**Государственное бюджетное образовательное учреждение**

**Школа №2025**

**«Времен связующая нить: урок в школьном музее»**

Урок-экскурсия на английском языке: «Лианозово вчера, сегодня, завтра»

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**План-конспект урока**

**Место проведения**: краеведческий музей «Лианозово и Мы».

**Форма проведения урока**: урок-экскурсия с элементами ролевой игры.

**Материально-техническое обеспечение**:

* костюмы различных исторических эпох;
* ноутбук, проектор, экран для для использования мультимедийного сопровождения.

**Краткая аннотация урока**

Урок «Лианозово вчера, сегодня, завтра» разработан для учащихся 10-х классов по теме «Мой город» и проводится в школьном музее.

Урок носит коммуникативную направленность и включает дифференцированный подход, использование элементов проектной технологии и информационно-коммуникативных технологий, а также элементы ролевой игры.

Данному уроку предшествовала подготовительная работа. Учащиеся готовили и принимали активное участие в поиске и подборе материала, группа получила задание для создания проекта по теме. Они подбирали соответствующий материал в Интернете и в книгах. Результаты этой работы были представлены в ходе урока.

При разработке плана урока учитывался готовность класса к осознанному восприятию подобной темы, а также индивидуальные способности, возрастные особенности и личностные характеристики детей.

**Цели урока:**

1) активизировать речемыслительную деятельность учащихся;

2) развивать монологическую и диалогическую речь;

3) расширить словарный запас учащихся;

5) развивать языковую догадку, навыки проектной работы, навыки аудирования, творческие способности учащихся;

6) прививать интерес к предмету;

7) воспитывать межличностные отношения.

**Задачи урока:**

**Учебные:** обучение рецептивным и продуктивным видам речевой деятельности, формирование умения воспринимать на слух и понимать сообщения, умения делать краткие сообщения на заданную тему, умения высказывать свое мнение и аргументировать его.

**Познавательные:** знакомство с реалиями, формирование более глубокого осознания учащимися родной истории, расширение лингвистического и общего кругозора.

**Развивающие:** интеллектуальное и эмоциональное развитие учащихся, развитие ценностных ориентаций.

**Воспитательные:** формирование у учащихся патриотических чувств, уважения и интереса к своей стране, формирование потребности в практическом использовании языка.

**Этапы урока:**

1. Организационный момент.
2. Краткая вводная беседа по теме.
3. Развитие навыков монологической речи. (Высказывания об экспонатах вышеуказанных разделов).
4. Фонетическая отработка лексики.
5. Развитие навыков аудирования.
6. Подведение итогов урока. Выставление оценок.
7. Домашнее задание.

**Ход урока**

**1.Организационный момент**

Teacher: Good afternoon, my dear friends! I am glad to see you. We are having our English lesson here at the museum of our school. By the way what do you know about this museum?

**Student 1**: The museum is called “Lianozovo and We” and is dedicated to the history of our region.

***Student 2***: The history of Lianozovo has more than 400 years. The first mention of a small village situated near Moscow is in ancient book of 1585 when landowner Neupokoj Mjakishev owned the wooden house.

***Student 3***: The name of the region Altufyevo, possibly, is formed from a name or a surname of the first owner Oltufev, known since 1495.

**2.Краткая вводная беседа по теме**

Teacher: That’s quite right. And today we will watch the exhibits of the museum, speak about its history and the people who lived in our region. Then we’ll see what kind of place we live nowadays and maybe we’ll imagine the future of Lianozovo region.

**3. Развитие навыков монологической речи**

**Student 2:** (Ученик, переодетый в костюм Г.М.Лианозова показывает экспонаты, связанные с жизнью семей, владевших селением)

Welcome to our place. I’ll tell you about the history of our family and our ancestors. The settlement which has grown on coast of the pure river Samotyshki, led measured life before the Time of Troubles.

In the beginning of a XVII-th century Altufevo was ruined and turned into a heathland. Its owners were brothers Akinfovy.

Almost hundred years the family owned the village Akinfovyh.

In 1687 Nikita Ivanovich Akinfov erected Altufevo stone church in honor to Vozdvizhenija Kresta Gospodnja. The village began to have the name Vozdvizhensky.

In 1786 the village was bought by prince Stepan Kurakin, the rich land owner, the descendant of an old family. The prince built manour house, laid out a garden, dug the pond which has remained until now. A.Krylov, D.I.Fonvizin, an artist F.S.Rokotova started to visit the village. Altufevo became prosperous.

During Patriotic war of 1812 the manor was ruined.

With the time the village was built up again, the owners changed. One of them, Nikolay Zherebtsov, the sculptor-fan, erected manor house in the style reminding an Old Russian mansion. **(указать рукой на герб Жеребцовых)**

**Student (Ученица в костюме жены Г.М.Лианозова)**

In 1888 the manor passed to the Armenian oil tycoon and a monopolist of export of Russian caviar to Europe to George Martynovich Lianozov, my husband. We had 3 sons: senior Martyn, Stepan, Lyons.

After revolution the family broke up into 2 camps – Stepan sponsored Denikin's army from abroad, and Martyn surprised relatives by the fact that has gave the part of actions on possession «a caviar craft on coast of Caspian sea» to the Soviet power, for what in an award received a room in a communal flat and monthly lifelong pension at a rate of 400 rbl. (**показывает на оригинальную справку, сундучoк с потайным дном)**

In 1903 he sold a manor to a society in which «persons of intelligent trades» prevailed, and the territory was used subsequently for building of the housing estate which received the name of Lianozovo.

