

MULTILINGUAL PROJECT

"THE SCHOOL OF THE FUTURE"



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“THE SCHOOL OF THE FUTURE”

the working languages: **English, German, French**

the participants: **students of lyceum №1, gymnasium №2, gymnasium №5, gymnasium №9, school №8, school №28, students of Grodno State University**

Today Belarus is integrating with the European community and other countries. Educators have to call for changes in the Belarusian system of education. We have to learn how to communicate across national, cultural and socio-economic boundaries. If we want to prosper in the new environment of the 21st century, all students must be provided with a powerful, deep-rooted understanding of other languages, diverse cultures and global issues. Professional or disciplinary skills alone are no longer sufficient. In addition to offering programmes based on traditional academic disciplines, our education must develop problem-focused programmes of study that are more practical than theoretical and that are oriented around problems in the real world.

Of course, none of these goals will be achieved quickly or easily, but the benefits of putting them in place will far exceed the effort required. So the main goals of our project are:

- to share our opinions about the school of the future
- to discuss a new approach to modernize and internationalize our school
- to work out “ground lines” or recommendations
 - to frame a plan of action for creating the school of the future



ПРОЕКТ «ШКОЛА XXI ВЕКА»

Секция «Школа будущего» (английский язык)

Тема: Школа будущего

Форма проведения: «мозговой штурм»

Разработана: Галабурда И.В., Шивилько Л.А. – учителя английского языка

Целевая группа: учащиеся 10-11х классов лицея, студенты 3 курса
филологического факультета имени Я.Купалы.

Время проведения: 45 минут

Место проведения: каб. 214 лицея №1 г.Гродно

Оборудование: компьютер, медиа-проектор, коллажи по теме «Школа будущего», цитаты известных людей, доска, ватман, маркеры, клей, цветная бумага, ножницы.

Цели и задачи:

- развитие речевых умений по теме «School Education»;
- развитие интеллектуальных и познавательных способностей учащихся, их творческих умений;
- развитие способностей учащихся к абстрагированию, сравнению и обобщению;
- развитие коммуникативной культуры учащихся, их самостоятельности, умения сотрудничать;
- воспитание культуры взаимопонимания и взаимоуважения при работе в группе;
- воспитание уважительного отношения к культуре других народов.



Подготовительная работа:

- постановка целей и задач мероприятия, выбор форм и методов;
- информирование участников проекта о мероприятии, ознакомление их с правилами проведения «мозгового штурма»;
- подготовка участниками наглядного материала (фотоколлажей по теме проекта);
- подготовка участниками проекта компьютерной презентации «What Is Future School For Us»;
- разработка анкеты и проведение анкетирования по теме «What lyceum students think about their education» среди учащихся лицей, обработка результатов анкетирования;
- разработка сценария мероприятия.

Ход мероприятия:

Teacher 1: Good afternoon. We'd like to welcome our lyceum students and our special guests from Grodno State University at the session of our section "School of the Future". Nowadays the world is changing rapidly in all spheres of human activity and education is not an exception. We all realize that if we want to prosper in the new educational environment of the 21 century we should transform our system of education making it global, democratic and universal. So today we are going to discuss what schools will look like in the future, what education they will provide and how they will interact with the rest of the world.

Teacher 2: To begin with we want to inform you about the results of the survey that we have conducted among our lyceum students to find out what they think about their education (результаты анкетирования, сопровождаемые компьютерной презентацией, предоставляет учащаяся лица).

Teacher 1: So what conclusion can we come to? Are our lyceum students satisfied with their education? Which of their ideas of improving education do you find reasonable?

Student 1:

Student 2:

Teacher 2: And now we want to show you a computer presentation made by one of our lyceum students for you to learn more about what image of a future school lyceum students have. (Участники секции смотрят презентацию "What is future school for us")

Teacher 1: Do you like the school that you've just seen? Why? /Why not? Would you choose that school for your future children to go to?

Student 1:

Student 2:

Student 3:

Teacher 2: Now let's discuss what schools and school education in general will have in the future. We want you to form 3 groups: generators of ideas, critics and experts and have a discussion on the following criteria and then present the results of your discussion in the form of the poster "School of the 21st century" (участники секции делятся на 3 группы, обсуждают проект школы будущего по заданным критериям, фиксируя результаты и оформляя их в виде постера)

Teacher 1: Thank you for your hard work. Now we all can see what schools will look like and what education they will provide in the future.

(Участники представляют конечный результат своей работы на итоговом пленарном заседании)

Методические рекомендации по проведению «мозгового штурма» на уроке иностранного языка

Суть приема «мозговой штурм» заключается в том, что учащимся необходимо найти оптимальное решение конкретной проблемы в течение ограниченного периода времени. С этой целью группа делится на 3 подгруппы: «генераторы идей», «критики» и «эксперты». Основные условия организации и проведения «мозгового штурма»:

1.«Генераторы идей» могут высказывать любую мысль без опасения, что она будет признана неудачной или нерациональной.

2.Любая инициатива поощряется, принимается любая идея, даже нелепая на первый взгляд.

3.Важно стремиться к наибольшему количеству идей.

4.Разрешается изменять, комбинировать, улучшать предложенные идеи (как свои, так и чужие).

5.В случае если творческая активность «генератора идей» снижается, учитель может стимулировать работу подгруппы путем постановки вопросов, предложения собственных идей, новых подходов и др.

6.По истечении времени, заданного учителем для выдвижения идей, приступает к работе подгруппа «критиков».

7.«Критики» анализируют, оценивают, синтезируют предложенные идеи и включают в список те, которые, на их взгляд, обеспечивают решение проблемы.

8.«Эксперты» изучают предложенные в списке идеи, классифицируют их, дают качественную оценку каждой и выбирают 3 наиболее оптимальные на их взгляд. Они также аргументируют свой выбор.

9.В заключение группа может выбрать наиболее удачное решение проблемы из предложенных.



ПРОЕКТ «ШКОЛА XXI ВЕКА»

Секция «Школа будущего» (английский язык)

Тема: Школа будущего

Форма проведения: «творческая мастерская»

Разработана: Лебедева Д.И., Долинчик Е.В. – учителя английского языка

Целевая группа: учащиеся 10-11х классов лицея, гимназии №5, гимназии №2, гимназии №9

Время проведения: 45 минут

Место проведения: каб. 107 лицея №1 г.Гродно

The School Of The Future

○ Good afternoon, dear friends. We all have gathered here today to discuss the school of the future. First of all, let me introduce our guests. So, the pupils and teachers from gymnasium №2 and from gymnasium №5 have honoured us with their presence. We are glad to work together with you in groups. Please, divide into groups.

