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## ПРОФЕССИОНАЛЬНАЯ ПОДГОТОВКА БУДУЩИХ ПРЕПОДАВАТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА В УСЛОВИЯХ ДИСТАНЦИОННОГО ОБУЧЕНИЯ

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**Аннотация:** Данная статья посвящена вопросу профессиональной подготовки будущих преподавателей английского языка. Авторы делятся опытом организации практических занятий по методике преподавания английского языка, проводимых на старших курсах бакалавриата и магистратуры факультета иностранных языков Московского педагогического государственного университета. В частности, описывается ход типичного занятия, которое проводится в дистанционном формате. Во время практического занятия, проводимого в *Zoom*, студенты работают в мини-группах в гугл-формах, создают конспекты занятий по предложенным преподавателем темам, принимая во внимание цели и задачи урока, затем обмениваются ссылками на гугл-документы и оставляют комментарии к конспектам своих одноклассников в интерактивном режиме. Авторы конспекта отвечают на комментарии в режиме реального времени, вносят коррективы в план разработанного ими урока с учетом комментариев и проведенного обсуждения с одноклассниками. Особое внимание уделяется роли конспекта, который будущие учителя учатся разрабатывать с целью грамотного проведения урока, отслеживая поэтапность работы учащихся на уроке (от простого к сложному), логичность и последовательность предлагаемых учащимся заданий. В качестве практических рекомендаций для преподавателей английского языка или студентов педагогических вузов, проходящих практику в школе, статья содержит ряд конспектов-уроков, разработанных студентами старших курсов факультета иностранных языков МПГУ.

**Ключевые слова:** профессиональная подготовка преподавателя, методика преподавания иностранного языка, обучение аудированию, формирование навыков аудирования, конспект на занятии.

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## 1. ВВЕДЕНИЕ.

Основные усилия системы профессионального образования в Российской Федерации сегодня направлены на подготовку высококвалифицированных работников, способных выполнять свою работу на уровне мировых стандартов, готовых к постоянному профессиональному росту, социальной и профессиональной мобильности. Поэтому в числе важнейших направлений педагогических вузов следует назвать работу с будущими учителями в процессе их подготовки к дальнейшей профессиональной деятельности.

На кафедре лингводидактики и современных технологий иноязычного образования института иностранных языков МПГУ разработаны и внедрены программы подготовки учителей иностранного языка, нацеленные на формирование у студентов методической компетенции – способности и готовности вести уроки иностранного языка в общеобразовательной школе в соответствии с современными требованиями, использовать инновационные технологии обучения, решать проблемные педагогические ситуации в профессиональной деятельности, постоянно повышать своё методическое мастерство.

Одна из основных задач курса по практической методике преподавания иностранного языка состоит в том, чтобы научить студентов самостоятельно разрабатывать уроки, направленные на формирование у учащихся навыков аудирования, чтения, говорения и письма, методически обосновывая действия учителя и учащегося при выполнении работы.

Практикумы по методике в современных условиях проходят в гибридном формате.

Часть студентов присутствуют на занятии очно, часть находится на дистанционном обучении. Во время практического занятия студенты работают в мини-группах в гугл-формах, создают конспекты занятий по предложенным преподавателем темам, принимая во внимание цели и задачи урока, затем обмениваются ссылками на гугл-документы и оставляют комментарии к конспектам своих одноклассников в интерактивном режиме. Студенты-авторы конспекта отвечают на комментарии в режиме реального времени, вносят коррективы в план разработанного ими урока с учетом комментариев и проведенного обсуждения с одноклассниками. Роль преподавателя курса состоит в том, чтобы направлять и корректировать разработчиков конспекта урока, давать рекомендации и комментарии, делиться своим опытом по организации и проведению той или иной формы работы в классе.

## 2. МЕТОДЫ ИССЛЕДОВАНИЯ

В качестве основных методов используется анализ теоретических положений научных работ в области педагогики, обобщение педагогического опыта.

## 3. ОБЗОР ЛИТЕРАТУРЫ

Вопросами профессиональной подготовки будущих учителей английского языка занимаются многие методисты. Обучая студентов планированию урока, мы чаще всего обращаемся к работам Е. Н. Солововой [Соловова, 2008], Я. М. Колкера, Е. С. Устиновой [Колкер и др., 2004]. В рамках настоящей статьи мы рассмотрим фрагменты занятий, посвященных формированию рецептивных навыков, в частности, будут проанализированы методы и приемы обучения аудированию. В последнее время все больше методистов подчеркивают ключевую роль аудирования в процессе обучения иностранному языку. В частности, разраба-

тываются особые стратегии для последовательного формирования и дальнейшего развития навыков аудирования при изучении различных аспектов английского языка [Gallego-Nicholls et al., 2020], [Abreus Gonzalez, 2019], [Zhang, 2019], изучается вопрос взаимосвязи расширения словарного запаса и формирования навыков аудирования у учащихся [Wallace, 2021] и другие вопросы, связанные с обучением учащихся. Кроме того, большое внимание сегодня уделяется применению интерактивных методов обучения [Chen, 2017; Hui Min Zhao, 2016], а также роли преподавателя в отношениях между учителем и учеником [Thomas, 2013; Keeley et al., 2016; Yin et al., 2017]. С провозглашением принципов гуманизации образования, проблемы обучения преподавателей как иностранного языка, так и других дисциплин, приобрели еще большую актуальность, исследователи не устают говорить о необходимости повышать эффективность стратегий обучения будущих преподавателей, развитии навыков критического мышления и применении творческих подходов в обучении [Loughran, 2009; Donche & Van Petegem, 2011; Uibu et al., 2017; Tavakoli & Baniasad-Azad, 2016].

