Ключові слова: цінності, дефініція, аналіз, порівняння, понадфразова єдність, есе, комунікативна компетентність, навчально-стратегічна компетентність.

Білоножко Н. Е. Практическое занятие по английскому языку на тему “Ценности современного мира”

План-конспект занятия по английскому языку для профессиональных целей для студентов специальности “социология” посвящен теме ценностей современного мира. В процессе занятия студенты дают определение понятия “ценности”, сравнивают его с дефинициями, представленными в словарях, обсуждают систему ценностей современного мира, определяют собственные жизненные приоритеты, слушают историю о мудром учителе и делают выводы о философии этой истории. Занятия включает интеграцию четырех видов речевой деятельности: говорения, чтения, аудирования и письма, что выражается в обучении монологу и диалогу-обмену мнениями, анализе ситуации прослушанного текста, высказываниях на уровне сверхфразового единства; совершенствовании навыков написания эссе, обучении просмотрового чтения. Предлагаемые упражнения и приемы умственной и познавательной деятельности способствуют развитию как профессиональной коммуникативной компетентности, так и учебно-стратегической компетентности студентов.
Ключевые слова: ценности, дефиниция, анализ, сравнение, сверхфразовое единство, эссе, коммуникативная компетентность, учебно-стратегическая компетентность.

Bilonozhko N.E. An English lesson on the subject “Values of the modern world”

The article deals with the integration-skills-activities lesson outline in English for specific purposes dedicated to the topic of values of the modern world. Suggested exercises and techniques of cognitive activities facilitate the development of professional communicative and strategic competence of the students as future sociologists.

Key words: values, definition, analysis, comparison, phrasal unity, essay, communicative competence, strategic competence.

Тип заняття: практика у спілкуванні.

Вид заняття: заняття з розвитку мовленнєвої компетентності у чотирьох видах мовленнєвої діяльності: говорінні (монологічне та діалогічне мовлення), читанні (переглядове читання), письмі (есе), аудіюванні (пошук необхідної інформації; повне розуміння змісту).

Цілі заняття:

- **Практична:** розвивати вміння монологічного і діалогічного мовлення, поглибити знання щодо особливостей написання есе.
- **Виховна:** формувати ціннісну орієнтацію студентів у сучасному світі, активну життєву позицію.
- **Розвивальна:** стимулювати процеси розумової діяльності на основі прийомів аналізу, синтезу, порівняння, умовиводів; формувати здатність і готовність студентів вступати в іншомовне спілкування, розвивати їх особистість засобами мови.
- **Професійна:** звертати увагу студентів на професійно-орієнтовані аспекти іноземної мови, формувати навчально-стратегічну компетентність.

Оснащення заняття: роздавальні матеріали, аудіозапис пісні “Maybe I, maybe you”.

План заняття:

Види діяльності	Кількість часу
Початок заняття.....	5 хв.
Навчання діалогічного мовлення.....	15 хв.
Навчання монологічного мовлення	10 хв.
Навчання аудіювання (повне розуміння змісту)	12 хв.
Навчання лексики	5 хв.
Навчання переглядового читання	8 хв.
Навчання аудіювання (пошук необхідної інформації)	8 хв.
Навчання письма	12 хв.
Підведення підсумків заняття та визначення завдання для самостійної роботи	5 хв.