**(показывает на оригинальную карту)**

**Teacher:** Thank you very much for such an interesting story. But as we know, not only rich people live in our region. The life of peasants was very interesting too. Let’s see what kind of life they lead.

***Student 1 (Ученица в костюме крестьянки)***

The life of 18-19 centuries in Russia was presented by a large quantity of things and subjects, but they became first of all for convenience, and then for beauty.

For example: from footwear – bast shoes, from clothes – подольница, from the economic equipment – a mortar. I’ll show some of them more in detail.

Bast shoes - footwear made of wood bark mainly lindens, willows, and also birches. They represent the low easy footwear used all year long. You can attach them to a foot by long cords.

Bast shoes were trudged in the winter, as a rule, by men for themselves and the family. One person wears out 50-60 steams for one year, a family from 4 people needed 150-200 steams of bast shoes.

***Student 2 (Ученица в костюме крестьянки)***

Рубель with a rolling pin (ребрак, пральник) is a primogenitor of the modern iron.

In olden time Russian women used them for an ironing of linen after washing. The linen wrung out manually reeled up on rolling pin and unrolled рубелём, yes so, what even badly washed linen became snow-white as though all "juice" has squeezed out of it. From here a proverb:

«Not by washing, but by wheeling».

Рубель is used also as a musical instrument. Musical рубель is shorter, and its hems have sharper sides. When you drive with a wooden spoon or a stick on its hems, the characteristic "cracking" sound turns out.

Рубели and now are sometimes used by orchestras of national tools or folklore collectives.

***Student 3 (Ученица в костюме крестьянки)***

Primogenitor of the iron is a frying pan.

In a XVIII-th century large foundries manufactured irons which were warmed up by hot coals or on fire.

In XIX-th century someone guessed to make the iron which were filled with hot coals. Its main minus was that coals constantly fell out from holes, spoiled and burned clothes.

But nevertheless such irons were used almost till 70th years of the XX-th century.

Irons were expensive things. People decorated them with ornaments. Iron presence was considered as a symbol of a prosperity and well-being of owners. Sometimes the iron accidentally exposed on a napkin near to a samovar for visitors to notice them.

Distaff is an object of a national life to make threads.

In Russia it is known since 14 century, with the pedal from 16 century

The people put sayings about a distaff:

The superstitious people allocated a distaff with supernatural force:

The distaff accompanied the girl from a birth till a marriage.

At east Slavs an umbilical cord of the newborn girl cut on a distaff or a spindle; through a distaff transferred the newborn of the godmother; put a distaff in a cradle of the girl. The personal, signed distaff did not lend.

In Russian North the guy who had written on a distaff of the girl the name, was obliged to marry this girl. Usually the groom gave the girl a new distaff, made and decorated with his own hands.

***Student 3 (Ученица в костюме крестьянки)***

From things that peasants used, for us also are available заслонка for the furnace, ухват, kettles pig-iron, clay jugs)

Ухват or рогач — with its help people grasped and put in the Russian furnace pots. For every size of pot it was its own ухват.

People used ухват as the weapon during the war of 1812 when In village there were only women, old men and children. Everything, especially women, kept in readiness sticks, ухваты and other, intending to meet with this weapon the enemy.

Pig-iron of small spaciousness is called чугунок. Despite a seeming antiquity of this kind of ware, metal чугуны have appeared and were widely adopted only at the very end of XIX — the beginning of the XX-th centuries.

Mortar - the subject of kitchen utensils, a vessel in which grind or crush something, for example products, groats, nuts with the help песта.

Teacher: All these things are very interesting, aren’t they? But we return to our history. What happened to our region in the 20th century? Who can tell us?

***Student***:

Shortly before the First World War the manor was converted under private board.

The owner of it became the widow Unkovskaya. She made an advertizing brochure with views of the manor where she wrote "Altufyevo can quite satisfy not only the healthy people, searching comfort of city life at rural silence and rest, but also the people needing rest and a correct mode under supervision of the doctor ».

The Altufevsky pond at that time was full fish, there was a fishing driving by boats.

In 1960 Lianozovo and Altufevo entered into the line of Moscow, the Moscow ring highway which has cut down the territory of manor from the north became new border.

**4. Развитие навыков аудирования**

***Teacher***: And today our region is very beautiful and we are proud of it. Our students have prepared a presentation about Lianozovo. Let listen to them.

***Student*** : (2 ученика представляют презентацию о современной жизни района)

Презентация прилагается

***Teacher***: Thank you for your presentation. And here in our museum we have some more exhibits connected with national crafts of Moscow suburbs. Let’s listen to students who tell us about them.

***Student***:

Modern art crafts develop on the basis of traditions of arts and crafts.

From generation to generation traditions of art creativity remained. For each national master costs, collective experience of many generations of people which are as though co-authors in manufacturing of this or that subject.

On our exposition different samples of a national craft of Northeast Moscow suburbs are presented.

Teacher: Our excursion at the museum is over. I hope you have learnt much about the history of our region.

**5. Подведение итогов урока. Выставление оценок**

**Teacher**: Good for you, you have done a lot of work today. Your marks are…

**6. Домашнее задание.**

**Teacher**: Your homework is to write a composition “The future of my region Lianozovo” (150-200 words)