

# МЕТОДИКА ПРЕПОДАВАНИЯ ГУМАНИТАРНЫХ И ЕСТЕСТВЕННОНАУЧНЫХ ДИСЦИПЛИН В СРЕДНИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ

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*Физико-математические науки*

## USE OF SERVICES WEB 2.0 IN TEACHING ENGLISH

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Services Web 2.0 is the second generation of the Internet network services that enable users to create the web and use information resources. Web 2.0 (Web 2.0) is term for the second generation of network services. These services allow users to surf the net and work together and place the text on the web and media information.

The current stage of the computerization of training involves the use of a computer as a learning tool is not occasionally, but systematically from the first to the last lesson for any form of training. On this basis **the relevance of my work** is visible. **The purpose of writing the work** is to identify the characteristics of the use of Internet technologies in teaching English.

New social security services to radically simplify the process of creating materials and publish them on the web. Now everyone can not only gain access to the digital collections, but also take part in shaping their own online content. Today, the use of Web 2.0, the new content is created by millions of people. They are like ants in an anthill general, bring to the network, new texts, photos, pictures, music files. At the same time communication between people more often occurs not in the form of a direct exchange of statements, but in the form of mutual monitoring of network activity. The development of new tools is not just to ensure that we can meet the new challenges, but also to change our world, which allows us to see the world from a new perspective.

Confessing accessibility, openness, interactivity and collectivism, social services of Web 2.0 plays an important role in the development of online communities and professional teacher development, and become a natural educational environment, the usefulness of which is not in doubt for educational purposes.

Mass distribution of the social Web 2.0 services opens up opportunities for the development of different forms of networking of all actors of the educational process, the educational use free electronic resources, independent content creation [2, p. 120].

The use of social services in the educational process allows teachers to considerably improve the quality of learning, to design a lesson at a different level: to make it more interesting, interactive, learner-oriented, productive. This is especially true of learning a foreign language (English), since most of the foreign service and all the information in English [2, p. 121].

Thus, the use of foreign Internet services in the educational process reveals the following guidelines for the involvement of students in the creative cognitive activity:

Diagram links, mind map, mind map or associative map, time belt helps encourage the disciples.

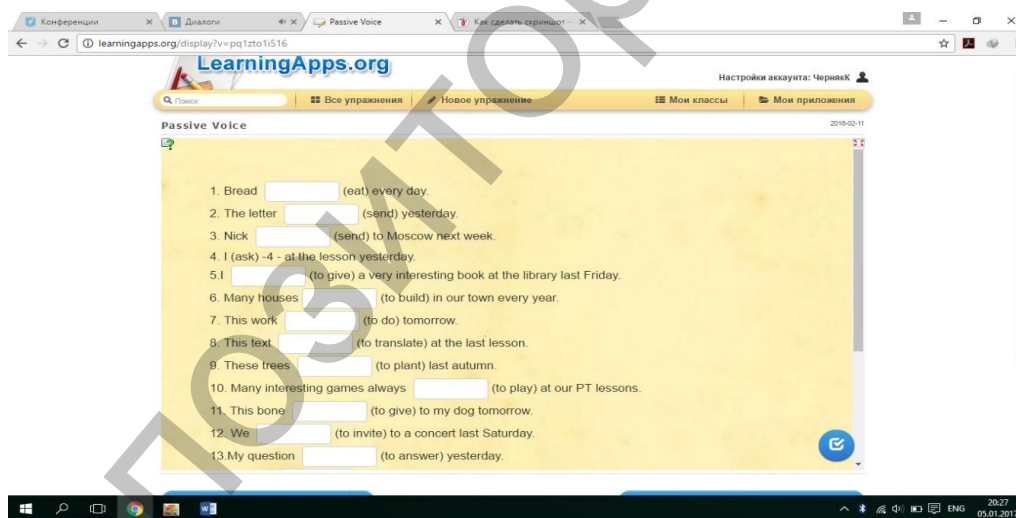
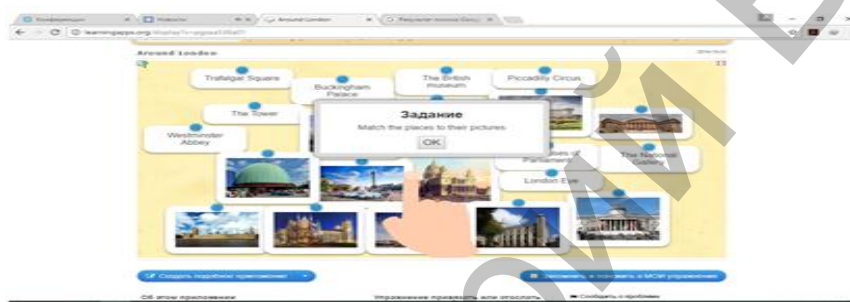
Examples of such services are: Wise Mapping, Glify, Mindomo, Sahoo and others.

These services can be used when taking notes of lectures, books; use them to brainstorm; to plan and develop projects of varying complexity; creative problem solving; prepare materials for specific topics; simulate and analyze various processes. I use these services for the introduction of new material and consolidate the vocabulary on the topic. (Map of the mind on the theme "Journey", "Leisure time" / "Sport"). They are also suitable for the creation of self presentation (MY CV) also can be used for the establishment of joint projects on the topic. For example, in the 9th form students co-created "English writers" project [1, p.64].