○ Speaking about school in general, I think you will agree with me, that a teacher, his or her personality is very important. Years will pass, you will become grown ups, and still, you will find time to visit your schools, to meet your teachers and have a talk with them.

• You all will receive a lot of printed words, characterizing people, and some pictures. Choose, please only five words, stick them onto a sheet of paper and choose any picture you like. Please, say what you have done.

Edgar: In our view, a teacher must be highly-qualified, broad-minded, tolerant, understanding and competent, and he must look like that.

Kate: We think that first of all, a teacher should be patient, highly-qualified, kind, supportive and understanding.

Tima: We are convinced that he or she must be kind, honest, tactful, understanding and friendly.



• So, the proverb is true – so many people, so many opinions. But we all come to school with different aims and other purposes. We, teachers, come here because you, pupils, are waiting for us to teach and

explain something new every day. And you want to see your classmates, talk to them, spend time together and do a lot of interesting things. Now, create a portrait of a pupil of the future using words and pictures.

Ann: In our view, all pupils must be polite, creative, amiable, responsible and curious.

Andrei: But we see a pupil of the future as an active, disciplined, inventive ambitious and responsible person.

Kate: We in our turn think pupils must be creative, hard-working, diligent, vigorous and self-confident.

- But of course the main thing you come to school is to get knowledge, that's why the next item for you to discuss will be "A lesson of the future". And again some pupils will have to speak.

Vadim: A lesson should be computerized, without marks, creative, short and unusual.

Andrei: As we have decided it, all lessons must be unusual, interactive, computerized, without homework and creative.

Kristine: Everything must be computerized, even a teacher, to say nothing of homework, and without homework and copy-books.

- Sport is very important nowadays, as it helps you to stay healthy, prevents you from growing stale and old. Nastia Michailovskaya has made a poll and a presentation about sport.

- Now Elena Vitalievna invites you all to have some rest. So, stand up, go to the center of the classroom, make a circle and repeat the movements she will show to you.

- "A hungry belly has no ears". We discussed facilities for doing sports, but a healthy way of life is impossible without healthy food. Many pupils are not satisfied with the quality of food in our school canteen. Food should be tasty, healthy, useful and not expensive. Imagine that you have an opportunity to make up a menu for your canteen. Each group gets a list with the names of different dishes and your task is to create an ideal menu. But be attentive - there are some odd and strange dishes.

- We study in a typical school building the design and the equipment of which leaves much to be desired. Traditionally there is a stadium, a sports ground, some flower – beds or benches near it. But let's dream! Wouldn't you like to have a sports center with a swimming – pool, a skating – rink and a fitness center with different exercise-machines. We suggest that you become designers and arrange the territory of the future school. Here is a green field for your creative work, glue, names of buildings, pictures. Make a design project of your future school.

- And finally we believe that all our aspirations, ideas and hopes will come true and it is up to us to create the school of the future not on paper but in reality. Thank you all for your most productive and creative work.



Our project is called "The School of The Future" therefore I want to offer my variant of sport life of our lyceum in the future. In the beginning, it is per capita rooms for boys and girls, more various training apparatus and sports sections, swimming pool, all conditions for sport studies for the disabled, conducting P.E. lessons in new forms, namely, skating and cycling, occupations on oriental combat sports etc.

I've had a poll and I asked 50 respondents what their favourite kind of sport was. And I've made a diagram, using this information.

So, the most desirable sport is swimming - 34%, the next is sport dances - 26%, the next is football - 14%, then go cycling and boxing -10% accordingly and the last is tennis - 6%.

So, we can draw a conclusion that the school of the future is a school where children have all opportunities to develop their sport potential.

A HANGRY BELLY HAS NO EARS – голодное брюхо ко всему глухо.

We discussed the facilities for doing sports, but healthy way of life is impossible without healthy food. Many pupils are not satisfied with the quality of food in our school canteen. Food should be tasty, healthy, useful and not very expensive. Imagine that you have the opportunity to choose & create the menu for your school canteen. Every group gets the list of different dishes & your task is to make up the menu from the dishes which the pupils of our lyceum want to have for their school lunches. But be very attentive! There are some unusual & strange dishes!

Pupils are given 5-7 minutes for writing their variants of the menu. Then every group suggests its variant.

Group 1: We want to have fruit salads , meat & ham sandwiches for snacks, omelette, macaroni & pizza for the main course & ice-cream & juice for the dessert.

Group 2: We'd like to eat fruit salads, borsch, pizza & sweets every day and we'd like to drink only juice. No tea or milk at school!

Group 3: Our choice is fruit salads, chicken soup & of course pizza. You see we like pizza and we are ready to have it every day. We are sick & tired of pea soup and boiled chicken!

MENU

SALADS AND SNACKS

Greek salad Fruit salad Vegetable salad with oil Fish salad Green peas and beans Seakale Cheese sandwich Ham sandwich Meat sandwich Herring sandwich Yoghurt with mustard A purse with ketchup Yoghurt

SOUP

Milk soup Mushroom soup Chicken soup Onion soup Tomato soup Tortoise soup Cheese soup Borsch

OTHER DISHES

Cereals with butter, milk, sugar, honey, jam Porridge Pizza

Pancakes with bacon, jam, sour-cream, cottage cheese Pumpkin with caviar Pork chop

Fish fingers Chicken Sausage Kebab

Bacon and eggs Sneakers with mustard Ravioli Omelette Spaghetti with cheese Fish and cheese Boiled potatoes Rice Noodles Macaroni

DESSERTS AND DRINKS

Toast with jam Croissants Ice-cream with horseradish Strawberry with yoghurt or cream Whipped cream Fresh berries Mittens with cherry jam

Sweets Juice Cocoa Tea Mineral water

THE DESIGN OF YOUR IMAGINARY SCHOOL BUILDING AND TERRITORY.

We study and work in the typical school buildings, the equipment & design of which is much to be desired. Traditionally there is a stadium, some sport grounds & may be some flower-beds or benches near our school buildings.

