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Использование диагностики определения уровня обученности по П.И. Третьякову на уроках английского языка

Статья посвящена использованию диагностики определения уровня обученности на уроках английского языка. Обобщается практический опыт применения данной диагностики при работе с иноязычным текстом. Статья будет интересна учителям иностранного языка, использующим в работе дифференцированный подход к оценке знаний учащихся.

Педагогическая диагностика – это совокупность приемов контроля и оценки, направленных на решение задач оптимизации учебного процесса, дифференциации учащихся, а также совершенствования учебных программ и методов педагогического воздействия.[2]

На уроках английского языка я использую диагностику определения уровня обученности (по П.И. Третьякову).

Цель – выявить владение умениями выполнять самостоятельную работу разного уровня сложности, спроектировать программу коррекции познавательной деятельности каждого ученика.[1]

Обученность – это реально усвоенные знания, умения и навыки. В педагогике выделяются пять уровней обученности: 1) различение, 2) запоминание, 3) понимание, 4) умения (репродуктивные), 5) перенос (творческие умения).

Первый уровень обученности – различение – характеризуется тем, что ученик может отличить один объект (предмет) от другого по наиболее существенным признакам.

Второй уровень обученности – запоминание – характеризуется тем, что ученик может пересказать содержание текста, правила, положения, теоретические утверждения.

Третий уровень обученности – понимание. Ученик может устанавливать причинно-следственные связи явлений, событий фактов; свободно вывести причину и следствие.

Четвёртый уровень обученности – уровень умений (репродуктивных). Он характеризуется тем, что ученик владеет закреплёнными способами применений знаний на практике.

Пятый уровень обученности – перенос – это уровень творческих умений, когда учащиеся могут использовать знания, умения в нестандартных учебных ситуациях [1].

Тест для определения обученности

1. Сравни, выбери, сопоставь, найди лишнее…	I уровень - различение
2. Воспроизведи, нарисуй, напиши, перескажи товарищу…	II уровень - воспроизведение
3. Отчего, почему, зачем, в связи с чем, установи причинно-следственные связи, что может быть общего, выдели единичное, обобщи…	III уровень - понимание
4. Выполни по образцу, по правилу, по формуле, перескажи, сопоставляя что-то с чем-то, какие-то свойства…	IV – уровень умений (репродуктивных)
5. Сочини, придумай, спроектируй, смоделируй, докажи, разыграй, выведи…	V уровень – перенос (творческие умения)

Ключ. Учитель знакомит учеников с вариантами работы и критериями оценки.

Выполнено	Оценка
Уровни - 1, 2	«3»
Уровни - 2, 3, 4	«4»
Уровни - 4, 5	«5»

Ученик выбирает для себя вариант выполнения работы.

Приведу пример текста из УМК «English» В.П.Кузовлева (8 класс):

Here is an extract from Antoinette Moses' story in which she describes Barbara's stay in England.

1. "My turn," said James. "Next game: you've got a time capsule and you want to put one thing in it which represents England. What do you choose?"
"A Number Seven Manchester United shirt," said Ben. Number Seven was the shirt worn by David Beckham, who was Ben's personal hero.
"That just represents England now," argued Barbara. "How about a cup of tea?" she suggested.
"No," said James. "No one drinks tea any more. Everyone drinks cappuccino."

2. Barbara looked at her friends. There she was in London with a group of Londoners, playing games. She was the first person in her village to go to England and her parents were very proud of the scholarship she had won which enabled[1] her to study at the University of Westminster in London. Her college was right in the middle of London.

3. Before she arrived, Barbara had thought that she knew everything about England. She had watched every film about England from her local video store. She'd watched the film *Notting Hill* seven times; she couldn't wait to meet Hugh Grant or some other Englishman who looked just like him. She'd also seen *The Full Monty*, which showed that there were villages in England, a bit like those at home. But *The Full Monty*, however, was set in Sheffield and her English teacher had told her that Sheffield was in the North of England. There was a north-south divide, he told her. Barbara wondered what the north-south divide looked like. Perhaps it was a bit like the Grand Canyon in America, but smaller.

