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ЗАВДАННЯ ДО РІЗНИХ ВИДІВ МОВЛЕННЕВОЇ ДІЯЛЬНОСТІ ЧЕРЕЗ ПРИЗМУ ФОРМУВАЛЬНОГО ОЦІНЮВАННЯ

Анотація. Нова українська школа – це ключова реформа Міністерства освіти, головна мета якої створити школу, в якій буде не тільки приємно навчатися, а й застосовувати набуті знання у повсякденному житті. Законопроект №9432 офіційно закріплює статус англійської мови як мови міжнародного спілкування в Україні. Відкрити кожному українцю нові можливості для професії та особистого розвитку, допомогти конкурувати на світовому ринку - головна мета програми «Future Perfect» з популяризації англійської мови в Україні.

Нові Державні стандарти переосмислюють підхід до того, чого саме та як саме ми навчаємо дітей. Різноманітні продукти та сервіси допомагають вчителю навчати англійської у зручному та доступному форматі. Але для молодого вчителя необхідно бачити цілісну картину прогресу у навчанні учнів та ті втрати, які треба надолужити.. Завдання до різних видів мовленнєвої діяльності через призму формувального оцінювання надають змогу молодому вчителю орієнтуватися як учні вміють ставити запитання, які роблять помилки, чи можуть читати з розумінням, чого вони ще не навчилися.

Ключові слова: Нова українська школа, види мовленнєвої діяльності, формувальне оцінювання, популяризація англійської мови, педагогічний досвід.

The problem in a general form./Formulation of the problem. New horizons of education in many countries of the world open up for graduates of modern schools, so mastering foreign languages becomes a priority for them in accordance with the new requirements of life. The difficulties faced by teachers during the implementation of the education of secondary school students according to the new State Standard indicates an unusual and sharp contrast of the conditions, rules, freedoms and peculiarities of children's education. Like everyone else, the teachers of the Safyanivska village community are gaining experience in using formative assessment in lessons. Teaching English has its own specifics and undercurrents. Integrated learning smoothly transitions to the use of CLIL techniques, and formative assessment applies to all types of speaking activities. Many young teachers of English are thinking about revising the assessment criteria for their schools based on the general assessment criteria approved by the Ministry of Education and Science of Ukraine The teachers' work experience of the Safyanivska village community will allow them not to get lost in their first professional steps and will be an impetus for professional growth for young teachers of foreign languages.

Research analysis. Experienced scientists of Odesa region (O.M. Levchyshina, T.V. Yurchenko, N.V.

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The aim of the article is to share the work experience and achievements of the foreign language teaching community of the Safyanivska village community of Izmail district of Odesa region (G.M. Genova (Bagatianska school), O.G. Tudoran (Utkonosivska school), V.V. Broshkova (Kyslytskyi lyceum), O. V. Rudkovska

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Presentation of the basic material. Many teachers of the English language, starting to work under the new

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English lessons. Formative assessment has a number of advantages for both students and English teachers. With the help of formative assessment, the teacher assesses whether the students act successfully during learning, determines how it is necessary to build the learning process and adjust or correct this process in the future. This

Having combined the work experience of English language teachers of general secondary education institutions and lyceums of the Safyanivska village community of Izmail district of Odesa region, for the purpose of methodological and advisory assistance, the teaching community developed tasks for various types of speaking

The tasks presented include formative assessment tools that can be used to check the quality of students' assimilation of the material, to identify progress in learning or, conversely, to identify educational losses. These tasks can be used individually or in quizzes, games, group work, projects, as a supplement to a presentation, appear as questions, selectively in tests, etc.

Development of lexical material

1. Write out the words according to the topic....
2. Recall synonyms/antonyms for the given lexical units.
3. Remember what proverbs, songs, poems you know, in the content of which are the following words...
4. Combine the words that mean out of given lexical units.
5. Read the text, inserting learned lexical units instead of gaps.
6. Read the letter/write a letter, inserting vocabulary items instead of pictures.
7. Solve crossword puzzles.
8. Write as many words as possible on the appropriate topic.
9. Write the indicated time in words (for example, 11 hours 15 minutes), write your date of birth, your first and last name.
10. Each word is given 3-4 meanings, choose the main/familiar ones.
11. Eliminate words that do not fit the relevant topic.
12. Match the nouns (column I) with adjectives (column II).
13. Make phrases out of the given words.
14. Complete the second sentence, taking into account the content of the first, using lexical items that you already know or by topic....
15. Look at the picture and remember all the lexical items by topic. Write them in a notebook/on the board.
16. Identify the words located in two columns that can be correlated with verbs.
17. Name the initial form of the given verbs.
18. Listen to the text and name the new words you heard.
19. Read the text, underline the new words and name them.
20. Complete the sentences with phrases or words given in brackets.
21. Look at the picture and say what actions the character performs, using lexical units according to the topic. How does he perform them?
22. Tell about..., using lexical units according to the topic.