But let's dream! Wouldn't you like to have a sport centre with a swimming-pool, skating rink & a fitness centre with different exercise machines. Or may be it would be wonderful to have a language centre with multimedia computers & satellite TV. We suggest you to become designers & arrange the territory of the future school. This is a green field for your creative work & different buildings, sport grounds & glue. Make a design project for your future school.

The groups get large green sheets of paper & samples of different buildings and grounds: Café, School, Art centre, Science centre, Assembly hall, Sport centre, Swimming pool, Football pitch, Hockey pitch, Basketball court, Tennis court, Gym, Fountain, flower-beds, trees.

Every group organizes the territory in its own way and demonstrates the results of the work to the rest. Then we make an album with the projects of the pupils.

While the groups are working there are 2 pupils who collect the results of the work of every group & make a large album to show it at the final section.

THE RESULTS OF THE WORK AND OUR FINAL SPEECH.

It is presented by 3 pupils: 2 pupils speak and the 3-d pupil demonstrates the album.

Diana: "No man is born wise & learned," says the English proverb & there is no person in our country who wasn't connected with school. The topic of our discussion was "The Project of the School of the Future" & the result of our work is this album with our ideas & proposals.

Kate: "Knowledge is power". Knowledge is given by the teachers. In a future school a teacher should be highly-qualified, broad-minded, tolerant, understanding, competent, kind, tactful etc. by character & professional qualities. Here are the examples of the desirable appearance of a future teacher. (The 3-d pupil shows the photos in the album).

Diana: We can't imagine our school without pupils. "Little knowledge is a dangerous thing". In Russian it sounds even better "Недоученный хуже неученого". We described the qualities of future pupils. They must be active, inventive, creative, disciplined, ambitious, hard-working, diligent, self-confident etc.

Kate: Pupils & teachers interact at the lessons. These are the main demands for a future school lesson. The lesson must be computerized, unusual, interactive, short, no homework & no marks, no copy-books. Of course, equipment must be modern & of the latest quality. May be in future school lessons will be replaced by some technical devices or distance education. We decided that pupils must have the opportunity to choose the subjects for studying.

Diana: Sports is no less important in the life of future pupils & teachers. We watched the presentation about sport facilities in the school of the future. We did exercises to music because "A sound mind can be in a sound body".

Kate: "A hungry belly has no ears". We discussed how to improve the food in our school canteens & made up different variants of the menu for school lunches.

Diana: At last we worked as designers & architects & arranged the territory of future schools. On the territory you can find a skating rink, a swimming-pool, a tennis court & even a café & a fountain.

CONCLUSION: We believe that all our aspirations, ideas and wishes will come true & we ourselves will create the school of future not in our classrooms but in reality!



Section: “Belarusian School: for and against”

(английский язык)

Тема: Школа будущего

Форма проведения: «проблемная мастерская»

Разработана: Македонская Л.П., Алантьева Т.И. – учителя английского языка

Целевая группа: учащиеся 10-11х классов лицея, гимназии №5, гимназии №2, гимназии №9

Время проведения: 45 минут

Место проведения: каб. 218 лицея №1 г.Гродно

Good afternoon, dear students!

I. We are glad to welcome you at our section: **“Belarusian School: for and against”**.

School is the place where children spend a lot of time, they study different subjects, they make friends and have many problems with teachers and then with their parents. Let's start to speak about school and school life, then. First of all what associations do you have with the following words: school, uniform, lessons/choice, discipline, teachers, friends, marks etc.

(The answers were: “school” – nice building, school garden, sports playground, gym, canteen, classrooms, cloak room etc., “uniform” – blue jackets, trousers, shirts, skirts, blouses, shoes etc., “lessons/choice” – subjects, tests, notebooks, textbooks, papers, pens and pencils etc., “discipline” – strict teachers, rules of behavior, dairies, meetings, quiet and boring lessons without jokes etc., “teachers” –

intelligent people, polite, kind, humorous, a lot of duties, a lot of knowledge etc., “friends” – a reliable person, a person whom I can trust, can say all my problems and secrets, a person I can rely on etc., “marks” – excellent, satisfactory, bad mood, joy and honor etc.).

Thank you for your nice and witty answers. Now let’s form the group in order to share the opinions on associative words, and you can use illustrative quotations.

(Students were divided into four groups; they used illustrative quotations and gave their examples with great pleasure.)

II. As you see there is a lot we can speak about. School is a public place where it must be some strict rules and strict discipline, but is it a real problem for students? Let’s listen to the dialog between the headmaster and a student.

a)

- Oh, Good morning, Jane.

- Good morning, Mr. Jones.

- Well!

- I’m sorry, Mr. Jones.

- But Jane, you are always late! What time do you get up?

- I get up at 8 o’clock.

- And what time do you have breakfast?

- Well, I have breakfast at 8.15.

- And what time do you come to school?

- At 8.30.

- Well, you are 15 minutes late! Why don’t you get up at 7.45?

- Yes, Mr. Jones. Good idea.

- All right. Sit down, then, Jane.

So, who can have more patience? May be the situation with being late is different at your schools? No? Are you late for the lessons too? Is your headmaster unsatisfied with it? They are too boring, these headmasters!

b)

Not to be late, to behave well, to follow strict rules.... It is so difficult to be a student, isn’t it?

(A student gave her opinion to these statements)

My school is not really strict. Nowadays I think there aren’t nearly so many rules. I think children are treated much more fairly. They have a lot of rights. They have to wear a school uniform – the school jumper, shirt and trousers; they are supposed to wear what they call “proper shoes” – which means not trainers. The rule is that you musn’t wear trainers, but in fact everyone does...well, not everyone, but a lot of people do, and the teachers never do anything.

There are certain things – we are not allowed to go into teachers’ room without permission, and you are not allowed to go into certain places with dangerous equipment like the chemistry lab.

If we break these rules we are punished. If it's something not very serious, like not wearing a tie, they tell us a couple of times and after that you might get a record. If it's something really serious, they give us a warning and your parents are asked to come to the headmaster.

And what about your schools? Are there any rules which are similar to these ones? Let's compare the rules.

(The section participants gave the examples of the school rules they have. And the result of this comparison was the rules are very similar or approximately the same).

d)

We live in Belarus and we are glad to live here, our schools are similar, but may be you have any wishes to Belarusian school?

The students wrote the following wishes:

- We would like to wear what we are comfortable in
- Or our uniform should be smart and comfortable

III. Different subjects are taught at schools. They are necessary for you to be well-educated and just to have wide knowledge. Students like one subjects and don't like others, in senior classes some of the students ignore the subjects they don't need in the future carrier. What do you think about it?

