**Интегрированный урок как средство повышения мотивации учащихся.**

 Повышение качества образования является сегодня одной из актуальных проблем не только России, но и всего мирового сообщества. Процессы модернизации, произошедшие в стране в целом и системе образования в частности, усовершенствование способов и технологий организации учебного процесса, переосмысление цели и результатов образования требуют от участников образовательного процесса выполнения принципиально новых задач. Большие требования при этом предъявляются учителю. Новый образовательный стандарт требует от современного учителя выполнения важной задачи – передать учащемуся не знания как таковые. Нужно научить его пользоваться этими знаниями для решения различных проблем. Таким образом, следует передать учащемуся целый коктейль навыков из квалификации, инициативы, способности работать в группе, принимать решения и рисковать, быть самостоятельным и т.д. Всего этого невозможно достичь без повышения мотивации учеников, т.е. без реализации модели «учения с увлечением».

 Одним из вариантов повышения интереса учащихся к процессу обучения, на мой взгляд, является интегрированный урок. Он, к слову говоря, выполняет и ещё одно требование ФГОС – взаимодействие учебного предмета с другими составляющими учебного процесса. Итак, интеграция сегодня – это важнейший принцип развития современной образовательной системы. Форма проведения интегрированных уроков нестандартна, увлекательна. Использование различных видов работы поддерживает внимание учеников на высоком уровне, что говорит об эффективности таких уроков. Они снимают утомляемость, перенапряжение за счёт переключения на разнообразные виды деятельности, резко повышают познавательный интерес, служат развитию воображения, мышления, речи и памяти школьников. И в данном случае мы тоже можем говорить об интегрированных уроках с точки зрения Стандарта, ведь всё вышеперечисленное – не что иное, как принцип здоровьесбережения, заложенный во ФГОС как обязательный.

 ***Пример интегрированного урока история-математика «Отношения и пропорции в блокадном Ленинграде»***

 Данный урок был проведён на 6 классе, в котором обучаются дети 6 и 7 вида. Анализ класса психологами выявил следующие характеристики:

- низкий уровень школьной мотивации

- неустойчивая работоспособность и концентрация внимания, которые напрямую зависят от включённости в учебный процесс.

Исходя из этого, учителями был сделан вывод, что применение имеющихся и приобретение новых знаний в новой нестандартной ситуации для данного класса очень актуально.

 Таким образом, со стороны истории ставились цели:

1) актуализация остаточных знаний по тематике общешкольных классных часов

2) пропедевтика темы «Вов и блокада Ленинграда»

3) продолжение развития умения работы с картой

Со стороны математики – это:

1) проверка и коррекция знаний по теме «Отношения и пропорции»

2) развитие умения применять математические знания в нестандартных ситуациях (на практике)

***Этапы и содержание урока***

Пояснительная записка

Каждый этап урока сопровождается выводами, соответствующими слайдами презентации. Все задания, связанные с математическими вычислениями, сопровождаются рабочими листами (содержат руководство к действию) **См. Приложение**

1. Организационный момент, проверка ортопедического режима

2. Мотивационно-целевой этап.

Учащимися заслушано стихотворение Ольги Бергольц «Скрипят, скрипят по Невскому полозья». Актуализированы знания о данной поэтессе; о событии, речь о котором пойдёт на уроке. Сформулированы цели и задачи урока.

3. Начало блокады Ленинграда.

Слайды презентации повествуют учащимся о начале блокады, о тех городах, которые оказались оккупированными врагом. Перечислены города, находящиеся на линии фронта.

Задание. По карте Ленинграда 1941 года определить, на каком расстоянии от центра города проходила линия фронта. Для работы учащимся предложены распечатанные карты и рабочий лист для вычислений.

4. Дорога жизни.

Учащиеся актуализируют имеющиеся по теме знания и выслушивают сообщение одноклассника о подвиге шофёра Максима Твердохлеба.

Затем учитель повествует о протяжённости всей дороги жизни, о ледовых домиках и о постах регулировщиков на трассе. Делается акцент на ледовом участке дороги жизни. Далее учащимся предлагается найти его по уже известной им карте. Для выполнения задания раздаются рабочие листы, делаются расчёты и искомое расстояние находится на карте.

5. Условия жизни в блокадном городе.

На данном этапе учащиеся также актуализируют имеющиеся по теме знания, учитель их дополняет и конкретизирует. Делается акцент на куске блокадного хлеба. Очередной слайд презентации даёт информацию о процентном соотношении входящих в хлеб примесей. Ребятам предлагается составить текст задачи на нахождение процента от числа (задачу впоследствии необходимо будет решить дома).

6. Понесённые потери в ходе блокады.

Вниманию предлагается очередной слайд со статистическими данными погибших во время периода блокады советских граждан и солдат Германии вместе с союзниками.

Учащиеся вместе с учителем подводят итоги предыдущих этапов урока, делаются выводы о причинах столь большого количества погибших жителей блокадного Ленинграда. Даётся задание по представленным историческим данным определить, чья армия понесла меньшие потери в ходе блокады города.

7. Подведение итогов урока.

Проходит в форме беседы.

**Приложение**

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| ***Задача №1:*** *По карте Ленинграда 1941 года определите, на каком расстоянии от центра города проходила линия фронта.**Решение:**1) Линейкой измеряем примерное расстояние между необходимыми географическими объектами:*

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*2) Определяем масштаб карты:*

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*3) Что показывает масштаб карты?**4) Определяем реальное расстояние между объектами, используя полученные данные:*

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*5) Ответ: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .* |
| ***Задача №4:*** *По историческим данным определите, чья армия понесла меньшие потери в ходе блокады Ленинграда.**Решение:**1) Можно ли без вычислений ответить на вопрос задачи? Почему?**21) Необходимо определить, какую часть армии потеряла каждая из сторон. Составляем отношения потерь к общей численности каждой армии:*

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*3) Проверяем возможность равных потерь. Составляем пропорцию и проверяем ее верность:*

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*4) Какой вывод можно сделать по итогу проверки пропорции?*

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*5) Ответ: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .* |
| ***Задача №2:*** *По какой траектории могла проходить «ледяная» часть дороги Жизни?**Решение:**1) По карте необходимо найти место, где расстояние от одного берега озера до другого равно 27 км. Но без вычислений определить такое место невозможно, так как карта сделана в определенном масштабе. Вспоминаем масштаб карты. Масштаб карты представлен в сантиметрах, значит и искомое расстояние необходимо перевести в сантиметры:*

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*2) Чему должно быть равно расстояние между берегами на карте, чтобы ему соответствовало реальное расстояние в 27000 см. Для этого необходимо составить пропорцию с неизвестным: сколько сантиметров в масштабе соответствует реальному пути в 27000 см, если 1 см в масштабе соответствует реальному пути в 17000 см:*

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*3) Найдите место на карте, где расстояние между берегами Ладожского озера может быть равно найденному числу.*

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*4) Ответ: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .* |

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| ***Задание №3:*** *составление исторической задачи**Имеющиеся исторические данные:*

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*Возможные вопросы по имеющимся данным:*

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*Текст задачи:*

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