Обучая студентов педагогических вузов методике преподавания иностранного языка, следуя традициям, заложенными Я.М. Колкером и Е.С. Устиновой, мы акцентируем внимание на важности роли конспекта занятия как основного условия его эффективного проведения [Колкер и др., 2004]. Важно научить будущего учителя разрабатывать конспект урока, нацеленный на создание целостной картины занятия как процесса, направленного на достижение общей коммуникативной цели.

Конспект нужен ученику как некий путеводитель, содержащий задания, разработанные по принципу «от простого к сложному». Конспект предъявляется учащемуся в начале урока и остается у него.

Для будущего преподавателя крайне важно научиться грамотно разрабатывать конспект урока, направленный на учителя и учащегося, по ряду причин. Во-первых, конспект выступает как способ организации занятия (в нем изложен план выполнения последовательных заданий). Во-вторых, привыкая анализировать цель занятий и их структуру, студенты педагогического вуза вырабатывают у себя профессиональные умения по грамотному построению урока, учатся осуществлять творческий подход к планированию, определять правильную последовательность заданий, формулировать инструкции.

Благодаря конспекту все задания и материалы, которые преподаватель привносит помимо учебника, воспринимаются учащимися не как дополнительный материал, а как часть системы.

Необходимость разработки конспекта также обусловлена тем, что методическая наука развивается сегодня значительно быстрее, чем происходят изменения в учебниках. Конспект дает возможность обновить учебник, приспособив его к меняющимся целям и новым дидактическим установкам.

Традиционно учебный конспект содержит:

- дату проведения занятия и (или) порядковый номер занятия;
- название ведущего «аспекта» занятия, если последнее не является сугубо комплексным;
- тему занятия или материал, на котором оно проводится;
- цель занятия, ориентированную на обучаемого;
- последовательность заданий.

Мы также рекомендуем своим студентам включать в конспект модули урока:

БЛОК 1. Вхождение в тему урока и создание условий для осознанного восприятия нового материала

- Модуль 1.1. Мотивирование на учебную деятельность
- Модуль 1.2. Актуализация опорных знаний
- Модуль 1.3. Целеполагание
- БЛОК 2. Освоение нового материала
- Модуль 2.1. Осуществление учебных действий по освоению нового материала
- Модуль 2.2. Проверка первичного усвоения
- БЛОК 3. Применение изученного материала
- Модуль 3.1. Применение знаний, в том числе в новых ситуациях
- Модуль 3.2. Выполнение межпредметных заданий и заданий из реальной жизни
- Модуль 3.3. Развитие функциональной грамотности
- Модуль 3.4. Систематизация знаний и умений
- БЛОК 4. Проверка приобретенных знаний, умений и навыков
- Модуль 4.1. Диагностика / самодиагностика
- БЛОК 5. Подведение итогов, домашнее задание
- Модуль 5.1. Самооценивание, рефлексия
- Модуль 5.2. Домашнее задание

#### 4. РЕЗУЛЬТАТЫ И ДИСКУССИЯ

Предлагаем изучить конспекты занятий, разработанные студентами старших курсов бакалавриата и магистратуры факультета иностранных языков МПГУ, подготовленные во время практического занятия.

Студентам был предложен короткий видеосюжет [<https://www.bbc.co.uk/learningenglish/english/features/childrens-stories/examtime>], на базе которого было необходимо разработать подробный конспект для проведения урока, нацеленного на формирование навыков аудирования у учащихся с последующим выходом в письменную или устную речь.

##### *Script for the teacher*

#### **BBC LEARNING ENGLISH**

##### **Storytellers**

##### ***Exam time***

It was exam time at Joe's school. Every day, their teacher gave them loads of homework and told them they should be working hard so as to do well in their tests. Joe didn't take any notice. He reckoned he would rather be playing football. He didn't care if he came bottom in the exams. His mum and dad told him that he should be working harder but the weather was sunny and Joe had better things to do.

"Shall we go to the park?" he said to his friend Finn one afternoon. "We could take a football and have a kick around." Finn shook his head.

"I need to revise," he said. "I'm going home to do some maths." Joe was amazed.

"You'd rather do maths than football?"

"Maths is important. Besides, my mum says she'll buy me a mountain bike if I do well." "That's crazy," said Joe. Finn shrugged. "Wait until I beat you in the test and you watch me riding past on my mountain bike!"