(The students were sharing their opinions)

Thank you for your discussion; let's listen to the story about the choice of subjects in American schools.



a) Listening "American school" (Bev's story)

...I teach American Studies, which is a History Course from 1870 to the present.

For the most 9th graders they don't have much choice about the courses that they take. They take a Physical Science Course all year long; they take a Math Course all year long. The Math Course that they take depends on how capable they are in Math. There are some students who are taking Geometry, there are some students who are taking Algebra, and there are some who are taking just Basic Computation and Math

because it is very difficult subject for them. In American Studies we learn History together. They take English Class, that's just called English Nine and it is required to read "Romeo and Juliet by Shakespeare. It's a class that studies a lot of different literature and works some writing. So they are required classes that they have to take: Physical Science, a Math Course, American Studies which is their Social Studies Course and English. They are required to take a trimester of Health. Our school year is divided up into three parts. So we have three twelve week sessions. And so we are required to take a Health Course. This Health Course talks about sex education, it talks about drugs, death, it talks about all kind of things that leads to their healthy and good life. They are also required to take a Physical Education which is called PE, where they may play volleyball, tennis, they may lift weights, and it depends on their teacher.

They have Optional Courses they can take. We do not require all students take foreign language. It may surprise you. But Spanish, French, German and Japanese is offered. But it's an option for students. They have the Course of Art, a Painting Course, a Metal and Glass Course. There are a variety of music programs they can be part of. They can sign up for band or an orchestra or we have several choirs.....

Now, dear students listen to the story once again and fill in the table:

Compulsory subjects	Optional subjects
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b)

Thank you. Let's compare the system of Compulsory subjects and Optional subjects in Belarus and in America.

The section participants gave the comparison.

c)

As a result of the comparison you can decide what you would like to have or to change in our system of education.

The students wrote the following wishes:

- We should have some choice in subjects
- We would like to study psychology/behavioral science
- We would like to have foreign literature as an optional course
- PE lessons should include more games and fewer norms
- Educational process should be more creative

IV. We have discussed a lot of things. It is time to have fun and relax for some minutes. You are offered to watch a video from "Look Ahead Course", so you are welcome:

Video tape script:

Wycombe High School is a Secondary school; it's for girls only; and it's a grammar school, which means we have to pass an exam before we can enter the school. There are about 1000 pupils. There is a main school and six forms, which are run separately. In the main school there is a uniform. Pupils are supposed to wear a blue and white striped shirt. In the second and third years they are supposed to wear a navy jumper, in the fourth and fifth years it's a burgundy jumper. It's a specially designed jumper with the school emblem on. And they have to wear a navy skirt. At the moment they let us wear any type of shoes as long as they are black and smart.

Wherever the girls move inside the building, there are fairly narrow corridor and staircases, so the girls must walk on the left at all times. They are not allowed to run in the corridors at any time and they must be very careful when they're climbing stairs to keep to the left. We have to have quite strict rules also about movement outside, because we have quite narrow walkways; so therefore also there are areas where the girls

are only allowed to walk in one direction; so there is one way into a building and another way out; and they are not allowed to turn around in the wrong direction.

And the girls may not go beyond an area where the ground dips down and they are out of sight. This is for their safety, as well as for us to make sure that they are not breaking the no smoking rule. The rules about smoking in the school are strict: no girl is permitted to smoke under any circumstances, either in school or on the way to and from school.

And the last task is to complete the following sentences:

I think the ability to conform to, provided those rules are accepted as reasonable and sensible, isbeing a law-abiding citizen and beingto fit it to whatever social structure you're in. I see nowhy girls should not question rules, and I would encourage them to do that. I think it doesthem for the world ofwhere there are even stricter rules and regulations in many ways; particularly in health and and things that one can, must ordo.

(Key: rules, part of, able, reason, prepare, work, safety, must not).

V. One more association with not school on the whole, but teaching and learning English in particular – humor.

We want you to have fun and entertain a little bit after the hard work, because Beauty and Humor will save the World!!!

The students were shown the slides with humorous speeches

So our wishes to Belarusian School are:

- We would like to wear what we are comfortable in
- Or our uniform should be smart and comfortable
- We should have some choice in subjects
- We would like to study psychology/behavioral science
- We would like to have foreign literature as an optional course
- PE lessons should include more games and fewer norms
- Educational process should be more creative
- Work more in groups over projects
- Lessons should be fun
- Internet and Skype should become more available
- Make our school website more practical and available for students
- Our marks should be private

Our section is over! Thank you for your participation and very productive work. We were glad to be with you!!! We wish you good luck! Learn English with fun. Good bye!

Секция на немецком языке «Школа 21 века. Плюсы и минусы.»



Цели и задачи:

- систематизировать лексические знания уч-ся по теме “Школа”,
- развивать речевые навыки уч-ся,
- способствовать повышению мотивации к изучению немецкого языка.

Дата проведения: 20.04.2011.

Место проведения: Лицей №1, 319 каб.

Целевая группа: подростки 9-11 классов.

Разработали: учитель немецкого языка Москальчук Л.Л.

Оборудование: доска, мультимедиа, компьютер, раздаточный материал.

Ход мероприятия:

Приветствие.

Guten Tag, liebe Freunde der deutschen Sprache! Wir freuen uns sehr, euch alle bei uns im Lyzeum begrüßen zu können. Wir hoffen darauf, dass ihr hier gute Zeit haben werdet. Herzlich willkommen!

Liebe Gäste aus der Schule №28, nennen Sie bitte Ihre Namen und erzählen Sie ein bisschen über Ihre Interessen.

Ich heiße Katarina. Ich bin 15 Jahre alt. Ich bin Schülerin der Schule Nummer 28. Ich interessiere mich für Musik.

Ich heiße Marina. Ich bin 14 Jahre alt. Ich bin Schülerin der Schule Nummer 28. Ich interessiere mich für deutsche Sprache.

Ich heiße Angelina. Ich bin 16 Jahre alt. Ich bin Schülerin der Schule Nummer 28. Ich interessiere mich für Bücher.

Ich heiße Margarita. Ich bin 15 Jahre alt. Ich bin Schülerin der Schule Nummer 28. Ich interessiere mich für Musik.

Ich heiße Iwan. Ich bin 15 Jahre alt. Ich bin Schüler der Schule Nummer 28. Ich interessiere mich für Sport.

