ИНДИВИДУАЛЬНЫЙ МАРШРУТ ОБУЧАЮЩЕГОСЯ:

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ВЫСТРАИВАНИЮ ПРОЕКТА

Индивидуальный образовательный маршрут представляет собой индивидуализированную в зависимости от конкретных образовательных нужд обучающегося программу обучения.

В структуру проекта индивидуального маршрута обучающегося включены следующие компоненты[[1]](#footnote-1): диагностический, целевой, содержательный, технологический, организационный.

Задача практиканта заключается

1) в выявлении среди учеников класса обучающихся с особыми образовательными потребностями:

- способных учеников, которые легко справляются с основной программой обучения, быстро выполняют поставленные задачи, опережают сверстников по уровню владения изучаемым иностранным языком, в связи с чем быстро теряют интерес к уроку;

- недостаточно способных учеников, которым трудно дается освоение программного материала, которые медленнее других выполняют поставленные задачи, имеют конкретные трудности с языковыми или речевыми навыками;

- учеников с ограниченными возможностями по здоровью, для которых необходимо обеспечить специальные условия для освоения программного материала;

2) в диагностировании посредством тестирования и других диагностических процедур конкретных образовательных нужд обучающегося / обучающихся с особыми потребностями (например, выявление проблем обучающегося, связанных с недостаточным по уровню словарным запасом или проблемами в понимании и применении грамматических структур, проблем в восприятии аудиотекстов или говорении и т.п.);

3) в постановке и формулировании основной цели и конкретных задач проекта в соответствии с выявленными образовательными нуждами обучающегося;

4) в подборе содержания индивидуальной программы обучения для решения выдвинутых задач;

5) в выборе образовательных технологий, методов, конкретных заданий и упражнений для решения выдвинутых задач;

6) в разработке карты индивидуального маршрута обучающегося в соответствии с шаблоном;

7) в организации процесса обучения учащегося с особыми образовательными потребностями в соответствии с проектом индивидуального маршрута, что подразумевает создание соответствующих условий (разработка способов и форм контроля, выдача заданий, инструктаж, определение места и времени выполнения заданий и т.п.);

8) в проведении финального диагностического тестирования, нацеленного на оценку полученных результатов реализации проекта индивидуального образовательного маршрута;

9) в аналитическом описании полученных результатов и положительной динамики в развитии конкретных языковых и/или речевых навыков и умений обучающегося / обучающихся и подготовке материалов для портфолио магистранта:

 а) карты индивидуального маршрута обучающегося;

 б) инструментального набора для реализации проекта индивидуального маршрута обучающегося, включая задания, тексты заданий, формы тестов и других контрольных работ, указанных в карте.

ШАБЛОН КАРТЫ

ИНДИВИДУАЛЬНОГО МАРШРУТА ОБУЧАЮЩЕГОСЯ

**Карта индивидуального маршрута**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

ФИО обучающегося

учащегося \_\_\_\_\_\_\_ класса \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_школы

на период с \_\_\_\_\_ по \_\_\_\_\_ 20\_\_\_\_/ \_\_\_\_ уч.г.

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| **Область речевых умений / языковых знаний и навыков** | **Навыки / умения** | **Содержание программы обучения** | **Виды деятельности обучающегося[[2]](#footnote-2)** | **Формы контроля** | **Сроки выполнения** |
| **Выбрать:** говорение / чтение / письмо / аудирование / орфография / фонетическая сторона речи / лексическая сторона речи / грамматическая сторона речи |  |  |  |  |  |
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| Результаты итогового тестирования.Общее аналитическое описание результатов реализации проекта индивидуального маршрутаВозможные (при необходимости) пути коррекции индивидуального маршрута и / или рекомендации по дальнейшему проектированию  |

**Приложение**

В приложении прикладываются конкретные задания, тексты, контрольные работы и другие материалы, которые были использованы при реализации проекта индивидуального маршрута обучающегося в соответствии с данной картой.

ОБРАЗЕЦ КАРТЫ

ИНДИВИДУАЛЬНОГО МАРШРУТА ОБУЧАЮЩЕГОСЯ

**Карта индивидуального маршрута**

**Загорного Сергея Валерьивича**

учащегося 9 «Б» класса школы № 3 г. Камышин

на период с 12 сентября по 23 октября 2016 / 17 уч.г.