Picture 1. The CLIL methodology

Use of English

Choose the given units from the ones given, which determine the final processing for the in the plural of the given / appropriate tense, make a sentence.

2. Write the plural nouns.
3. Choose the correct tense of the verb for the persons.
4. Rewrite the given verb forms and indicate their grammatical tense.
5. Use the appropriate verb in all the grammatical tenses you know.
6. Write the verbs from the text and indicate their grammatical tense.
7. Form other parts of speech: transform a verb – into a noun (for example, to sell - seller); a noun into an adjective (for example, greed - greedy).

what can be put in a suitcase (words with pictures/without pictures according to the theme).

8. Translate the given adjectives or adverbs. Form the comparative and superlative degrees of adjectives. Translate the given proverbs using degrees of comparison.

9. Write different types of interrogative sentences (general, alternative, separate, special).

10. Turn direct speech into indirect speech (*picture 2*).

11. Write the given sentences in the negative form, using all the negatives/negative particles you know.

12. Make as many affirmative, interrogative and negative sentences as possible according to the picture.



Picture 2. Indirect speech is funny and amazing.

Tasks on the listening development

1. Listen to the text, then listen to the question, picking up the cue card if the question is related to the text you listened to. Next, from the proposed sentences, choose those (by lifting the signal card) that are the answers to the questions.

2. Listen to the text, from the given sentences choose those that match your attitude to what you heard, reflect key events, the main idea, facts, etc.

3. Listen to the text twice: when listening again, pick up a green card if you agree with what you heard and a red card if you disagree (or provide a written response).

4. Listen to the text, then, while listening to the sentences for the second time, with the help of signal cards, highlight those that reveal (explain, comment on) the main facts, events, concessions.

5. Listen to the text, then listen to the sentences, each of them is accompanied by several options for listening; using signal cards, determine the version of the translation of the sentence that corresponds to the content of the text.

6. Choose from the given sentences those that give a positive / negative characteristic of the author to the acting characters, events, facts (*picture 3*).

7. Listen to the text twice. During the second listening, pick up the cue cards if sentences appear that were not there when you first listened to the text.

8. Listen to two short texts, pick up a green card if they match in context, and a red card if they don't.

9. Underline on your card the sentences that paraphrase the meaning of the text you listened to.

10. Compare the listened text with the text written on the card, pick up the green card if their content matches, and the red one if not.

11. Look at the picture and say what is depicted differently than it was in the listened text.

12. Read a number of given sentences and say which of them correspond to the content of what you heard.



Picture 3. Group work

13. Choose from the given sentences those in which there is a thought, an idea hidden in the subtext.

14. From the given sentences, choose the ones that explain the title of the text or the reason why the text has that title.

15. Choose the names of the actors or main characters of the listened text from the given names.

16. Listen to the sentences, tell which hero of the text they refer to.

17. Listen to the story, select those sentences from given ones that can serve as a continuation of the story.

Monologic activity. Tasks on the oral speech development

1. At the elementary level. Describe, for example, your class, relying on incomplete sentences.

2. Make a message about your friend, based on the plan in the form of theses: Family. Home. Delight.

3. Discretion. Prove that your village is beautiful and has unique attractions.

4. Describe ..., based on the question.

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7. Compose a story according to the beginning and end.
8. Describe, for example, your school. Start with a general description, then describe individual objects.
- M 9. Give advice to a foreigner who approached you on the street, which historical sights can be seen in the city of Odessa.
- k 10. Respond by agreeing or refusing to go to the cinema, to the stadium, to the park, to the library, etc. Argue.
- e 11. Act as a teacher who introduces the class to a new student - a foreigner who will temporarily live and study in our village/city.
- a 12. Guests from another city came to you unexpectedly. Tell us who they are, how long they have come to you, how you feel about their appearance in your family (picture 4).
- e 13. Your classmates praised the book you read, but you didn't like it. Explain why.
- s 14. Ask to buy you something (request).
- s 15. Tell a foreigner how rich and glorious your country is.
- a 16. Tell if your friend is similar to you, in what ways, and if not, how is he different from you.
- e 17. Share your impressions of what you saw, heard, read.



Picture 4. Project work (monologue).