Danke schön! Und jetzt bitte die Schüller aus unserem Lyzeum. Was können Sie uns erzählen?

Ich heiße Katarina. Ich bin 16 Jahre alt. Ich lerne im Lyzeum. Ich interessiere mich für Sprachen.

Ich heiße Karina. Ich bin 17 Jahre alt. Ich lerne im Lyzeum. Ich interessiere mich für Musik.

Ich heiße Lena. Ich bin 15 Jahre alt. Ich lerne im Lyzeum. Ich interessiere mich für Tanzen.

Ich heiße Tanja. Ich bin 16 Jahre alt. Ich lerne im Lyzeum. Ich interessiere mich für Bücher.

Ich heiße Viktoriya. Ich bin 17 Jahre alt. Ich lerne im Lyzeum. Ich interessiere mich für deutsche Sprache.

Vielen Dank.

Jetzt teilen wir uns in 2 Gruppen. Jeder Teilnehmer nimmt ein Zettel mit einem Teil des Sprichwortes und dann sucht den anderen Teil dieses Sprichwortes. Jede Gruppe hat ihr eigenes Sprichwort.

Учащиеся составляют пословицы и таким образом делятся на группы.

Zu Hause haben Sie über Vor- und Nachteile der modernen Schule gedacht. Ihre Meinungen haben wir zusammengestellt und auf kleine Blätter geschrieben. Teilen Sie bitte diese Blätter in zwei Gruppen: Vorteile und Nachteile. Was finden Sie positiv in unseren Schulen und was negativ?



Negativ:

1. Hausaufgaben sind den meisten Schülern lästig, sie sind jedoch notwendig, um den Stoff zu wiederholen und zu vertiefen. Das klappt oftmals nicht, weil die Hausaufgaben unkonzentriert und ohne Engagement – manchmal sogar ohne Verstand – abgearbeitet werden. Dabei können Schüler wertvolle Zeit sparen, wenn sie die Hausaufgaben effektiv erledigen, sinnvoll planen und mit voller Konzentration angehen.

2. Für viele Eltern und Kinder bedeuten Hausaufgaben der pure Stress. Es kommt oft vor, dass ich sehr müde aus der Schule nach Hause komme. Und am Nachmittag bin ich nicht frei. Da kommen die Hausaufgaben. Ich bin immer beschäftigt. Ich habe keine Zeit.

3. Stress in der Schule. Vor den Kontrollarbeiten fühle ich mich meistens, also, wenn ich das Thema gerade nicht so gut kann, aufgeregt bin ich dann und nervös. Das führt dann manchmal dazu, dass ich in den Arbeiten Konzentrationsschwächen habe, also mich nicht gut konzentrieren kann, dann habe ich Angst vor der Arbeit.

Positiv:

1. An unserer Schule gibt es die Möglichkeit zu vielen verschiedenen Aktivitäten. ... Neben diesen Aktivitäten gibt es noch Wandertage und Klassenfahrten. Unsere Klasse plant im Moment zum Beispiel eine Fahrt nach Wir wollen uns dort die vielen Sehenswürdigkeiten ansehen. Neben der Kultur steht aber natürlich auch jede Menge Spaß und Unterhaltung auf dem Programm.

2. Also ich mag die Schule als Ganzes sehr gern, muss ich sagen, und ich finde es schön, dass wir eine ganze Reihe von Möglichkeiten bekommen, uns zu engagieren, auch etwas über den Bereich der Schule Hinausgehendes zu erleben und erfahren.

3. Ohne Schule kommt man nicht aus. In der Schule erlernen wir viele Fächer, mit deren Hilfe wir uns Grundkenntnisse in den Wissenschaften aneignen. Diese Kenntnisse braucht man überall im Leben. Die Muttersprache ist ein Instrument, seine Gedanken auszudrücken und auszusprechen. Das Beherrschen der Muttersprache ist eine wichtige Grundlage für andere Fächer. Die Mathematik gewöhnt uns an logisches Denken, sie diszipliniert den Geist. Man kann die Mathematik auch praktisch anwenden. Viele Berufe verlangen solide mathematische Kenntnisse. Der Sport soll auch in der Schule nicht zu kurz

kommen, weil unser Land gesunde, sportliche, kräftige und muntere Menschen braucht. Kurz gesagt, alle Fächer sind für den zukünftigen Beruf wichtig.

Wir geben Ihnen kleine Blätter. Schreiben Sie bitte noch positive und negative Seiten der modernen Schule. Was finden Sie gut in Ihrer eigenen Schule. Was möchten Sie verändern? Negative Seiten schreiben Sie bitte SCHWARZ, positiv – ROT.

Jetzt sehen Sie bitte an die Tafel. Wollen wir unsere Kärtchen an die Tafel kleben!
Welche Schlussfolgerungen können wir machen?



Учащиеся подводят итоги.

Vorteile

- Treffpunkt mit den Freunden
- Gute Kenntnisse
- Vorbereitung auf das künftige Leben
- Möglichkeiten der schöpferischen Entwicklung

Nachteile

- Zu umfangreicher Lehrstoff
- Zu viele Hausaufgaben
- Keine Möglichkeit, sich auf die profilbestimmenden Fächer zu konzentrieren
- Keine Fachrichtungen in den allgemeinbildenden Schulen
- Zu viele Kontrollarbeiten -- Stress
- Essen in der Schule
- Die Noten sind wichtiger als die Kenntnisse

«Школа будущего»

Франкоязычная секция «L'école de l'avenir»

Формат: ролевая игра «Заседание совета министров»

M. Eugène: Bonjour à tous. Je suis très heureux de vous voir ici au Ministère. Moi, je suis le PDG (Président directeur général) de l'école du XXIème siècle, de l'école de demain. Alors, permettez-moi de vous présenter nos ministres. C'est Anastasia.



Anastasia: Bonjour. Je m'appelle Pankevitch Anastasia. Je représente le ministère de la culture.

M. Eugène: Oui, c'est le ministre de la culture. Et Alexandra.

Alexandra: Je m'appelle Zanevskaya Alexandra. Je vais présenter le ministère de la statistique. Notre ministère s'occupe des sondages d'opinion.

M. Eugène: C'est très bien. Alors, Irina.

Irina: Bonjour, je m'appelle Irina. Je suis le ministre des affaires étrangères.