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| **Область речевых умений / языковых знаний и навыков** | **Навыки / умения** | **Содержание программы обучения** | **Виды деятельности обучающегося** | **Формы контроля** | **Сроки выполнения** |
| **АУДИРОВАНИЕ** | Навык 1:Понимание на слух содержания аутентичных аудио- и видеотекстов различных жанров | Topic “Seasons and weather”.Трейлер к мультипликационному фильму “Frozen”.*<https://www.youtube.com/watch?v=T2SpkX7sGJo>* | Заполнение пропусков предложенными вариантами | Проверяет учитель по ключам. | 13.09.2016 |
| Навык 2: Понимание основного содержания несложных звучащих текстов монологического и диалогического характера | Topic “Schooling”.Интервью с американским старшеклассником.<http://www.elllo.org/english/0501/525-Tres-HighSchool.html> | Выбрать правильный ответ | Обучающийся самостоятельно проверяет понимание прослушанного, выполнив тест. Тест состоит из двух частей: Multiple Choice Test и Gap Filling.  | 16.09.2016 |
| Навык 3: Определять значение незнакомых слов из контекста | Topic “Jobs”.Монолог. <http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/best-job-world> | Установить соответствия между профессиями и требованиями, предъявляемыми к работникам | Самопроверка по ключам. | 20.09.2016 |
| Навык 4: Понимание основного содержания теле- и радиопередач в рамках изучаемых тем | Topic “ThemeParks”.Радиопередача в формате «Интервью».<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/theme-parks> | Установить, верным или неверным является высказывание. | Проверка в два этапа:1. Самопроверка по ключам.
2. Проверка учителем – обучающийся исправляет неверное утверждение в соответствии с услышанным.
 | 23.09.2016 |
| Навык 5: Относительно полное понимание высказываний собеседника в наиболее распространенных стандартных ситуациях повседневного общения | Topic “Safe Internet”.Полилог.<http://learnenglishteens.britishcouncil.org/study-break/video-zone/your-image-your-future> | Установить соответствия между вопросами и возможными ответами на них | Cамопроверка по ключам с последующим разыгрыванием диалога с применением получившихся вопросно-ответных структур. | 27.09.2016 |
| Результаты входного тестирования - 24 балла.Результаты итогового тестирования – 45 баллов. |

**Навык 1.**

**Понимание на слух содержания аутентичных аудио- и видеотекстов различных жанров.**

*Follow the linkhttps://www.youtube.com/watch?v=T2SpkX7sGJo, watch the trailer and fill in the gaps with the words given in the box:*

|  |
| --- |
| **problem forever business warmer frozen snow summer sister death lady everyone start legs people winter feet cute melting second** |

1……….. in the city of Arendelle. It couldn’t be 2……….., it couldn’t be sunnier. But that’s about to change…3……... Arendelle! It’s completely 4……….. Cold, cold, cold…A real howler in July, ja? The land is covered in eternal 5……….. Really? If we don’t do something soon, we will all freeze to 6……….. You want to talk about a 7…………? I sell ice for a living. That’s a rough 8………. to be in right now. I mean, that is really…That’s unfortunate. My 9………..? This is awkward. Not that you are awkward. But just because we’re , I’m awkward. You’re gorgeous. Wait, what? Hi 10………….., I’m Olaf. Hi! You’re creepy. No, I don’t want it. We got off to a bad 11……….. I know how to stop this 12……….. Hang on! I like fast. Wow, wow, wow. Get your 13………. down. This is fresh lacquer. Seriously, were you raised in a barn? Let’s go bring back 14………! Man, am I out of shape. Wolves! Duck! Are you okay? I’ve got a thick skull. I don’t have a skull. Head rush. It’s so 15………... It’s like being a baby unicorn. Now we just have to survive this blizzard. That’s no blizzard. That’s my 16………. That would have been nice to know. Heads up! It is not nice to throw snow 17……... Wow, wow, wow, feisty-pants, just let the snowman be. I’m calm. Great. On, come on! Olaf, you are 18………. Some people are worth melting for. Just maybe not right this 19……... Come on, buddy, faster! Olaf! Hang in there, guys! I can’t feel my 20……….., I can’t feel my legs. Those are my legs. Hey, do me a favour, grab my butt. Oh, that feels better.

**Навык 2.**

**Понимание основного содержания несложных звучащих текстов монологического и диалогического характера.**

*Follow the link*[*http://www.elllo.org/english/0501/525-Tres-HighSchool.html*](http://www.elllo.org/english/0501/525-Tres-HighSchool.html), *listen to Tres talking about his high school in America and complete the tasks.*

***1. Answer the following questions about the interview.***

1) What does he say about American high schools? 

a) They are all above average
b) They are like the TV shows
c) They vary a lot in quality

2) Where did he go to high school? 

a) A private school
b) A poor school
c) An elite school

3) What was the student body like? 

a) Mostly Caucassian
b) Mostly African American
c) Diverse and mixed

4) How as his school an 'open' high school? 

a) Anyone could walk on campus
b) Anyone could study there
c) You could leave for lunch

5) What did the teachers sometimes give the students? 

a) Candy
b) Awards
c) Hugs

***Script:***

**Todd:** So, Tres can you talk about American high school. What was high school like for you? What is American high school like?