The name "cycle chronology" speaks for itself - it is the location of events, photos, images, videos in chronological order. Using Linoit services, Dreamboard, Padlet Wall Wisher or you can create the very presentation. How it works in the same service. You must select a space, insert your

photo, your data. You can add a video or your portfolio, or a poem. I use these services to create photo collages and selfpresentations. When a class assembly, can be offered to students to make a mini presentation to become better acquainted with each other.

Interactive forms of control are one of the most common forms used in the classroom. Services: PurposeGames, Quibblo, Learningapps.org, Let's test. Offered services allow you to develop your own quizzes, quizzes, crosswords and other tasks in the form of a game, that contribute to the motivation of students to the subject, the development of skills of teamwork and collective knowledge, facilitates the work of the teacher. These services provide an opportunity to interact with other Web users. Content can be integrated into other social networks and services. Links to your crossword puzzles, tests and I post on the site, so that students can prepare for the dictation, test your knowledge on some aspect of grammar. For the primary and secondary levels of education, from my point of view, the most interesting **Learningapps.org**. It provides for the creation of interactive teaching aids for various subjects. It is very easy to use and it has a version in Russian. With this service, I created several projects that successfully used by many teachers as in the classroom and in extracurricular activities: Flat, School, Animals, Tag questions, English-speaking Countries.



Advanced educators understand that the Internet is a powerful tool for building a successful situation for all actors of the educational process. On any type of lesson (the introduction of new material, binding, generalization, control) clever use of social networking services, Web 2.0 motivate students to be active, the disclosure of creativity, communication and collaboration.

**Conclusion:** social services of Web 2.0 plays the following role in the educational process:

- ✓ Increase motivation students to the study of individual subjects;
- ✓ The development of writing and reading skills;
- ✓ The development of skills of written and oral communication;
- ✓ Development of the ability to work with information;
- ✓ The development of creative abilities of students;
- ✓ Development of the ability to work in a group together to solve educational problems, and others.

Existing teaching experience shows that the use of modern Web 2.0 technologies in teaching foreign languages improves the efficiency of the educational process.

#### References

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## ОБУЧЕНИЕ ШКОЛЬНИКОВ МЕТОДАМ РЕШЕНИЯ ЛОГАРИФМИЧЕСКИХ УРАВНЕНИЙ НА ФАКУЛЬТАТИВНЫХ ЗАНЯТИЯХ В КОНТЕКСТЕ УКРУПНЕНИЯ ДИДАКТИЧЕСКИХ ЕДИНИЦ

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В настоящее время одной из актуальных проблем теории и методики преподавания математике является проблема обучения учащихся методам решения уравнений. В современных условиях ее решение возможно на основе обращения к теории укрупнения дидактических единиц (УДЕ) [1].

По мнению И.В. Ульяновой, результат применения теории УДЕ в учебном процессе можно улучшить, если уравнения, входящие в тот или иной набор, оказываются взаимосвязанными между собой главным образом по линии укрупнения своих решений.

Цель исследования – определить систему факультативных занятий по решению логарифмических уравнений на основе теории УДЕ.

**Материал и методы.** Теоретической основой исследования является технология укрупнения дидактических единиц, практической основой – опыт работы авторов со школьниками 11 “А” класса (учитель М.Р. Курякова) на базе ГУО «СШ № 45 г. Витебска». При проведении исследования использованы эмпирические и логические методы.

**Результаты и их обсуждение.** Теория УДЕ используется исследователями как применительно к системе знаний в их традиционном понимании, так и в ее применении для формирования тех или иных действий.

В нашей работе в качестве дидактической единицы, подвергаемой укрупнению, выступает действие, как структурный компонент методов решения уравнений. Поэтому обучение школьников методам решения уравнений в контексте УДЕ предполагает динамическое развитие этих методов, достигаемое через укрупнение действий, им адекватных, и их совокупностей [2].

Такой подход может быть использован на факультативных занятиях.

Выделим систему подобных занятий по работе с логарифмическими уравнениями.

*Первое занятие.* Занятие – лекция на повторение теории по теме «Логарифмические уравнения». За 45–90 минут учитель излагает наиболее важные сведения по теме. Это не просто пересказ, не «пережевывание» учебника, это как бы трансформация темы через личный опыт учителя, интерпретация темы учителем.

На первом занятии учащимся раздаются листочки, в которых кратко изложена вся теория по логарифмическим уравнениям: определения логарифма, основные свойства логарифма, график и свойства логарифмической функции.

На *втором – третьем занятиях*, учитель знакомит учащихся с методами решений логарифмических уравнений: использование определения логарифма, потенцирование (применение свойств логарифма), логарифмирование, приведение к одному основанию, метод введения новой переменной, функциональный метод, метод почленного деления, метод группировки [2, 3].

При решении различных уравнений школьникам приходится сталкиваться с тем, что не любое уравнение удастся решить при помощи равносильных преобразований, гораздо чаще при решении уравнений приходится применять неравносильные преобразования. При этом надо