

ACTIVE LEARNING AS A PREREQUISITE FOR QUALITY EDUCATION

IRYNA TKALIA, Associate Professor, PhD in Philology
V. N. Karazin Kharkiv National University

The given report is concerned with active learning as necessary prerequisite for successful teaching English at both higher and secondary educational establishments.

One knows that having desirable goals is not sufficient for achieving learning objectives. If students, say, long to be self-motivated but remain passive, they are unlikely to succeed in acquiring the needed quality. Or by keeping telling the learners that they must employ innovation and critical thinking when working with this or that assignment we can hardly urge them to do so. It is obvious that only verbal claims that students need special skills are not helpful for students to improve. What is really helpful in developing the needed learners' skills is 'converting' our students into genuine practitioners of active learning. We strongly believe that it is collaboration which makes learning more enjoyable and meaningful. Being agents of the education process, both students in their learning and instructors in terms of teaching are equally responsible for the ultimate success of the shared enterprise.

Within the framework of general civilization tendencies, contemporary teachers cannot have a persona expressing, 'I am a teacher and you are a student. You are to follow my instructions, because I know everything.' It has become a widely shared assumption that the teacher's role is that of a facilitator with a beneficial impact on everyone and everything within the process of learning. Even the teacher's physical position in classroom matters. Students should have an access to instructors and vice versa, teachers ought to have an access to students to see what exactly is going on. Instead of sticking to a fixed classroom position, we teachers should be able to move readily out of our comfort zone and try being in different parts of the classroom whenever it is necessary. Of course, there may be some discomfort for the students who are used to a more traditional arrangement. Such students might still prefer the policy manifesting the message "Let me just hide and be quiet in the back of the class." But there is no place to hide in active learning class. Everybody is engaged, with the teacher being part of a team. S/he can at any point advise and guide the students. As a result, students are supposed to become more confident and relaxed. A round table discussion is one of effective active learning formats, which is likely to lead to being able to face each other, to practicing skills in communicating and negotiating, to having an eye contact with the audience.

Active learning is certain to be a right way to optimization of student performance. It is this kind of learning that helps students to relieve psychological stress and makes them more confident not only in the study-related material, but consequently in themselves as personalities. Active learning creates a beneficial

environment for fostering creativity, curiosity, original thinking. We are sure that those who practice this kind of learning on a regular basis can easily be capable of acquiring diverse transferable skills to be used in their professional and private lives upon graduation. Moreover, due to its enormous potential, active learning encourages breaking down the intellectual boundaries among disciplines, which leads to an integrated approach to quality education, whose urgency is ever beyond doubt.

EFFECTIVE TECHNIQUES FOR TEACHING ENGLISH

SHARON R. WORDEN, lecturer

Research Centre “Ryan”, USA

MARYNA TSEHELKA, associate professor

Kyryvi Rih State Pedagogical University University

Among the number of challenges that Ukrainian teachers of English face is a certain difficulty in teaching with both traditional and innovative methods (drama, role-plays, etc). It is explained by the fact that many courses have been created without taking into consideration how the brain works, how thinking occurs and how it can be used to learn the language.

In 2008 the cognitive model on the phases of the knowledge processing was developed by M. Karpenko [1], who defined the interdependence between the neurophysiological mechanisms and the principles of building the curriculum, which should be built on four phases – impressing, memorizing, authorization and initiation.

The first phase called “impressing” allows building the schematic neuronet in the brain and forms the motivation to learning. At this stage we can only give the scheme of the topic we are going to teach. At the second stage a new neuronet is being formed with the help of various exercises, listening and watching films, working with computer programs, etc. The third stage – authorization will edit the neuronet in the brain and at this stage we can start asking students to display the knowledge they got by making presentations, giving talks, reports or participating in the seminars. At the fourth stage the official representation of knowledge is relevant – it is the time for tests and grades [1, c. 167].

In the real classroom we often omit the second and third stages thus making the knowledge unauthorized by the brain. The whole conception brings us to the following questions: how to build the constructions (mind-maps or any other kinds of schemes) so that the revision and recycling of knowledge were meaningful. It can be done if we consider the theory of the basic frames by S.A Zhabotynska [2], which states that the foundations of our information system are structured by the most schematic categories of thought arranged into frames in accordance with the ways we perceive things of the experienced world. They form a network structured by a limited set of iterative propositions (propositional schemas) that belong to the