[1] to enable — давать возможность

4. It had been a shock arriving in Notting Hill and finding that apart from[1] the Russells, the family she was staying with, most of the other people in the street were black. Notting Hill, she soon discovered, was a centre of Afro-Caribbean culture. When she first arrived she realised that despite[2] her good marks in English at school, she didn't understand a word anyone said. The Russells were very nice and introduced her to some of the neighbours, who were English with West Indian parents. Barbara discovered, that in fact they spoke more clearly than lots of the white people she met and they were very friendly.

5. One day Barbara met Ben and his friends who met up most evenings to go for something to eat or to see a film.
"The English are strange," said Ben one afternoon.
"Yes," agreed Barbara. Later that night, back in her room, she took out a pad of paper.
"Strange things about the English: Number 1," she wrote.
"There are some things that are bad, which you may talk about, and some things, which are good, that you may not talk about."
She had discovered that you mustn't talk about how much money a person earned, but you may talk about how much money a person spent. In fact, the English students talked about money all the time. You may, also, talk about falling in love but not about getting ill or dying. In fact, considered Barbara, students in England generally didn't want to talk about anything serious.
Barbara had told her friends about her list and soon they were all making suggestions.
"Whenever the English come back from abroad they always say what a lovely time they've had and how friendly everyone was. That's because they don't expect[3] people to be friendly, because they aren't friendly to outsiders," said James.
"No," said Barbara, "everyone's been really nice to me since I got here."

[1] **apart from** — не считая
[2] **despite** — несмотря на
[3] **to expect** — ожидать, предполагать

При работе с данным текстом я распределила задания по уровням сложности следующим образом:

1 уровень.

Find out which part of the story describes the following (reading for the main idea)

(соотнесение с абзацами текста)

Why Barbara came to England

What surprised Barbara in Notting Hill

Barbara's friends' imagesof England

Barbara's discoveries about the English

What Barbara knew about Britain.

2 уровень (соотнесение понятий с их описанием).

Manchester United	a very large valley cut by a river in the US state of Arisona
scholarship	a British film actor who is known for being attractive and who usually appears as a typical upperclass Englishman
Hugh Grant	the difference between southern England and northern England and Scotland
Sheffield	a very successful and popular English football team from Manchester
the north-south divide	a sum of money or other prize given to a student by an official body to pay for a course of study
the Grand Canyon	a city in the north of England, famous for making tools, steel and knives, forks and spoons

3 уровень (определение верных или неверных утверждений, доказывая по тексту).

Which statements are true? Which statements are false? Correct the false statements. Prove it from the text. (reading for detail)

1) James was going to put D. Beckham's shirt in a time capsule.

2) Barbara was a student at the University of Westminster.

3) Nobody from Barbara's village had ever been to England.

4) Notting Hill citizens were Afro – Caribbean or West Indian.

5) It was easy for Barbara to understand the spoken language of the English people.

6) Barbara wrote notes about her English culture discoveries.

4 уровень (дополнить предложения, используя глагол в скобках в нужной форме).

What had Barbara done before she went to England? What did she do in England? Complete the sentences. Use the verbs in brackets in the correct verb forms. Use the story to back up your opinion.

Before Barbara came to England, While in England,	she Barbara	(watch) many films about England. (learn) about the north-south divide. (win) the scholarship. (discover) that the population of Notting Hill was mostly black. (make) friends with local teenagers. (learn) many things about the English people.

5 уровень (представь, что Барбара написала письмо родителям. Закончи письмо. 50 – 80 слов).

Imagine Barbara wrote to her parents back home. What do you think she wrote about? Finish up her letter.

Dear all,

Here I am in Notting Hill.

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Список литературы

1. www. nsportal.ru

2.Ингенкамп К. Педагогическая диагностика: пер. с нем. – М., Педагогика, 1991