**Урок английского языка по теме «Конфликты и их способы и разрешения».**

**УМК «Английский в фокусе. Spotlight 8» В. Эванс, Дж. Дули, О. Подоляко, Ю. Ваулина**

**Тип урока** – открытый обобщающий урок, в ходе которого происходит применения знаний и умений.

***Педагогические технологии*** – обучение в сотрудничестве, личностно-ориентированный подход в условиях классно-урочной системы.

***Формы работы –*** фронтальная, индивидуальная и групповая

***Цель урока*** – развитие коммуникативной компетенции учащихся, совершенствование навыков и умений устной речи, аудирования и чтения.

***Задачи урока:***

*1.Обучающие* – обучение ведению дискуссии по теме , совершенствование устной монологической диалогической речи.

Применение в течи ЛЕ по изученной теме, расширение словарного запаса при обсуждении темы.

*2.Воспитательные* - воспитание положительных качеств характера: терпимости и уважения при общении с людьми.

*3. Развивающие* – развивать навыки общения, умения логически мыслить, сравнивать, обобщать, делать выводы и заключения.

**Ход урока**

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| **Тема** | Конфликты | | | |
| **Цель и задачи** | ***Цель:*** ***развитие умений обсуждать проблемы литературного произведения с переносом на личный опыт; воспитание толерантности, умения выстраивать поведение в ситуации конфликта***  ***Задачи:***   * развитие коммуникативных умений учащихся: умение слушать и слышать собеседника; * развитие навыков публичного выступления, уверенности в себе; * развитие логического и критического мышления; * использование результатов проектной деятельности на уроке; * воспитание терпимости к различным взглядам, чувства уважения к собеседнику; * создание устойчивой мотивации к учению. | | | |
| **Планируемый результат** | **Предметные умения** | | **УУД** | |
| 1. уметь выражать свои чувства в ситуации разрешения конфликта   составлять монологическое  высказывание (сообщение в связи с прочитанным текстом) | | Личностные: формировать положительное отношение к процессу познания, развивать навыки сотрудничества в разных ситуациях;  Коммуникативные: слушать аудиозапись, учителя и друг друга для восприятия и воспроизведения необходимой информации, адекватного участия в диалоге по заданной ситуации;  Познавательные: Уметь осознанно строить речевое высказывание по образцу, формулировать ответы на вопросы учителя и одноклассников, формулировать вопросы.  Регулятивные: планировать свои действия в соответствии с поставленной задачей, осуществление регулятивных действий самонаблюдения, самоконтроля, самооценки в процессе коммуникативной деятельности на иностранном языке. | |
|  | ***Деятельность учителя*** | ***Деятельность ученика*** | | ***Оборудова***  ***ние*** |
| **Организационный момент** | – Good-afternoon, dear friends! I’m glad to see you, dear students and guests. Today we have gathered together to speak about conflicts: their different types, about conflicts, which are the most important for young people. We shall discuss the ways of how to resolve conflicts, and of course – how to avoid or prevent them. You’ll share opinions about your own experience and your thoughts on this topic. Let’s begin. | |  |  |
|  | How are you today? | | Fine, thanks. Yes, we are. |  |
| **Вводная часть** | But unfortunately, we can`t always be happy, because our life is changeable. It consists of happiness and sadness, good luck and bad luck, love and hate, friendship and conflict. What are these words? | | They are opposites. |  |
|  | Yes, you are right. These words are opposites or we can say that these words have got the contrasting meaning. And contrast can cause conflicts. Questions for discussing are on the screen. Let’s read them first   * How often do you have conflicts? * What are the most common causes of conflicts? * Whom do you often have conflicts with? * How do you resolve conflicts? * Is it possible to avoid conflicts?   – Is a peaceful resolution important? Explain why? | | Рассказы учащихся о себе.  (предполагаемые ответы): Yes, I do. I conflict with my friend, because I want one thing and she wants to do another one. | Projector |
|  | We may say that your interest and your friend`s interest aren`t the same, they are different. They are contrasting. What do you think we are going to discuss? Who can tell me what is the theme of our lesson? | | (предполагаемый ответ): The theme of our lesson is cоnflicts. |  |
|  | Yes, you are right, you are well done. Now let`s imagine we have got a conflict situation . What must we do? I think it`s very important to know the rules of behaving in such situation? What are we going to find out? Who can tell me what is the aim (цель) of our lesson? | | (предполагаемый ответ): The aim of our lesson is to find the ways of how to deal with conflicts. |  |