Етапи. Прийоми	Зміст роботи	Етапи. Прийоми	Зміст роботи
<p>ЕТАП 1. Початок заняття. Мета: підготувати студентів до іншомовного спілкування. Приєм 1: привітання зі студентами Приєм 2: мовленнєва зарядка</p> <p>ЕТАП 2. Навчання діалогічного мовлення. Мета: семантизація лексики; розвиток умінь діалогічного мовлення Приєм 1: надання дефініцій ЛО “values”. Приєм 2: ознайомлення із дефініціями, поданими у словниках.</p> <p>Приєм 3: аналіз дефініцій та їх порівняння Приєм 4: діалоговий обмін думками щодо дефініцій</p> <p>ЕТАП 3. Мета: навчання монологічного мовлення Приєм 1:</p>	<p>Good morning, everybody! Nice to see you again. How are you getting on? The weather is nice/bad today, isn't it? As a famous saying goes <i>Every day at any way the weather is getting better and better.</i></p> <p>Teacher: We are going to speak about values of the contemporary life. Work in pairs and write down what the values are. In other words, work out the definition of the notion “values”. Values are..... Teacher:</p> <ul style="list-style-type: none"> ▪ Present your definitions and compare them. ▪ Now let's have a look at the definition of a reliable dictionary. Analyze them and compare with yours i.e. find out similarities and differences. <p>1. Values are principles or standards of behaviour; one's judgement of what is important in life. Values are core beliefs that guide and motivate attitudes and actions.</p> <p>2. Values are important and lasting <u>beliefs</u> or ideals shared by the <u>members</u> of a <u>culture</u> about what is good or bad and desirable or undesirable. Values have a major <u>influence</u> on a person's <u>behavior</u> and <u>attitude</u> and serve as broad <u>guidelines</u> in all situations. Some <u>common</u> <u>business</u> values are fairness, <u>innovation</u> and <u>community</u> involvement.</p> <p>Teacher: Again work in groups and think what the values of modern world are. Make a list of them. Then tell the reasons of your choice. Group1: <i>knowledge family parents love money education health, happiness honesty environment peace friends friendship;</i></p>	<p>складання списку цінностей сучасного світу</p> <p>Приєм 2: відбір п'яти найбільш важливих цінностей із списку.</p> <p>ЕТАП 4. Навчання аудіювання Мета: розвиток умінь і формування навичок аудіювання з повним розумінням змісту. Дотекстовий етап. Приєм: відповіді на запитання щодо прогнозування змісту тексту “The wise teacher and the jar”. Текстовий етап. Приєм: слухання тексту “The wise teacher and the jar”.</p>	<p>Group2: ; Group 3: ; Group 4: ; Teacher: Now choose five of the most important values. Which ones have you chosen and why? Student 1: education, family, health, love, friendship; Student 2: ; Student 3:</p> <p>Teacher: Let's consider the problem of Values from another point of view. I am going to tell you a philosophical story “The wise teacher and the jar”. What is this story about? Listen and enjoy it. Think of the philosophy of the story.</p> <p style="text-align: center;">THE WISE TEACHER AND THE JAR</p> <p>There was once a very wise teacher, whose words of wisdom students would come from far and wide to hear. One day as usual, many students began to gather in the teaching room. They came in and sat down very quietly, looking to the front with keen anticipation, ready to hear what the teacher had to say.</p> <p>Eventually the teacher came in and sat down in front of the students. The room was so quiet you could hear a pin drop. On one side of the teacher was a large glass jar. On the other side was a pile of dark grey rocks. Without saying a word, the teacher began to pick up the rocks one by one and place them very carefully in the glass jar (Plonk. Plonk.) When all the rocks were in the jar, the teacher turned to the students and asked, ‘Is the jar full?’ ‘Yes,’ said the students. ‘Yes, teacher, the jar is full’.</p>