"You won't beat me," said Joe.

"Oh yes I will."

"Oh no you won't! Just you wait and see!"

For the first time ever, Joe wanted to do well. He couldn't bear it if Finn came top and he did badly. So when he got home, he opened his maths book.

There was so much to do.

Suddenly, he felt like he'd forgotten everything he'd learnt that year! He couldn't think where to start.

He was still sitting there when Bella came in chasing Caspar the kitten.

"You don't look happy," she said. "Your mouth is all sad."

"You wouldn't be happy either if you had to learn all this maths," said Joe.

"I would just use my magic pencil. It always gets the right answer."

"That's silly! There's no such thing as a magic pencil."

"Yes, there is. Look, I'll show you."

Bella ran out of the room and came back carrying a shiny, silver pencil with a fluffy unicorn stuck to one end. "What a silly thing," thought Joe.

But Bella was beaming and he didn't want to hurt her feelings. So he picked up the pencil and looked at the maths question. To his surprise, he saw the answer straight away.

After that, Joe worked hard every evening.

On the day of the maths test, Bella said,

"You can use my magic pencil if you like."

"No way. I don't need your pencil," said Joe rudely. He was thinking about how much his friends would laugh if he came to school with a fluffy unicorn pencil. Bella was cross.

"All right then, I'm not lending it to you!"

"Fine by me!" When Joe arrived at school, everyone was talking about how much work they'd done. Finn kept grinning at him. The look that said,

"I'm coming top, just you wait and see!" Joe began to panic. He sat down at his desk, opened the test paper – and felt like he couldn't do a single question.

There was a knock at the door.

"What is it, Bella?" asked Joe's teacher.

"We're busy now."

"Just something Joe forgot," said Bella. Before anyone could stop her she skipped over and put her magic pencil on Joe's desk. She grinned at Joe as she left. Joe picked up the pencil. He looked at the fluffy unicorn and could feel himself calming down. He knew it wasn't really magic, but somehow, he could do all the maths questions after all. When the results came out, Joe had done even better than Finn.

"Well done!" said Mum. "I knew you could do well if you tried. We could go to a movie to celebrate, and you can choose which one."

"I think Bella should choose," Joe said. "I'd never have done it without her magic pencil!"

При этом разным группам разработчиков были даны разные языковые уровни учащихся. Также было важно четко следовать предложенному плану-шаблону урока, который должен был включать определенные этапы:

Ознакомимся с конспектом урока, предложенным группой 1:

### **Warm up:**

Hello, kids. How are you? How often do you have tests? / exams? Are you nervous before an exam?



**Exercise 1.** Look at the picture. What are the children doing? Do you like to do homework? Is it important for you to get ready for classes? Why/why not?



Picture 1

**Exercise 2.** Study the information given in the table below. Translate the example sentences from English into Russian.

## Using **Prefer**, **Would rather**, **Had better**



PREFER	WOULD RATHER	HAD BETTER
<p><b>Prefer;</b> In contrast to 'would rather' prefers refer to general preference, not current ones. Prefer is followed by a verb in the -ing form and 'to'.</p> <p><b>Example Sentences;</b></p> <ul style="list-style-type: none"> <li>I <b>prefer</b> bicycle to motorcycle.</li> <li>Do we <b>prefer</b> drinking tea to coffee ?</li> <li>They would <b>prefer</b> you coming tomorrow.</li> <li>I <b>prefer</b> working to doing nothing.</li> </ul>	<p><b>Would rather;</b> is use to say that one person would prefer another or others to something. <b>Would rather</b> is followed by the bare infinitive and than.</p> <p><b>Example Sentences;</b></p> <ul style="list-style-type: none"> <li>I <b>would rather</b> have coffee than tea.</li> <li>I <b>would rather</b> not go out tonight.</li> <li>I would rather watch the movie at home.</li> <li>I <b>would rather</b> have breakfast.</li> </ul>	<p><b>Had better;</b> is used to give advice. It is romed with the bare infinitive (without to). Follow the list for examples;</p> <p><b>Example Sentences;</b></p> <ul style="list-style-type: none"> <li><b>Had we better</b> let him know?</li> <li>They <b>had better</b> choose a cheaper hotel.</li> <li>You had better not cry.</li> <li>We had better review all subjects before the math exam.</li> </ul>

Picture 2

**Exercise 3.** Fill in the gaps with “rather” or “better”.

- We'd \_\_\_\_ stay at home until the rain stops.
- You'd \_\_\_\_ leave the park before it gets dark.
- I'd \_\_\_\_ you didn't wear jeans at school.
- I'd \_\_\_\_ stay hungry than have to eat that fish.
- You'd \_\_\_\_ not phone her now. She's probably having her English class.
- You'd \_\_\_\_ stay in bed today. You look pale.

7. I'd \_\_\_\_ send an e-mail than write a letter.
8. You'd \_\_\_\_ watch the steps.
9. Can I borrow your dictionary? – I'd \_\_\_\_ you didn't.
10. He'd \_\_\_\_ give up smoking as soon as possible.