**Tres:** That’s a very good question. When one says “an American high school”, to some people maybe movies that depict high school life come to mind. But the most thing I would like people to keep in mind is that depending on the school district, the state, the area of the state in which you live, the high school you go to can vary extremely. There are many poor schools in poor districts. And there are very rich schools similar to the “Beverly Hills 90210” television show, that’s quite popular around the world. I was fortunate to go to a high school that was a public school under a magnet program. And the idea was that you have a test to get in to the school. You have to excel academically. And the school would try to suck in, or attract students from all over the state, students that excelled in the math and sciences, sports, English, literature, foreign languages, and tried to bring those students together. Not only that, the idea of the school was to create an atmosphere that was “biologically diverse”. That just sounds better than “racially diverse”. So we had students of various socioeconomic backgrounds, meaning we had students of various races. Even though I don’t think “race” truly exist. But sociologically speaking, we had students of various races. At the school you could take classes from Italian to classical English. Many of our teachers had Ph.D.s so it was just a great academic atmosphere to be in. And then, we had a lot of fun on top of that. The first few years I went there, we had an open campus, which meant that during our lunch, we were able to get in our cars because we all drove to school. Get in our cars and drive home or drive to our friend’s house or drive to a restaurant during our lunch period. So we didn’t have to stay at school for lunch. We were completely free. And the school was very liberal. So the teachers had a very open idea of how students learn, and they wanted to make sure that we were learning in a way that was best for us. Now that doesn’t mean that they were not strict on us. When we did something bad, when we were in trouble, they let us know. But still many of our teachers were very open, and they would give us hugs if we needed hugs.

**Todd:** The teachers would give you hugs.

**Tres:** Yes, I know some schools, many teachers would want to keep that professional
distance. But I think when you’re working with children, always keep in mind that they are young adults. And they need to be taught a good model to fit into society. I think one of those models is reaching out to others when they are in trouble. Sometimes you know, a student may need a hug, be it your friend or be it a teacher. So I really enjoyed getting hugs from my principal, so I always give hugs to everybody.

**Todd:** Wow, that’s a lot different from my high school.

**Навык 3.**

**Определять значение незнакомых слов из контекста.**

*Follow the link* [*http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/best-job-world*](http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/best-job-world)*, listen to the monologue and put the job requirements with the correct job:*

|  |  |  |
| --- | --- | --- |
| **outback adventurer** | **park ranger** | **wildlife caretaker** |
| **lifestyle journalist** | **taste master** | **chief funster** |

|  |  |  |
| --- | --- | --- |
| a. write, take photographs and make filmsb. help preserve and promote plants, animals, fossils and indigenous culturec. work with some dangerous animalsd. work with the organisers of festivals | e. find the best places for “wining and dining”f. learn how to make drinksg. work in a state with the world’s biggest and islandh. use social media to tell people about cool events | i. find adventures and employment for young people on working holidaysj. travel in a hot air balloon and be prepared to eat insects!k. use different types of transport and leave only footprintsl. report on cafés, concerts and days out |

***Script:***

Once again the organisation which promotes Australia, Tourism Australia, is advertising the best job in the world. But this year, they have six jobs going, all for six months, with a great salary and extra spending money. If you think one of these is your dream job, you have to make a 30-second video explaining why you are the best person for the role. But – be warned. Thousands of people will be competing for each post.

The job of 'outback adventurer' is for someone with a passion for outdoor life, and in the Northern Territory there are plenty of wide-open spaces. The job is for someone to find out the best adventures and jobs for young people on working holidays. You’d be getting close to wildlife, sleeping under the stars in a bush camp and flying over stunningly beautiful landscape in a hot air balloon. Your duties will include getting to know about aboriginal culture and eating traditional bushfoods, maybe including the famous witchetty grubs – insect larva.

Like the idea of 200 days of sunshine every year? Job number two is a park ranger in tropical Queensland. It’s a wonderful state with ancient rainforests, the world’s largest sand island and the awesome Great Barrier Reef. Here your duties would include protecting and promoting native plants and animals, spectacular waterfalls, dinosaur fossils, untouched beaches and indigenous culture. You’d get paid to patrol the beaches of Lizard Island and live a life most people can only dream about.