Етапи. Прийоми	Зміст роботи	Етапи. Прийоми	Зміст роботи
	<p>Without saying a word, the teacher began to drop small round pink pebbles carefully into the large glass jar so that they fell down between the rocks. (Clickety click. Clickety click.) When all the pebbles were in the jar, the teacher turned to the students and asked, 'Is the jar now full?' The students looked at one another and then some of them started nodding and saying, 'Yes. Yes, teacher, the jar is now full. Yes'.</p> <p>Without saying a word, the teacher took some fine silver sand and let it trickle with a gentle sighing sound into the large glass jar (whoosh) where it settled around the pink pebbles and the dark grey rocks. When all the sand was in the jar, the teacher turned to the students and asked, 'Is the jar now full?'</p> <p>The students were not so confident this time, but the sand had clearly filled all the space in the jar so a few still nodded and said, 'Yes, teacher, the jar is now full. Now it's full'.</p> <p>Without saying a word, the teacher took a jug of water and poured it carefully, without splashing a drop, into the large glass jar. (Gloog. Gloog.)</p> <p>When the water reached the brim, the teacher turned to the students and asked, 'Is the jar now full?' Most of the students were silent, but two or three ventured to answer, 'Yes, teacher, the jar is now full. Now it is'.</p> <p>Without saying a word, the teacher took a handful of salt and sprinkled it slowly over the top of the water with a very quiet whishing sound. (Whish.) When all the salt had dissolved into the water, the teacher turned to the students and asked once more, 'Is the jar now full?' The students were totally silent. Eventually one brave student said, 'Yes, teacher. The jar is now full'. 'Yes,' said the teacher 'The jar is now full'.</p> <p>The teacher then said: 'A story always has many meanings and you will each have understood many things from this demonstration. Discuss quietly amongst yourselves what meanings the story has for you. How many different messages can you find in it and take from it?'</p> <p>The students looked at the wise</p>	<p><i>Післятекстовий етап.</i></p> <p>Приєм 1: обговорення в парах значення змісту про-слуханого тексту "The wise teacher and the jar"</p> <p>Приєм 2: висловлювання студентів на рівні понадфра-зової єдності</p>	<p>teacher and at the beautiful glass jar filled with grey rocks, pink pebbles, silver sand, water and salt. Then they quietly discussed with one another the meanings the story had for them. After a few minutes, the wise teacher raised one hand and the room fell silent. The teacher said: 'Remember that there is never just one interpretation of anything. You have all taken away many meanings and messages from the story, and each meaning is as important and as valid as any other'. And without saying another word, the teacher got up and left the room.</p> <p>Teacher: Which task did the Teacher give the students? "<i>Discuss quietly amongst yourselves what meanings the story has for you. How many different messages can you find in it and take from it?</i>" So, work in pairs and do this task.</p> <p>Teacher: So, what do you think about the meaning of the story? What is the philosophy of it? Some of the students' interpretations: Student 1: For me it means that the process of getting knowledge about the world is unlimited. Student 2: Yes! The empty space of your mind can be filled in with smaller and smaller particles. Student 3: This story teaches to fill our life with important things not to waste time on the trash. Our life doesn't have a lot of space. Student 4: We always have to develop ourselves. At first you may think that there is no way to go. But as a proverb says "Where there is a wish there is a way." So unexpectedly we can find and discover the new horizons for ourselves. Or in other words it means that if you are determined enough, you can find a way to achieve what you want, even if it is very difficult.</p> <p>Teacher: As you remember the wise teacher said '... there is never just one interpretation of anything. You have all taken away many meanings and messages from the story, and each meaning is as important and as valid as any other'. I would like to add one more</p>