#### Exercise 4. Complete the sentences with

“would rather”, “would rather not”, “had better”, “had better not”

1. Martin, let's go to London by train. – I \_\_\_\_ go by car.
2. What did Mr. Smith tell you? – I \_\_\_\_ tell you.
3. Would you like a cup of coffee? – I \_\_\_\_ have hot chocolate.
4. Do you feel like going out tonight? – No, I \_\_\_\_ stay at home.
5. Ted is very angry with her. She \_\_\_\_ do that again.
6. We \_\_\_\_ study a bit harder.
7. The restaurant is always crowded. We \_\_\_\_ book a table in advance.
8. I have to be at the station in 30 minutes. I \_\_\_\_ leave right now

#### Exercise 5. Match the definitions with the words and word combinations.

reckon	to achieve success while passing a test
have a kick around	to consider or have the opinion that something is as stated.
beat in a test	to wander or pass time aimlessly
come top	to smile as in amusement or pleasure, or, sometimes, in embarrassment
to be cross	to be better than others
to grin at smb.	to become angry because of something
chase	can't stand someone/something
straight away	to offend somebody
hurt smb's feelings	to try to catch somebody
can't bear someone/ something	immediately

Exercise 6. Read the sentences below. Replace the words *in italics* with the synonymous words from the box.

straight away	chase	kick around	reckon	beat in a test
come top	bear	hurt smb's feelings	to be cross	to grin at

1. I *think* it is important to be ready for the exam. \_\_\_\_\_
2. You shouldn't *be angry* when you don't get what you want. \_\_\_\_\_
3. The police have been *running after* the criminals for a long time. \_\_\_\_\_
4. He was *the best* in a football team. \_\_\_\_\_
5. She *smiled at* me walking past the place where I was sitting. \_\_\_\_\_
6. Please, forgive me! I didn't want to *offend* you. \_\_\_\_\_
7. When I got the task, I started doing it *immediately*. \_\_\_\_\_
8. Mary *can't stand* working alone. \_\_\_\_\_

9. Children often **pass time** without any aim during breaks. \_\_\_\_\_
10. At the end of the term he became the best student in the class. \_\_\_\_\_

**Exercise 7. Listen to the story and say if the statements below are true, false, or not given.**

1. Joe would rather play hockey than prepare for an exam. (F)
2. Mom said she will buy me rollerblades. (F)
3. Bella gave him her homework to help. (NG)
4. Bella came in chasing Caspar the kitten. (T)
5. The magic pencil helps to write without mistakes. (NG)
6. Bella was cross and didn't lend Joe the magic pencil. (T)
7. Bella put her magic pencil on Joe's desk. (T)
8. Joe had done even better than Finn. (T)

**Exercise 8. Listen for the second time and fill in the gaps in the text below.**

care	a kick	exam	harder
important	reckoned	revise	exam

It was \_\_\_\_\_ time at Joe's school. Every day, their teacher gave them loads of homework and told them they should be working hard so as to do well in their tests. Joe didn't take any \_\_\_\_\_. He \_\_\_\_\_ he would rather be playing football. He didn't \_\_\_\_\_ if he came bottom in the exams. His mum and dad told him that he should be working \_\_\_\_\_ but the weather was sunny and Joe had better things to do.

"Shall we go to the park?" he said to his friend Finn one afternoon. "We could take a football and have \_\_\_\_\_ around." Finn shook his head.

"I need to \_\_\_\_\_," he said. "I'm going home to do some maths." Joe was amazed.

"You'd rather do maths than football?"

"Maths is \_\_\_\_\_. Besides, my mum says she'll buy me a mountain bike if I do well."

**Exercise 9. Play out the story in class using "had better", "would rather" in your speech.**

**Characters:** narrator, Joe, Finn, Bella, teacher, father, mother

**Narrator:** reads the script, introduces the main characters and describes the situation.

**GRAMMAR PRACTICE:**

*had better*

*would rather*

Names	Phrases	Situation	Personality
Joe	go to the park straight away You'd rather... exama magic pencil don't need come top	You meet your friend Finn and want him to go to the park instead of preparing for the exam.	active stubborn lazy
Finn	need to revise important I beat you try harder reckon	You meet your friend Joe and tell him that you are planning to prepare for the exam. Start an argument about the importance of math.	competitive clever hard-working ambitious