M. Eugène: Bon.

Catherine: Bonjour, je vous salue de la part de la ministre de l'architecture. Je m'appelle Catherine.

M. Eugène: Très bien.

Margéritte: Bonjour. Je m'appelle Margéritte et je présente le ministère de l'économie et du financement.

M. Eugène: Bien. Et le dernier ministre c'est...

Olga: Bonjour. Je m'appelle Olga Gilkovskaya. Je suis le ministre de l'éducation.

M. Eugène: Aujourd'hui nous sommes tous venus ici. D'un côté, se sont les ministres et de l'autre côté de la table ce sont les élèves, les élèves très curieux

Sacha: Bonjour. Je m'appelle Sacha.

Natalie: Moi, je m'appelle Natalie.

Marina: Bonjour. Je m'appelle Marina.

Aline: Bonjour. Je m'appelle Aline.

M. Eugène: Oui.

Poline: Salut. Je m'appelle Poline.

M. Eugène: Et aussi, il nous reste Eugène. Eugène c'est le vice-ministre de la statistique. C'est pas le ministre, c'est pas l'élève.

Eugène: Bonjour.

M.Eugène: Ces élèves sont très curieux. Ils ont beaucoup de questions à poser aux Mmes les ministres, car le sujet de notre table ronde, de notre séance publique, de notre réunion, c'est

“L'école du XXIème siècle.”

Comment doit être cette école? Qu'est-ce que nous devons faire? Comment est-ce que nous devons être? Tous ces problèmes nous allons discuter aujourd'hui pendant notre réunion.

Tâchons de trouver des réponses et de composer un Manifeste, un appel à tout le monde qui commence par les mots...

Nous, les élèves du début de XXI siècle, appelons TOUS être responsable de l'école d'aujourd'hui et de demain. Elle a besoin de nos idées. Elle a besoin de notre protection.

Par ce manifeste nous reconnâtrons que ...

M.Eugène: Je vous propose d'ouvrir la discussion. La première association qui me vient à l'esprit quand je prononce le mot école, c'est l'éducation.

Peut-être qn de vous a une question à Mme le ministre de l'éducation.

Aline: Oui, j'ai une question. Selon votre avis, comment doit être le système de notation à l'école du 21e siècle?

Olga: Je peux vous proposer 5 variantes de notation:

- a) 5 points
- b) 10 points
- c) système bien\mal
- d) 100 points
- e) sans notation

5 points. Les avantages et les désavantages de ce système.

M.Eugène: Oui, bien sûr. Comme dans n'importe quel système il y a des avantages et les désavantages.

Olga: Oui. Le premier plus: on peut voir nettement qui est vraiment un bon élève. Désavantage: ce système est déjà vieilli.

M.Eugène: Oui, c'est le période qui est déjà passé

Olga: Puis, c'est “10 points”. L'avantage: pour les écoliers ce sont les notes auxquelles ils sont habitués. Mais ce système est incommode.

Natalie: C'est l'opinion des élèves.

Olga: “100 points”. L'appréciation est la plus détaillée. Très intéressant pour les enfants, surtout pour les petits.

Eugène: Qu'en pensez-vous? C'est plus intéressant pour les grands ou pour les petits?

Olga: Pour les petits. Il y a beaucoup de symboles.

Marina: C'est amusant.

Olga: Oui.

Olga: Désavantage: ce système est inhabituel pour nos élèves. Voilà.

Sacha: Quels sont les autres.

Olga: Sans notation, mais avec les examens. La liberté. On peut ne pas aller à l'école, mais il faut passer beaucoup d'examens après. Comme avantage: développe autoresponsabilité. Tous sont égaux. Désavantage: à la fin de l'année scolaire il faut passer bcp d'épreuves.

M.Eugène: Qu'est-ce que vous en pensez: les écoliers, sont-ils paresseux?

Olga: Certains. Une partie est paresseuse et l'autre laborieuse. Mais je crois que la plus grande partie ce sont des laborieux.

M.Eugène: L'avenir de notre pays est vraiment bon.

Olga: Oui. Et le dernier: le système "bien/mal".

Aline: On peut recevoir soit bien, soit mal?

Olga: Oui. Son côté positif, c'est la simplicité du système de la notation. Il n'y a pas d'examens après chaque année, il n'y a pas de notes, c'est superbe. Pour les profs il ne faut pas casser la tête pour choisir la note.

M.Eugène: Vraiment.

Olga: Vous savez, il y a des moments quand les professeurs hésitent entre 8 ou 9...

M.Eugène: C'est bien. Moi, en tant que prof de français, j'hésite souvent entre 4 ou 5, 6...

Olga: Oui, c'est ça. Les écoliers commencent à s'habituer au système de la notation universitaire.

Margeritte: Et des désavantages?

Olga: On ne peut pas apprécier les élèves d'une façon très détaillée, parce qu'il y a bien, mal et c'est tout.

Aline: Il n'y a pas de problèmes de choix.

Olga: Oui, c'est simple.

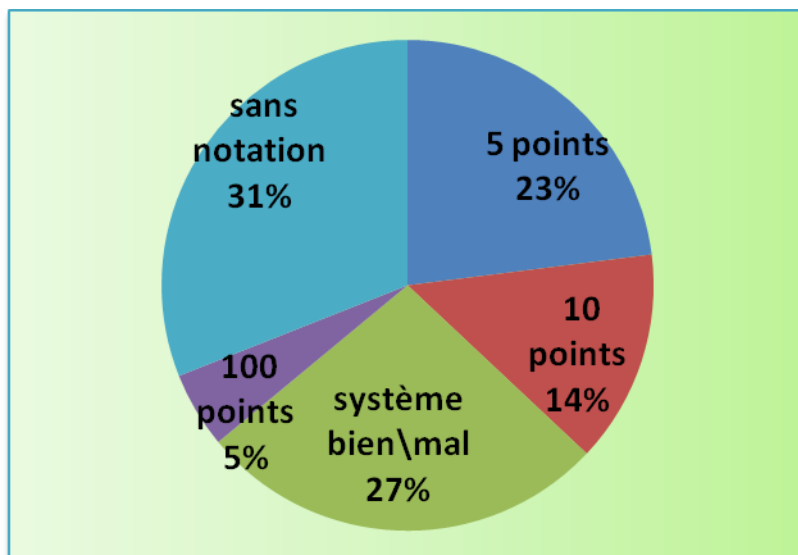
M.Eugène: OK. Très bien. Maintenant adressons-nous à la statistique. Alexandra, s.t.p., présente les résultats.