Етапи. Прийоми	Зміст роботи																																				
<p>ЕТАП 5. Робота з текстом для читання Мета: вдосконалення вміння пошуку необхідної інформації. Дотекстовий етап. Приєм: підготовка до читання статті; семантизація ЛО: добір відповідних синонімів, деривативів.</p> <p>Текстовий етап. Приєм 1: читання статті мовчки.</p>	<p>interpretation of the story. The big stones are the values of our life. We put them first. Pebbles are less important things. But what happened if we put the sand first? Will it be space for the stones? So we don't have to let the least important things interfere into our life.</p> <p>A lot of people of our planet consider the values. Indeed, this issue is subject to much debate in academic circles these days. Here is the scientific article about it. Before reading do some exercises that will help to scan the article easily.</p> <p>Exercise 1. Match the words with their synonyms.</p> <table border="0" data-bbox="352 860 775 1055"> <tr> <td><i>survey</i></td> <td><i>hunger, starvation</i></td> </tr> <tr> <td><i>famine</i></td> <td><i>surprisingly</i></td> </tr> <tr> <td><i>dignity</i></td> <td><i>examination, review</i></td> </tr> <tr> <td><i>harmony</i></td> <td><i>overpoweringly</i></td> </tr> <tr> <td><i>overwhelmingly</i></td> <td><i>self-respect</i></td> </tr> <tr> <td><i>remarkably</i></td> <td><i>conformity</i></td> </tr> </table> <p>Exercise 2. Fill in the second column with the appropriate nationality.</p> <table border="1" data-bbox="352 1151 775 1529"> <thead> <tr> <th>Country</th> <th>Nationality</th> </tr> </thead> <tbody> <tr><td>the United States</td><td></td></tr> <tr><td>Canada</td><td></td></tr> <tr><td>England</td><td></td></tr> <tr><td>France</td><td></td></tr> <tr><td>Germany</td><td></td></tr> <tr><td>Austria</td><td></td></tr> <tr><td>Switzerland</td><td></td></tr> <tr><td>the Netherlands</td><td></td></tr> <tr><td>Spain</td><td></td></tr> <tr><td>Portugal</td><td></td></tr> <tr><td>Italy</td><td></td></tr> </tbody> </table> <p>Teacher: Now, let's get acquainted with the scientific point of view. While reading put the appropriate Value category into the gaps.</p> <p>Where did the values and principles of the modern world come from?</p> <p>While developing an idea for a lecture program, I conducted a series of surveys over a period of two years, asking people to list the fundamental values and principles which they felt we needed to uphold in order to make our world as perfect as is humanly possible. In total,</p>	<i>survey</i>	<i>hunger, starvation</i>	<i>famine</i>	<i>surprisingly</i>	<i>dignity</i>	<i>examination, review</i>	<i>harmony</i>	<i>overpoweringly</i>	<i>overwhelmingly</i>	<i>self-respect</i>	<i>remarkably</i>	<i>conformity</i>	Country	Nationality	the United States		Canada		England		France		Germany		Austria		Switzerland		the Netherlands		Spain		Portugal		Italy	
<i>survey</i>	<i>hunger, starvation</i>																																				
<i>famine</i>	<i>surprisingly</i>																																				
<i>dignity</i>	<i>examination, review</i>																																				
<i>harmony</i>	<i>overpoweringly</i>																																				
<i>overwhelmingly</i>	<i>self-respect</i>																																				
<i>remarkably</i>	<i>conformity</i>																																				
Country	Nationality																																				
the United States																																					
Canada																																					
England																																					
France																																					
Germany																																					
Austria																																					
Switzerland																																					
the Netherlands																																					
Spain																																					
Portugal																																					
Italy																																					

Етапи. Прийоми	Зміст роботи	
<p>Приєм 2: виконання тестового завдання: знаходження відповідних підзаголовків.</p>	<p>some 1,500 individuals were questioned. Overwhelmingly, my respondents — predominantly Westerners, from the United States, Canada, South America, England, France, Germany, Austria, Switzerland, the Netherlands, Spain, Portugal, Italy, etc — came up with remarkably similar answers, which could be grouped into these six categories:</p> <table border="1" data-bbox="1043 607 1474 707"> <tr> <td><i>Peace and Harmony. Education. Justice and Equality. Family. Respect for Human Life. Social Responsibility.</i></td> </tr> </table> <p>1. _____</p> <p>In a perfect world, all people would be guaranteed certain basic human rights, paramount among which must be the right to life. They should be able to live that life without constant fear of its loss and with certain basic dignity.</p> <p>2. _____</p> <p>On all levels — whether communal or global — people and nations should co-exist in peace and harmony with respect for each other.</p> <p>3. _____</p> <p>All people, regardless of race, sex, or social status should be treated equally and fairly in the eyes of the law.</p> <p>4. _____</p> <p>Everyone should receive a basic education that would guarantee functional literacy within society.</p> <p>5. _____</p> <p>A strong, stable family structure needs to exist to serve as the moral foundation for society and as the most important institution for socializing/educating children.</p> <p>6. _____</p> <p>On an individual, community, national and global level, people must take responsibility for the world. This should include an organized social network to address basic concerns such as disease, poverty, famine, crime, drug-related problems, as well as environmental and animal protection issues. The respondents to my survey came</p>	<i>Peace and Harmony. Education. Justice and Equality. Family. Respect for Human Life. Social Responsibility.</i>
<i>Peace and Harmony. Education. Justice and Equality. Family. Respect for Human Life. Social Responsibility.</i>		