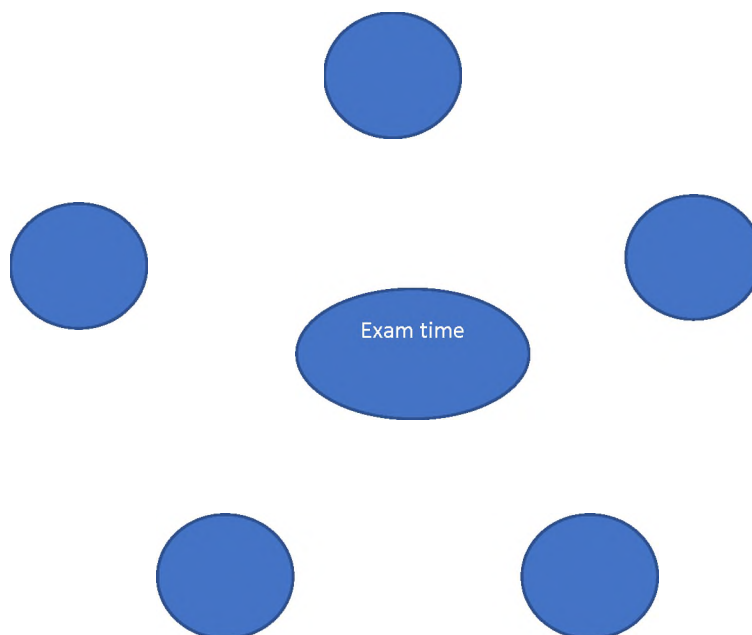
Names	Phrases	Situation	Personality
Bella	chasing Caspar the kitten look sad would rather use my magic pencil I'm not lending it to you something Joe forgot care	You accidentally run into your brother's room and find him struggling. Get him the solution and help.	cute caring magic girl
Teacher	saying: "What is it, Bella?" "We're busy now."	You are in the middle of the examination. Your student's little sister enters the class.	Fair kind understanding
Father	Well done! Good job! Cinema	You are sitting and drinking your tea. Your son comes from the exam. Praise him.	Kind Happy Proud
Mother	Well done! go to the cinema	You are washing the dishes. Your son comes back from the exam. Tell him what a great son he is.	Kind Excited Proud
Narrator	exam time loads of homework didn't care if he came bottom would rather had better notice said	Retell the story from the beginning	Calm and friendly excellent reader artistic

Предложенный выше урок построен на основе видео сюжета, посвященного сдаче экзамена в школе. Студенты-разработчики включили в план урока задания на грамматику (prefer, would rather, had better), задания на введение и отработку новых лексических единиц, задания на проверку понимания содержания видео (true, false, not given) и вывели все задания на говорение с применением отработанных на уроке лексических единиц и грамматических конструкций (ролевая игра). Предложенный конспект наглядно демонстрирует следование принципу «от простого к сложному», но при этом не лишен недостатков. В частности, явно превышено количество выделенных новых лексических единиц, отработка которых кажется сложной в рамках одного занятия.

Ознакомимся с конспектом занятия, подготовленным группой 2.

### Warm up

Brainstorm ideas on the topic "Exam time". Draw a diagram on the blackboard. Ask students to come up with as many words as possible that they associate with "Exam time".



Picture 3

**Exercise 1.** Study the list of words and word combinations. Match the columns.

To reckon	рассчитывать
To come bottom in the exams	провалиться на экзамене
To have a kick around	околачиваться
Besides	к тому же
That's crazy	звучит безумно
To shrug	пожимать плечами
To ride past	проезжать мимо
You won't beat me	Ты не победишь меня
To bear it	выносить
That's silly!	Это глупо
Fluffy	пушистый
Bella was beaming	Белла сияла
Rudely	грубо
Bella was cross	Белла была зла
Fine by me	Меня устраивает
Finn kept grinning at him	Финн продолжал ухмыляться ему
"I'm coming top, just you wait and see!"	Я буду лучшим, вот увидишь.

**Exercise 2. Find the words in bold in the text (subtitles) and match them with the definitions below.**

- |                  |  |
|------------------|--|
| <b>reckon</b>    | 1) to smile very happily   |
| <b>revise</b>    | 2) to smile a big smile  |
| <b>shrug</b>     | 3) to move your shoulders up and down to show that you do not care about something or that you do not know something |
| <b>fluffy</b>    | 4) to give something to someone for a period of time, expecting that they will then give it back to you              |
| <b>beam</b>      | 5) to think/ to believe  |
| <b>be cross</b>  | 6) to do something enjoyable because it is a special day, or because something good has happened                     |
| <b>lend</b>      | 7) made or covered with soft fur or cloth  |
| <b>grin</b>      | 8) to study a subject before you take a test   |
| <b>celebrate</b> | 9) to make someone angry by refusing to do what they want you to do  |

**Exercise 3. Complete the sentences with the new words putting them in the correct form.**

- 1) Do you \_\_\_\_\_ Christmas in your country?
- 2) He \_\_\_\_\_ at me from the doorway.
- 3) The bank refused to \_\_\_\_\_ us any more money.
- 4) I told him we weren't happy with it but he just \_\_\_\_\_ his shoulders.
- 5) I know what it's like to want to go back and \_\_\_\_\_ history

**Exercise 4. Watch the video and find the right answers to fill the gap.**

- 1) Every day, their teacher gave them \_\_\_\_\_.
  - a) loads of homework
  - b) a sandwich
  - c) good marks
- 2) He reckoned he would rather be playing \_\_\_\_\_.
  - a) football
  - b) volleyball
  - c) chess
- 3) So when he got home, he \_\_\_\_\_.
  - a) opened his maths book
  - b) went to sleep
  - c) walked with a dog
- 4) Bella ran out of the room and came back carrying \_\_\_\_\_.
  - a) a shiny, silver pencil
  - b) a fluffy kitten
  - c) a silly thing

**Exercise 5. Watch the video one more time and put the sentences in the correct order:**

There was a knock at the door – it was Bella	
Finn said, "I am going to do some maths".	
Joe picked up the pencil.	
It was exam time at Joe's school.	
When the results came out, Joe had done better than Finn.	
Joe's mum said they could go to the movie to celebrate.	
Bella suggested using her magic pencil.	