Alexandra: L'école du XXI^{ème} siècle c'est un nouveau type de l'école et, bien sûr, il y a des changements, et surtout dans le système de la notation. La question dans notre sondage était:

Comment doit être la notation dans votre école du XXI^{ème} siècle?

Pour les élèves nous avons proposé telles notes comme:

100 points, 5 points... Comme Olga a dit. Selon les résultats de notre sondage on voit que la plupart des élèves (31%) préfèrent ne pas avoir des notes...



M.Eugène: Ce sont les résultats prévus en quelque sorte.

Alexandra: Oui, c'était prévu 😊

Alexandra: En plus on peut dire, qu'il y a plus d'amateurs de la note 5 que de la note 10, 23% contre 14%. Et seulement 3 personnes, la minorité, préfèrent "100 points". Il y avaient 56 personnes qui ont pris part à ce sondage.

M.Eugène: Bon. Nous allons aussi regarder un petit vidéo:

A mon avis le système de la notation à l'école du XXIe siècle doit être avant tout objectif. Je pense que le meilleur système c'est le système de 10 points. Et je peux vous expliquer pourquoi. Ce système est assez compréhensible et clair pour les élèves. Il permet d'enlever l'injustice et d'organiser l'autocontrôle. En plus ce système permet de définir le niveau de l'éducation des élèves.

M.Eugène: Qu'est-ce que vous pouvez nous dire à ce propos, les élèves?

Poline: j'ai aimé le "bien/mal". Car ce système est simple et permet aux profs de ne pas casser la tête en mettant les notes.

M.Eugène: Superbe. Merci Aline. Tu pense aux professeurs.

Poline: Oui.

M.Eugène: Oui, et toi, Sacha.

Sacha: Je crois que le "sans notation" est le plus approprié.

Natalie: Je crois que l'option "10 points" c'est la meilleure.

Aline: Et moi, j'ai pas encore choisi. Je vais penser.

M.Eugène: Merci. Maintenant prenez ces carnets, et je vous propose de les remplir. Écrivez, s.v.p., 3 n'importe quelles matières: le russe, la biologie, les mathématiques etc... 3 matières. En colonne. Et aussi écrivez, s.v.p., en haut le système de notation que vous avez choisi: 100 points, 5 points, bien/mal...

M.Eugène: Moi, comme PDG, je vais vous mettre des notes. Lisez à haute voix les notes que vous avez reçues.

Natalie: Russe – 10 points, physique – 10 points, maths – 10 points.

...(applaudissements)

M.Eugène: C'est bien, vous avez obtenu les notes, mais est-ce que vous avez reçu des connaissances, du savoir. Qu'est-ce qui est plus important que les notes.

Aline: Quant à moi, je pense que nous vivons dans une société d'information, et la force de chaque Etat consiste en gens très instruits, et la force de chaque personne - en ses connaissances.

M.Eugène: Je voudrais ajouter qu'on vous a donné la possibilité de recevoir cette richesse et de s'en servir. Alors empruntez-la soigneusement, estimez-la et partagez-la avec les autres.

M.Eugène: Je trouve qu'on peut écrire cela comme le point N°1 de notre manifeste.



Margeritte: On peut aussi donner le titre - L'école c'est le trésor de science.

M.Eugène: Très bien, Margeritte. Quels traits de caractère devez-vous posséder pour être très instruits, pour devenir vraiment un très bon spécialiste?

Eugène: Il faut être avant tout constant et laborieux.

M.Eugène: Est-ce que tout le monde est d'accord? Aline, écris-le et mets ta signature en forme d'empreinte de doigt.

Plan du projet

II. Ministère de la culture.

Quel type de loisir sera le meilleur pour les élèves de l'école du XXI^e siècle?

- a) Participation aux événements sportifs
- b) Visite aux théâtres ou aux cinémas
- c) Rester à la maison et regarder la télé
- d) Camping



M.Eugène: Avez-vous d'autres questions à Mmes les ministres?

Mantra

Posez vos têtes sur vos bras, tâchez de vous relaxer.

Relaxation, repos... Vous êtes dans un endroit où vous voudriez être. Vous vous sentez très bien, vous vous reposez. Vous faites grandir votre Personnalité, vous devenez plus sains physiquement et spirituellement. Relaxation, repos...

Tous les types de loisir sont bons s'il font grandir la Personnalité, la Personne.

III. Ministère de l'architecture.

Comment pensez-vous, quelle forme architecturale sera la meilleure pour l'école du XXIe siècle?

- Immeuble standard en briques
- Gratte-ciel
- Ecole mobile (paquebot, autocar,...)
- Village de toile
- Wigwams

M.Eugène: Adressons nous maintenant au Ministère de l'architecture. Élèves, est-ce que qch vous intéresse?

Lequel de ces projets vous plaît surtout?

Quelles données peut nous présenter le Ministère de la statistique?

Peut-être toi, Marina, tu as quelques idées, pensées à ce propos.

IV. Ministère des Affaires étrangères.

Quel type de l'apprentissage des langues étrangères choisiriez-vous?

- Usage des livres
- Conférences en ligne
- Stages à l'étrangère
- Colonies des vacances où on utiliserait la langue étrangère comme la langue de communication

M.Eugène: Encore des questions?

Nous avons établi qu'on peut apprendre les langues de différente manière.

Mais pourquoi justement il nous faut apprendre des langues étrangères?

Quelqu'un a une réponse?

Qu'est-ce que vous devez faire (tâcher de faire) pour réaliser ce point du Manifeste?

V. Ministère de l'économie.

Quelles sources de la formation du budget pourriez-vous proposer?