Another island job is as 'wildlife caretaker' on Kangaroo Island in South Australia. If you love all kinds of animals, this is the job for you. The advert says you’ll be able to talk to wallabies (a kind of small kangaroo), play with dolphins, cuddle koalas and sunbathe with seals on the unspoilt beach at Seal Bay. You would get about the island on foot, by bicycle, kayak or boat, taking photos and leaving only footprints. There is one potential drawback, though. You’d need to be pretty brave since you might come face to face with great white sharks.

Maybe you are not quite so keen on the great outdoors and your talents are more journalistic. If you fancy feature writing, photography and making videos, you can apply for the position of lifestyle photojournalist for *Time Out* in Melbourne. You would be required to photograph and write about the city's coolest cafés and musical events. But you’d also cover tourist activities in the whole state of Victoria, including surfing on the Great Ocean Road, skiing at Mount Hotham or watching the little penguins at Phillip Island.

Are you a foodie? Do you know about food, as well as love eating it? If the answer's yes, you can apply for the role of 'taste master' in Western Australia. Your job would be to promote the best restaurants, pubs, wineries and breweries. You’d also catch fresh seafood off the beautiful coast and learn all about making wine and beer.

Finally, a fantastic job in Sydney. We’ve all seen those amazing firework displays in Sydney Harbour. Well, you could be one of the people making that happen next year. New South Wales is looking for a 'chief funster', who would be based in Sydney while travelling around the state and tweeting about the coolest things going on. This job would appeal to someone interested in everything: sports, the arts, entertainment, food. You’d also be involved in making the Sydney Festival, Mardi Gras and Vivid Festival as spectacular, and as fun, as possible.

**Навык 4.**

**Понимание основного содержания теле- и радиопередач в рамках изучаемых тем.**

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| --- |
| *Follow the link*[*http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/theme-parks*](http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/theme-parks) *and do this exercise while you listen. Circle True or False for these sentences.*  |
| 1.  | Andy Wells has written a guide to theme parks around the world.  | True  | False  |
| 2.  | Andy says his job doesn’t feel like hard work.  | True  | False  |
| 3.  | Cedar Point in Ohio has life-sized moving dinosaurs.  | True  | False  |
| 4.  | On a wingcoaster the track is next to you, not under you.  | True  | False  |
| 5.  | At the Islands of Adventure in Florida you can meet Harry Potter.  | True  | False  |
| 6.  | Ocean Park in Hong Kong has sea animals but no rides.  | True  | False  |
| 7.  | A dark ride is a ride inside a building.  | True  | False  |
| 8.  | The “place to watch” for theme parks is Japan.  | True  | False  |

***Script:***

**Interviewer:** Good morning. Today we’re going to talk about theme parks and we’re going to hear from Andy Wells who has written a guide to theme parks around the world. Welcome to the programme, Andy.

**Andy:** Hi, it’s good to be here.

**Interviewer:** You really have a dream job, don’t you, Andy? Flying round the world all the time, visiting adventure parks ... know.

**Interviewer:** I bet. So, what’s the number one theme park in the world

**Andy:** That all depends what you’re looking for. In terms of numbers, it has to be Magic Kingdom at Disney World in Florida, the most famous theme park. But the most popular park for people who like adventure rides is Cedar Point in Ohio, USA. It has the biggest number of rollercoasters in one park, 17, and three water rides. There are lots of other attractions too. Last year they introduced 50 animatronic dinosaurs. You know, life-size models that move and look real.

**Interviewer:** Cool! Have they got anything lined up for this year?

**Andy:** Yeah, there’s a new rollercoaster called the Gatekeeper. Well, actually it’s not a rollercoaster, it’s a wingcoaster. It’ll be the biggest in the world.

**Interviewer:** What’s a wingcoaster?

**Andy:** With a normal rollercoaster you are sitting on a seat with the track under you. With a wingcoaster the seats kind of stick out at the side so the passengers have nothing below or above them. You feel as if you’re flying.

**Interviewer:** So it’s more frightening?

**Andy:** More exciting! Way more exciting.

**Interviewer:** What other attractions have you seen recently?

**Andy:** I’ve just been to The Wizarding World of Harry Potter at the Islands of Adventure in Orlando, Florida. It’s great! You know those shops that sell magic sweets and things in the Harry Potter books? Well, they have those, just like you’ve imagined. There’s a fantastic tour of Hogwarts School where you meet characters from the books. It’s so well done.

**Interviewer:** Right, sounds interesting. In your book you have a lot of theme parks in Asia too. Can you tell us about them?