**Exercise 6. Watch the video and answer the questions.**

1. Does Joe want to do math?
2. Why was Joe sitting upset?
3. Who gave a magic pencil to Joe?
4. Why did Joe refuse to use this pencil at school?

**Exercise 7.** Distribute the roles (narrator, Joe, Finn, Bella, teacher, father, mother).

Watch the video one more time and take notes on what the characters are saying and doing. Retell the story from the point of view of your character.

**Exercise 8.** Discussion. Do you think the "magic pencil" really helped Joe? Why do you think so?

Представленный выше конспект урока основывается на том же видео, что и предыдущий. Однако, предложенные задания значительно отличаются от конспекта 1. Урок начинается с мозгового штурма. Учащиеся должны назвать лексические единицы, которые у них ассоциируются с экзаменом. Подобная активность способствует вовлечению учащихся в тему урока и настраивает их на дальнейшее обсуждение. Ввод новых лексических единиц в рамках данного урока осуществляется переводным способом, но их количество чрезмерно велико для тщательной проработки. Студенты-разработчики предлагают задание на расположение событий видео сюжета в хронологии, далее следуют ответы на вопросы по содержанию истории, учащиеся также делают записи касательно личных качеств и поведения каждого героя, чтобы потом пересказать сюжет от имени одного из героев. Урок завершается обсуждением правдоподобности представленной в видео истории.

Изучим конспект урока, предложенный группой 3.

**1. Lead in:**

1. When was the last time you took an important exam? What was the result?
2. How do you feel before/during/after the exam?
3. How can exams help you learn?
4. What helps you to start preparing for exams? Is it difficult for you?

**2. Before watching:**

We're going to watch a video now. What do you think its main topic is?

**While watching:****3. Watch the video and mark the sentence true or false. Correct the false sentences.**

1. Joe has always been a hard-working student.
2. Joe decided he had better things to do rather than prepare for the test.
3. Finn agreed to go to the park with Joe.
4. Bella had a magic pencil with a fairy stuck to one end.
5. Joe refused to use Bella's magic pencil in the classroom.
6. The teacher didn't let Bella come in.
7. Finn had done better than Joe.
8. Mum and Dad suggested going to a movie and Joe could choose which one.

**4. Watch the video again and fill in the gaps. Try to guess the meaning of the missing phrasal verbs.**

1. Their teacher gave them loads of homework and told them they should be working hard so as to do well in their tests. Joe didn't (take any notice).
2. He didn't care if he (came bottom) in the exams.
3. "We could take a football and (have a kick around)."
4. He couldn't bear it if Finn (came top) and he did badly.
5. When the results (came out), Joe had done even better than Finn.

**5. Using the phrasal verbs make up your own sentences.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**6. Transform the sentences from direct speech to reported speech.**

1. "Shall we go to the park?" he said to his friend Finn one afternoon.
2. "You wouldn't be happy either if you had to learn all this maths," said Joe.
3. "I think Bella should choose," Joe said.
4. "What is it, Bella?" asked Joe's teacher.
5. "You don't look happy," she said.
6. "Just something Joe forgot," said Bella.

**After watching:****7. Discussion.** [The teacher divides the students into several groups to perform the task].

Introduce your tips for exam preparation and choose the top-5. Be ready to present and explain your findings to the other groups.

**8. Writing.** [The students can choose any of the following tasks to do at home].

8.1. Write a summary of the video using as many new words and structures as possible.

8.2. Write a composition about your own exam experience. Try to use as many new words as possible.

Разработанный урок основан на том же видео сюжете. Начинается он с наводящих вопросов, прогнозирования, о чем будет видео. После просмотра разработчики предлагают учащимся определить соответствуют ли утверждения содержанию истории. В том случае, если утверждения не соответствуют сюжету, их необходимо исправить. Далее учащиеся



работают с фразовыми глаголами, которые встречались в видео, а затем переходят к выполнению задания на переход прямой речи в косвенную (необходимо отметить, что данное задание не совсем вписывается в ход урока, нарушая последовательность заданий). В финале урока предлагается вывести учащихся на дискуссию и предложить им написать дома сочинение. К сожалению, студенты-разработчики конспекта не совсем продумали, как грамотно подготовить своих учеников к написанию такой работы. Складывается впечатление, что данной группе разработчиков немного не хватило времени для тщательной разработки конспекта, поскольку финальные задания идут несколько хаотично и непоследовательно по сравнению с первыми заданиями.