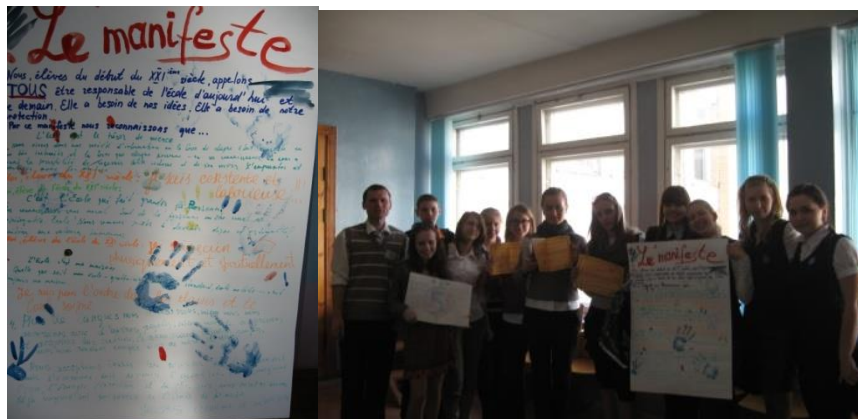
- a) Parents des élèves
- b) Travaux obligatoires des élèves
- c) Sponsorat
- d) Subvention de l'Etat



M. Eugène: Dans la vie c'est presque toujours la première question, alors que pour notre section le problème de l'argent est devenu le dernier.

Alors, les élèves, qui parmi vous montre de l'intérêt pour ce sujet?

A la fin de notre séance nous allons tous mettre les empreintes...



Le manifeste

Nous, les élèves du début du XXI siècle, appelons TOUS être responsable de l'école d'aujourd'hui et de demain. Elle a besoin de nos idées. Elle a besoin de notre protection.

Par ce manifeste nous reconnâtrons que ...

L'école c'est le trésor de science

1. Nous vivons dans une société d'information, où la force de chaque Etat consiste en gens très instruits, et la force de chaque personne - en ses connaissances. On nous a donné la possibilité de recevoir cette richesse et de s'en servir. Nous allons l'emprunter soigneusement, l'estimer et la partager avec les autres.

Moi, élève de l'école du XXI siècle: je suis constant et laborieux

L'école fait grandir la Personne

2. Les connaissances sans morale font de la personne un être cruel et impitoyable. L'école! Nous sommes prêts à devenir digne et estimable, s'initier aux valeurs humaines.

Moi, élève de l'école du XXI siècle: je suis sain physiquement et spirituellement

L'école c'est ma maison

3. Quelle que soit mon école – gratte-ciel, école mobile, immeuble standart – c'est toujours ma maison. La maison, où je viens avec plaisir. Je veux qu'elle soit propre et confortable. Nous disons NON au désordre à l'école, car il engendre le chaos dans la tête.

Moi, élève de l'école du XXI siècle: je suis pour l'ordre dans les classes et le look soigné

L'école ouvre à nous tous les portes vers le monde grand et divers

4. Plus de langues nous connaissons, mieux nous nous accordons avec d'autres peuples, mieux nous les comprenons et acceptons leur culture. En connaissant d'autres peuples, nous nous rendons compte mieux de notre identité.

Moi, élève de l'école du XXI siècle: je tâcherai de comprendre les autres et être le patriote de mon pays

L'école de demain c'est une EcoEcole

5. Nous acceptons toutes les sources du financement, mais l'économie doit devenir l'essentiel. En épargnant l'eau, l'énergie électrique et la chaleur, nous contribuons déjà aujourd'hui au succès de l'école de demain.

Moi, élève de l'école du XXI siècle: je suis économe et ménager

Mettons en vie l'école de demain aujourd'hui!



Манифест

Мы, учащиеся начала XXI века, призываем ВСЕХ быть ответственными за школу настоящего и будущего. Она нуждается в наших идеях. Она нуждается в нашей защите.

Настоящим манифестом мы признаем, что...

Школа – сокровищница знаний

1. Мы живем в информационном обществе, где сила всего государства заключается в высокообразованных людях, а сила человека - в его знаниях. Нам дали возможность получать это богатство и пользоваться им. Будем старательно перенимать его, ценить и делиться с другими.

Я – ученик школы XXI века: целеустремленный и трудолюбивый

Из школы вырастает Человек

2. Знания без морали делают человека жестоким и бессердечным. Школа! Мы готовы становиться лучше и добрее, приобщаться к общечеловеческим ценностям.

Я – ученик школы XXI века: здоровый физически и духовно

Школа – мой дом

3. Будь-то школа-небоскрёб, школа-круизный лайнер... Какой бы ни была моя школа - это всегда мой дом. Дом, куда я прихожу с удовольствием, потому что там чисто и комфортно. Нет беспорядку в школе, ведь он порождает хаос в мыслях и поступках.

Я – ученик школы XXI века за порядок в классах и аккуратный внешний вид

Школа открывает нам двери в большой и разнообразный мир

4. Чем больше мы будем знать языков, тем лучше мы сможем договариваться с другими народами, понимать и принимать их. Познавая мир других народов, мы лучше осознаём свою уникальность.

Я – ученик школы XXI века буду стараться понимать других и быть патриотом своей страны

Школа будущего - ЭкоШкола

5. Необходимо принимать различные источники финансирования, но основным должна стать экономия. Сберегая воду, электроэнергию и тепло, мы уже сегодня вносим свой вклад в школу будущего.

Я – ученик школы XXI века: экономный и бережливый

Школу будущего воплотим в сегодняшний день!

The manifest

We, pupils of the beginning of the XXI century, call EVERYBODY to be responsible for today's school, as well as for tomorrow's. It needs our ideas. It needs our protection.

By this manifest we recognize that ...

The school is a treasury of knowledge

1. We live in an information society where the power of each state is its highly educated people, and the power of man is in his knowledge. We have the opportunity to receive these riches and to use them. We shall diligently adopt them, appreciate and share with others.

I am a pupil of the school of the XXI century: purposeful and hardworking

The Personality grows from school

2. Knowledge without morals makes a person severe and heartless. School! We are ready to become better and kinder; we are ready to join the universal values.

I am a pupil of the school of the XXI century: physically and spiritually healthy

The school is my home

3. Whatever would be my school – a skyscraper, a mobile school, an ordinary building – it would be always my home. Home where I come with pleasure. I'd like it to be clean and comfortable. We say NO to disorder at school, because it generates chaos in ideas and acts.

I am a pupil of the school of the XXI century: I call for order in classes and a neat appearance

The school opens doors to us in a big and various world

4. The more languages we know, the better we can negotiate with other people, understand and accept them. Trying to understand the culture of other people, we realize our uniqueness.

I am a pupil of the school of the XXI century: I shall try to understand others and to be the patriot of my country

The school of the future is the EcoSchool

5. It is necessary to accept various sources of financing, but economy is the basis. Saving up water, electric power and heat, we contribute to the school of the future today.

I am a pupil of the school of the XXI century: economical and thrifty

Let's start putting into practice the school of the future today!