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**СУЛТАНОВА Меруерт Сейтовна,**

**С.Әбдіжаппаров атындағы жалпы білім беретін мектеп-интернатының ағылшын тілі пәні мұғалімі.**

**Түркістан облысы, Бәйдібек ауданы**

**PROJECT ACTIVITY IN THE WORK OF A TEACHER IN A COMPREHENSIVE BOARDING SCHOOL**

**NAMED AFTER S.ABDIZHAPPAROV**

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| **Project theme** | “СахнаTime” |
| **Project annotation** | Scene brings joy, fun and unforgettable impressions to each learner. Develops children’s aesthetic taste and imagination. Stage productions play a special role in teaching children to develop speech in English, developing their interest in language and artistic views. By playing characters, children demonstrate their actions and behavior, develop their language through play, learn English words and improve their memory skills. That is why stage plays can make a great contribution to learning English.  The project is created for a year. |
| **Relevance of the project theme** | A fairy tale is the first and most important step for a learner to understand the world around him. Thus, this theme is relevant. The artistic images and language used in the world of fairy tales are simple and understandable even to a small child. Fairy tales promote the development of emotions, moral development and the development of speaking English fluently. In a fairy tale they will find everything that is most important and necessary for them in later life. |
| **The purpose of the project** | To develop learners’ vocabulary, linguistic richness and pronunciation skills while maintaining values through stage performance.  Increasing the level of motivation of learners to learn English in the process of its production, to instill in learners an interest in dramatizing folk tales in English. |
| **Objectives of the project** | 1. Adaptation of learners’ speech to English through stage performances; 2. Improving learners’ vocabulary, improving the sounds culture of the language, intonation structure, dialogical speech through written work; 3. Through articulation exercises-learn to clearly pronounce sounds; 4. Teach characters to speak correctly by comparing their actions and voices; 5. Learn to understand the flow and content of the work, understand and play roles, while getting used to speaking in communication; 6. Select and prepare the types of scenes necessary for performances; 7. Preparation of the necessary visual parts and equipment for performances (curtains, attributes, costumes, etc); 8. Summarize and dramatize a fairy tales. |
| **Theory** | If   * Preparation for the drag of a fairy tale in English allowed children to learned to communicated with both, adults and peers; * Developed oral speech in English; * Revealed creative abilities from learners; |
| **Teacher’s name** | Sultanova Meruert Seitovna |
| **Group of learners** | 6th grade |
| **The main directions of the project** | * Identification and formulation of the problem; * Collection of material; * Analysis of the obtained data; * Receipt of the project product; * Presentation of the project |
| **Forms of activities** | Control at this stage is carried out in the form of a game (competitions, performances, vocabulary games, solving crosswords and puzzles), through the implementation of creative tasks, their presentation and subsequent reflection. The methods for determining the effectiveness of the program are: diagnostics carried out at the end of the 2nd and 4th terms in the form of natural pedagogical observation and presentation of the project.  Summing up the results of the project is carried out in the form of school-wide events, open events for learners and teachers. |
| **Project stages** | 1st stage – organization (October):   * At this stage, the teacher plans the project, selects the necessary methods and techniques, forms groups, explains to learners the specifics of the groups’ work on the creative project “СахнаTime”. Talks about the need to distribute responsibilities in groups (plot planning, characterization, illustration). Introduces the requirements for a fairy tale and the features of the composition. |
| 2nd stage – adaptation (November- January):   * Reading a fairy tale and achieving an in-depth understanding of words and phrases; * Work on the text; * Working with characters in scenes; * Design work; * Performance screening and evaluation. |
| 3rd stage – stage of professional development learners (February - April):   * Reading a fairy tale and completing assignments based on the content; * Working on a fairy tale script; * Reading the script multiple times, working on images; * Work on a fairy tale based on scenes; * Fairy tale rehearsal; * Perform on stage. |
| 4th stage – final evaluation period (May):   * Made friends, unite; * Looked at fairy-tale objects together; * Got to know new words; * Made costumes; * Reincarnated into fairy-tale characters; * Learned a lot of new and interesting things, and also discovered their hidden talents in everyone; * Learned to work in a team; * Learned more about fairy tales; * Learners’ achievements per year. |
| **Final results** | During the project, learners will learn:   1. Conduct a dialogue; 2. To build a coherent monologue; 3. To give a brief description of real people and literary characters; 4. Auditory perception and understanding of necessary information; 5. Read short texts aloud expressively; 6. Distinguish by listening and pronouncing words correctly. |
| **The application** | * Methodology for dramatizing a fairy tale as a means of developing the communication skills of younger learners when teaching a foreign language; * Acquaintance with stage art and methods of role-playing; * Discussion of the features of the scenario and the learner’s choice of their hero for reincarnation; * Practicing the roles of characters, taking into account the text and its lexical and stylistic features. |
| **Literature** | 1. Solovova E.V. Methods of teaching foreign languages / E.V.Solovova – M.: 2001. 2. Livingstone K. Role-playing games in teaching foreign languages. – M.: Higher Scool,1988. 3. Stronin M.F. Educational games in English. – M., 1984. 4. Snegova S.V. The use of English fairy tales in teaching English at the primary stage of education – M.: 2004. 5. Shafiullina L.Sh. A fairy tale as a meaningful basis for learning at an early stage. – M.; 2006. 6. Biboletova M.Z. “Enjoy English”, English textbook for grades 3 and 4 – Title, 2015. 7. Kudryavtseva N.Y. “We are getting ready for the holiday. Methods of making costumes, dolls, scenery for a children’s play” – M.: School Press, 2011. |