Ознакомимся с конспектом урока, представленным группой 4.

**Pre-watching: (5min)**

Look at the set of pictures and try to guess the topic of our video:



**Picture 1**

Let's sum up our thoughts and highlight the main ideas:

- 
- 
- 

(recommended as group work)

What feelings do you have when you hear the word "test"?

How do you usually prepare for a test?

(questions to the whole class)

Now we're going to watch the video twice.

**While watching:**

a) First watching. Complete the table with some grammar constructions from the video. Answer the questions.

Past Simple	Their teacher ... Joe ... Finn ...  and other examples.
Future Simple, to be going to	He said "..." My mum says ... You ... , said Joe  and other examples.
Past Continuous	He ... when Bella... Bella ... and he didn't want to hurt...
Present Continuous	All right then, I ... The look that said "...
Conditionals	He couldn't bear it if Finn ... How much his friends ..., if You ... if you tried  and other examples.

- What is the name of the main character? Who is Finn?
- Who do you have more similarities with? Joe or Finn?
- Do you always revise before the exam? Why (not)?

b) *Second watching.* Order the episodes from the video.

1. Joe passes the exam test successfully.
2. Joe's sister gives him a magic pen.
3. Joe intends to play football instead of revising.
4. Finn and Joe make a bet.
5. Joe's family wants him to get good exam results.
6. Joe prepares for his exam test.
7. Joe's sister enters the classroom where the exam test takes place.

c) Look at your completed table. Make an example with each grammar construction.

### After watching:

#### Modal verbs

Questions to the class:

What modal verbs have you heard while watching?

- could
- would
- should

Where do we use them?

Individual work:

Complete the following sentences with the appropriate modal verb:

1. "\_\_\_\_\_ we go to the park?" he said to his friend Finn one afternoon. "We \_\_\_\_\_ take a football and have a kick around."
2. "I \_\_\_\_\_ just use my magic pencil. It always gets the right answer."
3. Before anyone \_\_\_\_\_ stop her she skipped over and put her magic pencil on Joe's desk.

4. He knew it wasn't really magic, but somehow he \_\_\_\_\_ do all the maths questions after all.
5. He was thinking about how much his friends \_\_\_\_\_ laugh if he came to school with a fluffy unicorn pencil.

### **Answer the questions**

1. Finn would get a cool mountain bike for a well-written test. What gift would motivate you to do your best to prepare for the test?
2. If you had a real magic pen that would help you pass tests with excellent marks without giving knowledge, but would disappear after school, would you use it?
3. Come up with and name more ways how you can quickly prepare for the test without a magic pen.
4. How much time per day do you spend studying and how much time do you have fun? Why not vice versa?
5. Do you think it is possible to combine studies and entertainment? Suggest options when you can play and learn at the same time.

### **Teamwork**

*Discuss the questions in your group and write down key ideas that help you to make a speech.*

1. What would have happened if Joe had gone to play football instead of preparing for the exam?
2. What would have happened if Joe hadn't prepared for the exam?
3. What would have happened if Joe's sister hadn't given him the magic pen?
4. What would have happened if Joe hadn't passed the exam?
5. What would have happened if Joe's exam results had been worse than Finn's?

### **Make a speech**

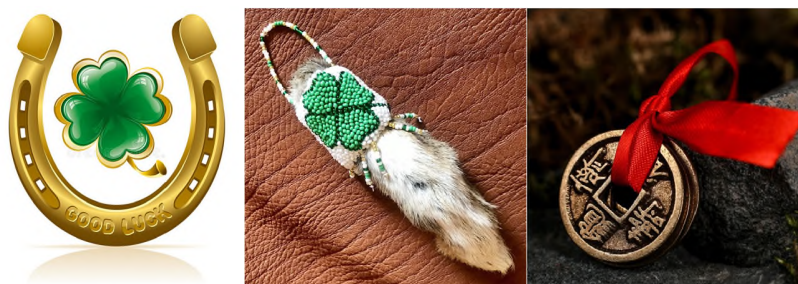
What will happen if you fail an exam?

Согласно предложенному конспекту урока, учащимся предлагается угадать тему урока, проанализировав и обсудив картинки, связанные с успехом и поражением, способностью выполнять ту или иную задачу (работа фронтальная и в мини группах). Далее идет просмотр видео с одновременным заполнением таблицы по сюжету и отбором нужных грамматических конструкций. После проверки заполненной таблицы предусмотрены задания на модальные глаголы, которые встречались в видео и ответы на вопросы по содержанию рассказа. В финале урока – учащиеся выходят на монолог (продукция).

Обратимся к конспекту урока, построенного на основе того же видеосюжета, разработанного группой 5.

**Before watching:**

Look at the pictures. What do all these pictures have in common?



Picture 1

**Lead-in**

1. Have you ever used some of the things depicted to pass an exam successfully? Did it help you?
2. Do you think that everyone should have their lucky charms?