Етапи. Прийоми	Зміст роботи	Етапи. Прийоми	Зміст роботи
<p>Післятекстовий етап Прийом: відбір з поданого списку слів і словосполучень, що відносяться до професії соціолога.</p> <p>ЕТАП 6. Мета: розвиток умінь і формування навичок аудіювання на основі пошуку необхідної інформації. Дотекстовий етап. Прийом: ознайомлення з піснею. Текстовий етап. Прийом: заповнення пропусків тексту відповідними ЛО.</p>	<p>from all walks of life, yet regardless of their backgrounds, they were in agreement. Indeed, they, and I venture to say most human beings the world over, deeply believe that a perfect world must include these universal values. (Key: 1. Respect for Human Life. 2. Peace and Harmony. 3. Justice and Equality. 4. Education. 5. Family. 6. Social Responsibility.)</p> <p>Teacher: Think sociologically. Choose the words and word-combinations from the list that deal with your profession.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>a series of surveys, conductor, respondents, human beings, similar answers, global level, to be in agreement, disease, poverty, famine, crime, drug-related problems, environmental and animal protection issues, functional literacy, a period of two years, take responsibility for, to conduct a survey</p> </div> <p>Teacher: Now we are going to get acquainted with another point of view. Everybody knows a famous group <i>Scorpions</i> and a song <i>Maybe I, maybe you</i>. Listen to it, fill in the gaps of the lyrics. Then answer the question: Which values are mentioned in this song?</p> <p style="text-align: center;">Maybe I, maybe you</p> <p>Maybe I, maybe you Can 1 _____ to the world, We're reaching out for a soul That's kind of lost in the dark.</p> <p>Maybe I maybe you Can find the key to the stars, To catch 2 _____ To save one hopeless heart.</p> <p>You look up to the sky With all those questions in mind. All you need is to hear The voice of your heart.</p> <p>In a world full of 3 _____ Someone's calling your 4 _____. Why don't we make it true? Maybe I, maybe you.</p>	<p>Післятекстовий етап. Прийом: відповіді на запитання стосовно цінностей, які подаються у пісні.</p> <p>ЕТАП 7. Навчання написання есе. Мета: вдосконалити навички та вміння написання есе. Прийом 1: читання тексту; ознайомлення зі структурою есе та особливостями кожної частини. Прийом 2: складання схеми есе.</p>	<p>Maybe I, maybe you Are just dreaming sometimes, But the world would be 5 _____ Without dreamers like you.</p> <p>Maybe I, maybe you Are just soldiers of love, Born to carry the 6 _____ Bringin' light to the dark.</p> <p>You look up to the sky With all those questions in mind. All you need is to hear The voice of your heart.</p> <p>In a world full of pain Someone's calling your name. Why don't we make it true? Maybe I, maybe you.</p> <p>(Key: 1. make a change 2. the spirit of hope 3. pain 4.name 5.cold 6. flame)</p> <p>Teacher: Each writing has its own structure.</p> <p style="text-align: center;">Essay</p> <p>Introduction should grab the reader's attention, set up the issue, and lead in to your thesis. Your intro is merely a buildup of the issue, a stage of bringing your reader into the essay's argument. Note: The title and first paragraph are probably the most important elements in your essay. In the first paragraph you either hook the reader's interest or lose it. Paragraphs: Each individual paragraph should be focused on a single idea that supports your thesis. Begin paragraphs with topic sentences, and expound your ideas in the clearest, most sensible way you can. Speak to your reader as if he or she were sitting in front of you. In other words, instead of writing the essay, try <i>talking</i> the essay.</p>