|  | Yes, you are right, let`s continue the lesson. Of course we aren`t going to conflict today but we are going to talk about conflicts. At first let`s find out the base of any conflict. It`s a clash of interests. When one person wants to do something that another one doesn`t want. This clash may be shown in arguments. Now let`s open the Student book on page 22 and look at the poem which is called Argument. Now let`s listen to it. What do you think what is the basis of this poem? | | (предполагаемые ответы): Contrasts are the basis of this poem. | Computer (listening ex.1, p.22) |
|  | Contrasts cause arguments and arguments cause conflicts.  Conflicts are different, because we are different. What can people be different in? | | (Предполагаемые ответы):People can be different in appearance/opinions/knowledge/languages/culture/behaviour/manners. |  |
| **Основная**  **часть** | So arguments causes conflicts. Now let’s discuss the types of conflicts. There four of them:  1. inner (внутренний) conflict, when person has different desires (желания) and can’t decide what to chose.  2. person versus (против) person  3. person versus a group  4. conflict among different groups | | Записывают типы конфликтов с экрана | Projector |
|  | To illustrate these types we’ve prepared several video extracts. Let’s see and match them to the types of conflicts.  It’s very important not only to differ types of conflicts but also to cope with them. There some ways: avoiding, competition, compromise, cooperation and so on.  Which way to your mind is the most affective and why? | | (просмотр видео отрезков, соотнесение их с типами конфликта) | Computer,  projector |
|  | On page 23 there’s a text which gives you some pieces of advice how to deal with conflict. Let’s read it | | Read the text (p. 23 ex. 3) | Student`s book |
|  | Well, thank you. Now tell me, please, what rules we should follow to deal with conflict? | | Before you start discussing the problem, cool off, count to 10, take a deep breath and imagine a relaxing place. Then say what’s really bothering you. The main rule is sharing how you feel. |  |
|  | You’re absolutely right. And to train this skill let’s try to change the following “you” statements into “I feel” statements. Use the adjectives bad, upset, annoyed, sad.  Look at the screen and read the sentences.  1. You never want to hang out (проживать) with me any more!  (I feel bad because we don’t hang out any more)  2. You’re late again! You’re so unreliable!  (I feel upset that you’re late again. I don’t feel I can rely on you)  3. You’re always telling lies!  (I don’t feel I can believe what you say any more, as there have been so many lies. It makes me feel sad)  4. You never listen to me!  (I feel annoyed that you never listen to me. I wish you would do it). | | Read aloud the sentences | Projector |
|  | I`d like you to divide into 2 groups and let’s create a special flower, which is called «Life without conflicts». Each group has got some leaves. Please, write a piece of advice on each leaf and hang on the board. At the end of the lesson I want to ask you some questions about our lesson. Was our lesson useful to you and what have you learned from this lesson | | (предполагаемые ответы):We have known the types of conflicts and the rules of behaving in conflict situations. |  |
|  | Fill in the table, using the following words and word combinations. Give advice on what people should do if they have a conflict and write down 4 sentences.  To avoid conflicts we should …  To resolve conflicts we should …  To avoid conflicts we should not …  To resolve conflicts we should not…   1. ask for advice from someone who is older than you 2. listen attentively to other people 3. punish unfairly 4. be optimistic 5. be confident and relaxed 6. think about conflict 7. criticize differences 8. use words like “never” and “always” 9. ignore someone’s opinion 10. keep a sense of humour 11. speak calmly 12. bully people 13. tell people what makes you unhappy 14. avoid criticizing differences | | Учащиеся записывают по два предложения с *should*  и *should not* | Projector |
| **Завершение урока** | Now I`d like you to appreciate yourself and your activity during the lesson  I have prepared the cards with the ladder, please draw yourself on the top, if you like our lesson and if you are satisfied with your activity. If you don`t like at all, draw yourself on the bottom of the ladder. If you are satisfied with your activity, but some tasks were difficult for you, draw yourself on the second step. | | ( обучающиеся оценивают себя) | The cards |
|  | And your homework is to describe the conflict situation and the way of resolving. Your marks are excellent. The lesson is over, good-bye | | good-bye |  |