You are going to watch this video twice. While watching it for the first time, please fill in the gaps with the missing words.

**While watching***a. Fill in the gaps:*

1. Every day, their teacher gave them ... (loads of) homework.
2. ... and told them they should be working hard so as to .... (do well) at school in their tests.
3. He didn't care if he ... (came bottom) in the exams.
4. We could take a football and have ... (a kick around).
5. He couldn't bear it if Finn ... (came top) and he did badly.
6. "You don't look happy!", she said, "Your mouth is ... (all sad)"
7. He saw the answer ... (straight away).
8. Bella was ... (cross).

*b. Answer the questions:*

1. Why did Joe want to do well?
2. What did he discuss with Finn?
3. Did he prepare much for the exam?
4. How did Joe's sister help?
5. What helped him to pass the exam?

*c. Choose the best option:*

1. Every day, their teacher gave them loads of homework and told them they ... (should/must) be working hard so as to do well in their tests.
2. He reckoned he ... (would/should) rather be playing football.
3. "... (Shall/Could) we go to the park?" he said to his friend Finn one afternoon. "We ... (could/have to) take a football and have a kick around."
4. He ... (couldn't/shouldn't) bear it if Finn came top and he did badly.

5. "I ... (must/would) just use my magic pencil. It always gets the right answer."

d. *Finish the sentences. Mind the tenses:*

1. "I knew you could do well if ... (you tried).
2. He was thinking about how much his friends would laugh if ... (he came to school with a fluffy unicorn pencil).
3. "You can use my magic pencil if ... (you like)."
4. You ... (wouldn't be) happy either if you had to learn all this maths," said Joe.
5. He ... (couldn't bear) it if Finn came top and he did badly.
6. Besides, my mum says she ... ('ll buy) me a mountain bike if I do well.

### **After watching:**

Having watched the video, let's analyze some episodes from the video:

1. Did Finn try to make his friend fail the exam or was it a kind of motivation for Joe to study harder?
2. Do you think that lucky charms help a person to concentrate during a test/an exam or just distract them?
3. (writing) Share your experience of preparing for a test/an exam. Write 5 emergency tips.

*Students who have similar / approximately similar answers organize groups. They are given the task/homework to create (with an illustration) a lucky charm and think about situations when it may be useful and explain its "super power".*

4. You're going to work in groups of 3-4 people. The task is to create your own lucky charm (posters/illustrations/presentations are necessary). Don't forget to tell the others what "super abilities" it has and in what situations people can use it.

Уроки, построенные на одном и том же видео сюжете, получились у студентов разными. Каждая группа разработчиков увидела в материале что-то свое: грамматические конструкции, лексические единицы, возможность разработки заданий на формирование рецептивных или продуктивных навыков. Тем не менее, наблюдается тенденция выстраивания последовательного построения урока, попытка следовать принципу «от простого к сложному», пошагово усложняя задачи для учащихся и стремиться к продукции на финальном этапе урока.

## **5. ВЫВОДЫ**

Как видно из представленных выше разработок уроков, будущие преподаватели английского языка учатся грамотно и эффективно создавать на базе одного и того же видео/аудиосюжета разнообразные уроки, включая в них разноуровневые и разноплановые задания. Необходимо уточнить, что представленные в статье конспекты уже прошли этап редактирования со стороны односторонних студентов и претерпели правки, которые были внесены авторами конспектов после ознакомления с комментариями односторонних и преподавателей.

В результате освоения программы будущие педагоги совершенствуют компетенции в области современных образовательных технологий преподавания иностранного языка, приобретают знания и умения, необходимые для качественного проведения занятий по английскому языку, учатся проектировать урочную деятельность в соответствии с планируемыми результатами обучения в предметной и метапредметной областях.



Опыт кафедры подтверждает, что реализуемые формы и средства организации практикумов по проектированию уроков английского языка могут быть широко использованы с целью повышения эффективности проведения занятий для будущих преподавателей иностранного языка.

### **Конфликт интересов**

Авторы заявляют об отсутствии конфликта интересов.

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## DISTANCE LEARNING & ENGLISH LANGUAGE TEACHERS' PROFESSIONAL DEVELOPMENT

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**Abstract:** The paper aims to share the experience in the field of the professional training of English language teachers. The authors describe the ways the English language teaching methodology classes are held as a part of distance learning. Students work out the materials for teaching pupils in google docs and discuss them using a cloud-based video communications app 'Zoom', then share their google docs links with students from other groups and comment on the tasks for potential pupils. Particular attention is paid to the detailed plan of the class, its coherence and cohesion, applied approaches and methods, given tasks. The paper contains a number of teaching materials developed by the senior students of the Institute of Foreign Languages of Moscow Pedagogical State University. These materials can be used as practical recommendations for EFL teachers or students of pedagogical universities studying foreign languages and doing teaching practice at schools.

**Keywords:** language learning, teachers' professional development, EFL, listening skills development, taking notes, English class handouts and materials.

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