Етапи. Прийоми	Зміст роботи
<p>ЕТАП 8. <i>Прийом:</i> підсумок заняття. Слухання вказівок учителя щодо завдань для самостійної роботи.</p>	<p>http://www.aucegypt.edu/intlspecial/study_abroad.htm Conclusion: Gracefully exit your essay by making a quick wrap-up sentence, and then end on some memorable thought, perhaps a quotation, or an interesting twist of logic, or some call to action.</p> <p>Teacher: So, we have discussed and got acquainted with different opinions dealing with the notion “values”. Your task for independent work is to read some more philosophical stories: <i>The king and the flowers, Two seeds, The Moth Who Fell in Love with A Star</i>. Learn their moral lessons and then write down an essay “<i>Importance of moral values of life to make a good career</i>”.</p>

PHILOSOPHICAL STORIES

AIMED AT DEVELOPING STUDENT'S PERSONALITY BY LANGUAGE MEANS

Task. **Think sociologically.** Read the following stories and explain their meaning.

The king and the flowers

A king had a wonderful talent for growing flowers and was looking for someone to succeed him. He decided he would let the flowers decide so he gave everyone a little seed. The one who would produce the most beautiful flower from the seed would be the next king.

A girl called Serena was overwhelmed by the beauty and determined to grow the most beautiful flower. She planted it in a nice pot, took great care for it, but nothing would grow.

The next year she saw everyone gathering at the palace with pots full of beautiful flowers. She was disappointed but also went to the meeting with her empty pot. The king inspected all the flower pots and then stopped at hers. Why is your pot empty, he asked. Your highness, I did everything to make it grow, but I have failed, she answered.

No, you didn't, he replied. You see, the seeds I've given out were all roasted, so nothing could come out of them. I have no idea where all these flowers come from. But you have been honest and by being so, have deserved to be my heir. You will be our queen.

Lesson: it pays to be honest

Two seeds

Two seeds lay side by side in the fertile soil.

The first seed said, “I want to grow! I want to send my roots deep into the soil beneath me, and thrust my sprouts through the earth's crust above me ... I want to unfurl my tender buds like banners to announce the arrival of spring ... I want to feel the warmth of the sun on my face and the blessing of the morning dew on my petals!”

And so she grew...

The second seed said, “Hmmm. If I send my roots into the ground below, I don't know what I will encounter in the dark. If I push my way through the hard soil above me I may damage my delicate sprouts ... What if I let my buds open and a snail tries to eat them? And if I were to open my blossoms, a small child may pull me from the ground. No, it is much better for me to wait until it is safe.”

And so she waited...

A yard hen scratching around in the early spring ground for food found the waiting seed and promptly ate it.

Lesson: Seize the day!

The Moth Who Fell in Love with A Star

There once was a moth that fell in love with a star.

All his friends and relatives mocked him, told him he was being unrealistic, and urged him to focus his efforts on some local, possible, attainable goal: a streetlamp, a porchlight, a candle or a lantern. Even a chandelier, if he must.

But our Moth was in love with His Star, and he would not give up.

So while all his pals, his parents, his sisters and brothers and cousins and aunts, soon burned themselves out around the local, ready-made luminaries, and wound up as charred bits of ash on the sidewalks, the porches, the floors and tables of the town, our Moth enjoyed a long and happy and healthy life in endless pursuit of his limitless Star.

Lesson: to ‘reach for the stars’ - having an ambitious goal - can actually keep you safe and sane.

COOD LUCK!

Отримано 6.03.2014