Dialogical activity. Tasks on the dialogical speech development

- t 1. Imagine that you met a friend after the holidays. Ask him about how he spent the summer. What questions will you ask him?
- w 2. Your friend has returned from a trip. Ask where he was, how long his journey was, what he saw. Start like this ... End like this
- a 3. You met your friend after the holidays. Tell him where you spent the summer, and then ask your friend where he spent the summer, what he saw that was interesting.
4. Ask your interlocutor as many questions as possible about his family (ask him about...), express your admiration for the wonderful weather today (the movie you just watched) and ask for his interlocutor's opinion.
5. What would you ask or talk about when meeting your friend after school?
6. Express your opinion about... motivate your friend to share his opinion about.... (picture 5)
7. Ask your friend something and say that you are also interested in the corresponding question.
8. Ask your interlocutor to do something/help you with something.
9. Listen to the given statement and express your agreement/disagreement, surprise, doubt, admiration, indignation about the statement / situation.
10. Answer the question and ask a counter question.



Picture 5. Dialogue

Working with the text. Organization of independent/ individual work

- t h 1. Write the words from the text that express the mental mood (grief, joy, anger) of the hero, the main feature of his character, material support. These words are necessary to discuss the hero.
2. Determine which part of the text can be titled using such a word (phrase, sentence).
- q 3. Determine which of the episodes in the text can be summed up with the appropriate sentence?
- u 4. Determine in which of the given values.... is the appropriate word used in the text?
- e 5. Determine which of the actors would be able to make the appropriate statement in a conversation with another character. They are needed to reproduce the conversation of the characters.
- t 6. Divide the text into several logical parts and give them headings. Appropriate words should be used in the headings.
- o 7. Determine which of the characters utters the following words...
- n 8. Remember which words you know can be used to describe the hero's behaviour.
- s 9. Tell how the following words describe the main character...

10. Shorten the text (almost in half) keeping, where possible, relevant words. This will be needed when transferring the text.
11. Find words in the text that occur several times. Think about why they repeat themselves?
12. The corresponding word is used twice in the text. Write a sentence in which water is used in a stable phrase.
13. Highlight keywords from the first/last paragraph.
14. Ask questions about the text and include in your questions, where possible, the following words....
15. Make questions about the text in such a way that your friend can use the following words/expressions when answering these questions.
16. Make an outline of the text, where possible, use the following words in the outline...
17. Say what new information/facts you have learned for yourself from the text (share your impressions).
18. Share whose actions in the text you read cause you to respect/disapprove/sadness/tumultuous feelings and why.
19. Consider and predict what the ending of the story/text could be.
20. Express your attitude to the actions, facts, events of the text.
21. Say whether the main character of the text acted correctly, justify your point of view.
22. Say what is the main idea of the story/text (express your attitude).
23. Provide examples of proverbs that reflect the main idea of the text.
24. Do you know additional information about the author of the book, the era in which he lived, about the hero of the book or story?
25. What genre does the text belong to? (biography, autobiography, introduction to a work, an article of a popular science nature or science fiction, an article from a newspaper about culture, economics, a critical article, a work of art, etc.)
26. What is the main theme of the story/work? Does the title correspond to the main theme of the work?
27. What is the purpose of the author: to simply present the events, analyze the events/actions, convince the reader of something, provide his critical attitude and critical position, condemn the hero/events/actions, get interested in the events/facts/actions?
28. What is the style of the text: artistic, satirical, scientific, documentary, political, ironic?
29. Choose the underlined words from the text and choose those that can be the main ones for making a summary or abstract. If you wish, you can add words/phrases you know.
30. Define the main idea of the work in your own words.
31. Make a chronological table of the life of the hero or events without explaining them.
32. Define the main credo of the hero's life.
33. Finish the text in your own words, explain your choice of ending.

Conclusions. Completing the given tasks, students receive language and speech motivation for communication. This makes it possible to draw students into the sphere of productive speech and demonstrates the formation of communicative competence, forms the ability to transfer linguistic phenomena to speech situations. These tasks implement the internal principle of activity, assuming the constant readiness of students to start unplanned communication. This readiness should be related to both internal language and thinking in English. All tasks, which are mandatory for everyone, at the same time, completely exclude the standardization of language activity, bringing the interlocutors as close as possible to the process of real communication, ensuring the novelty of messages and expressions.

Tasks have different degrees of complexity, therefore, a differentiated approach to their implementation is assumed. It is recommended to correct mistakes only after completing the tasks.

Prospects for further exploration. The given materials will be useful to young teachers of foreign languages from other communities as advisory boards in preparing for thematic lessons and self-assessment of the goals of individual lessons, the achievement of long-term/short-term goals in foreign language learning. In addition, tasks that involve formative assessment will help young teachers keep pupils on track to acquire language and use speaking skills within the curriculum for any grade level.

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