**Andy:** Sure. Tokyo has had a Disneyland for quite a long time, which attracts a lot of people. Ocean Park in Hong Kong has also been going for a long time – that has a lot of marine animals as well as rides. Lotte World, a huge park in South Korea, has the world’s biggest indoor theme park. And then there’s Universal Studios in Singapore. That’s expanding with additions to its New York street section. There’s going to be a Sesame Street dark ride. A dark ride’s a ride inside a building.

**Interviewer:** I see. New York in Singapore?

**Andy:** Yeah, it’s weird, but it works. But the place to watch at the moment is China – they’re really expanding. Lots more parks will open in China in the next few years, including another one with dinosaurs in the north, and Ocean Kingdom in the south. That will have the world’s longest roller coaster and tallest Ferris wheel, as well as boat rides and a night-time zoo.

**Interviewer:** Wow, so that’s opening soon?

**Andy:** Yes, this year. I’ll be there!

**Interviewer:** Have a ride for me, then.

**Навык 5:**

**Относительно полное понимание высказываний собеседника в наиболее распространенных стандартных ситуациях повседневного общения**

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| --- |
| *Follow the link* [*http://learnenglishteens.britishcouncil.org/study-break/video-zone/your-image-your-future*](http://learnenglishteens.britishcouncil.org/study-break/video-zone/your-image-your-future)*, listen to the talk and complete the task on multiple matching.* |
| *Match the answers to the questions and write a–h next to the numbers 1–8.*  |
| 1 | If you saw a picture like that online, would you consider giving this person a job?  | a.  | Kind of annoying.  |
| 2 | What do you think of this person by seeing that photo?  | b.  | Try and mix up the Snapchat filter photos with normal photos as well.  |
| 3 | What advice would you give to this person about presenting themselves online?  | c.  | They can’t take themselves very seriously.  |
| 4 | By seeing images like this online, what do you think of this person?  | d.  | To get rid of that childish Snapchat filter.  |
| 5 | What do you think about this person and their online image?  | e.  | No. It’s not good.  |
| 6 | What would you recommend to this person about improving their online image?  | f.  | Disturbing!  |
| 7 | If you saw pictures like this online, would you be more inclined to give this person a job?  | g.  | He looks like someone that can market for my organisation.  |
| 8 | If you saw a picture like this, would you be more inclined to employ someone?  | h.  | Yes. She looks a bit smarter.  |

***Script:***

**Interviewer:** If you saw a picture like that online, would you consider giving this person a job?

**Woman:**Erm, no.

**Woman:** It's not good. I don't know who they are.

**Interviewer:** What do you think of this person by seeing that photo?

**Man:** Snapchat.

**Man:** Kind of annoying.

**Interviewer:** What advice would you give to this person about presenting themselves online?

**Man:** Probably try and mix up the Snapchat filter photos with more normal photos as well.

**Interviewer:** By seeing images like this online, what do you think of this person?

**Man:** I don't know what it says about the personality there. They can't take themselves very seriously.

**Man:** The second one, I'm not quite sure.

**Interviewer:** What do you think about this person and their online image?

**Man:** Disturbing!

**Interviewer:** What would you recommend to this person about improving their online image?

**Woman:** To get rid of the childish Snapchat filter.

**Interviewer:** OK. If you saw pictures like this online, would you be more inclined to give this person a job?

**Woman:** Yes. She looks a bit smarter.

**Interviewer:** If you saw a picture like this, would you be more likely to employ someone?

**Woman:** He looks like someone that can market for my organisation.

**Woman:** This person to me would be more employable.

**Boy in photos:** Hello.

**Woman:** Hello. Is that you?

**Boy in photos:** Yeah.

**Man:** Is that you? Are you the other one as well?

**Girl in photos:** Yeah. When one of them said that I was a bit childish it kind of hurt a little bit, yeah.

**Boy in photos:** It has, it's definitely made me think to be careful what I put up. Is it immature or too silly? Is it making me … What will it be like a couple of years on? Will it affect me in any way?

1. Краснова, С.Г. Разработка и реализация индивидуальных маршрутов обучающихся в образовательных организациях / С.Г. Краснова // Pedagogical experience: theory, techniques and practice : материалы VIII Междунар. науч.–практ. конф. (Cheboksary, 13 июня 2016 г.) / редкол.: O. N. Shirokov [и др.]. Cheboksary: ЦНС «Интерактив плюс», 2016. № 3 (8). С. 89–91. [↑](#footnote-ref-1)
2. В случае если обучающимся с особыми образовательными потребностями стал одаренный ученик, к видам деятельности обучающегося можно отнести участие в олимпиадах, конференциях, а к формам контроля достижений - наличие грамот, сертификатов и других свидетельств о достижениях. [↑](#footnote-ref-2)