

ISSN 2411-7609

<http://ucom.ru/doc/na.2017.01.02.pdf>

DOI: 10.17117/na.2017.01.02

Научный альманах

2017 · N 1-2(27)

Science Almanac



ISSN 2411-7609

9 772411 760903



<http://ucom.ru/na>



Новикова Е.Ю. Электронное образовательное пространство по гуманитарным наукам.....	161
Нуждина М.В. Бологовский процесс и качество образования.....	165
Першина С.В. Развитие музыкально-ритмических движений в детском саду.....	169
Петров Л.Н. Формирование организаторских умений у курсантов.....	174
Подколзина Л.А. Обучение школьников созданию баз данных на примере информационной системы факультативных занятий.....	178
Полкова Е.С. Формирование базы потенциального словаря у студентов неязыковых вузов.....	181
Проклево В.В., Воробьев С.Н., Нила А.А., Романов К.И., Плетнев Е.А. К вопросу профессионально-прикладной физической подготовки военнослужащих и сотрудников войск Росгвардии.....	185
Пустовит С.О. Цифровые образовательные ресурсы в повышении качества формирования умений учащихся пользоваться химическим языком.....	191
Рафиска Б. Полезные игры для преподавателей английского языка.....	196
Самитова Е.Д., Косарев Д.О. Влияние климатических факторов на физическую подготовленность детей 13-14 лет, занимающихся легкой атлетикой.....	199
Светозаров В.А., Светозарова Е.А. Межпредметные связи и интегрированные занятия в творческих объединениях технической направленности.....	203
Смирнова Ю.А., Пахолова Е.И. Индивидуальный подход в образовании в трудах отечественных педагогов.....	207
Сорокина Л.В. Формирование культуры экологической безопасности у студентов технических вузов.....	210
Сунугашева А.М. Воспитание патриотизма на уроках математики.....	215
Файзуллаева Д. Конвергенция стимистических приемов.....	218
Файзуллаева Д. Лингвистический аспект рекламы в английском языке.....	222
Чернышева И.Л. Формирование общих компетенций при изучении дисциплины «Математика».....	225
Черняк Е.Ф. Режиссура благотворительных акций.....	229
Чибикова И.Г. Совершенствование организационно-методических основ профессионального обучения кондитеров в учреждении СПО.....	232
Шатрова И.В. Иггитер-технологии в обучении.....	237

can be played with nationalities, countries, household objects, anything and it's a gas, especially for adult students!

Animals for a Day
Level: Medium to Difficult
Activity A

Show the students a photocopied list of many different animals (mammals, amphibians ...), and ask them to choose, individually and without speaking, an animal they would like to be for a day. Give them a minute. Then (something they won't be expecting), get them to write a few sentences, once again working alone, about their day, or their thoughts-as the animal they have chosen. Give them a few minutes.

Needless to say, you will be surprised by the imagination of your students, many of whom, I believe, love to indulge in moments of escapism-something us teachers know all about!

For example, I had a group of five female students, three of whom chose to be dolphins, one an eagle, and the last a bear.

What I got from one girl:

"I am a bear and I live with my friends in a mountain. I am happy, but when I see a hunter I attack him, but when I see a tourist I shout at him".

A second:

"I am a dolphin, but I am sad because they have put me into a pool, where I cannot move like before ..."

Activity B

Now, what you can do is get the students to read/tell their story, adding in extra bits as they go along.

Activity C

Now, you can ask them why they chose this animal, and then go on to pick up on what they said, expanding it into a session of exchanges between the students, involving yourself if you feel like it.

Activity D

Get a blank page and draw a circle in the centre. Then, place the words "animal in captivity" inside the circle. Give each student a copy of the page and tell them to do an INDIVIDUAL brainstorming exercise on the words in the circle. That is, get them to draw lines from the circle, each line leading up to a word or image suggested by the animal's situation. Give them all a few minutes to do this. This, we can call a word-map, or even a mind-map. Next, get each student to read out the ideas that came spontaneously into their heads as they thought. You can all marvel at the number of differences or similarities that arise, and go on to discuss the matter of captive animals. Don't forget to question students on why they put in such and such a thing. Watch out for strange concepts!

Put all the pages together so that the students can somehow see the work carried out by the rest.

Perhaps now, as a group, they could all focus on the main aspects of animals in captivity.

You could then move on to debate issues like endangered species, whale hunting ...

DOI: 10.17117/na.2017.01.02.196
Поступила (Received): 16.01.2017

http://ucom.ru/doc/na.2017.01.02.196.pdf

Рафиева Б.Р.
Полезные игры для преподавателей английского языка

Rafiyeva B.R.
Useful games for English teachers

Статья рассматривает разные полезные игры для преподавателей английского языка для уроков иностранных языков.
Ключевые слова: игры, преподаватели иностранных языков, веселые игры, эрфективный, рассказывать историю

This article is about the games which is useful in teaching EFL for English teachers

Key words: games, efl teacher, improve, funny, news, effective ways, telling the story, creative

Рафиева Б.Р.

Самаркандский сельскохозяйственный институт
г. Самарканд, ул. Мирзо Улугбек 77

Rafiyeva B.R.

Samarkand agricultural Institute
Samarkand, st. Mirzo Ulugbek 77

Teaching English as a foreign language involves teaching adults and children whose first language is not English and this work is not easy for teachers but there are some ways of teaching for English teachers. Nowadays teaching with games, teaching with theater games is not news for English teachers. There isn't an EFL teacher I know who doesn't use this game in the classroom. Why use games in lessons? Many teachers use games to improve the new themes for their students. Board Race is a fun game that is used for revising vocabulary, whether it be words from the lesson you've just taught or words from a lesson you taught last week. It can also be used at the start of the class to get students active. It is a great way of testing what your students already know about the subject you're about to teach. Here is some games which I like to use and want to share with you to your English teaching. These games are very useful and will make your lessons funny and interesting for your students.

Who Am I?

Level: Any Level

You can use this with any subject. Write the names of famous people (mixed nationalities) on small pieces of paper. Tape a name on the forehead of each student. The individual student should not see his or her paper, but the others should. Then, like with 20 questions, only yes or no questions should be asked. Perhaps start with yourself and ask "Am I am man?" If the answer is yes, I can ask again, but if the answer is no, it's the next person's turn. Play until everyone has guessed who he or she is! This

Activity E

(B) TIGERS KILL TOURISTS (B)

Get the students to debate, or role play, the following incident: Two German pensioners alighted from their car in a Spanish nature park in order to get a better picture (christ!) of the tigers, who were relaxing in the shade of a tree at the time. They were, bluntly, torn apart. There were signs up in many languages warning people to stay in their cars ...

Should the animals be put down? Should they be in nature reserves in the first place? Etc

Activity F

Here, you could mention the pros and cons of having a domestic animal-a pet-at home.

Adding to the Story: OHPs in the Classroom

Level: Any Level

Aim: To give students further practice in expanding paragraphs.

Materials Needed: OHP transparencies/pens/ OHP machine

Stage One: Photocopy a background scene on to a transparency. Next, put it up on the wall next to the white board. Ask students to write down ideas about the place. Ask the students to predict what is going to happen today in the town, mountain-side, etc....

(Before the class, photocopy onto an OHP different people or animals that can be cut out and dropped into the scenery or the background)

Next, say "perhaps" to their suggestions and then begin to add a transparency character to the scene. Elicit from the students information and questions about the person. Keep adding characters and letting students discuss possibilities and changes for the story.

After that, in groups ask students to write a story about the scene. Ask them to describe the environment and atmosphere in the first paragraph and to start to tell the story thereafter.

When the students complete their stories, pass the papers around for other groups to read and peer edit before asking the original group to tell their story about the illustration. The games above always very interesting for teachers who likes their profession and the experts of teaching language say if you want to teach foreign language you should be active and creative person, who can find out new way of teaching.

