

ОСОБЕННОСТИ ВОЗДЕЙСТВИЯ НА ПРОЦЕСС ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА

IDEAS INFLUENCING ENGLISH TEACHING

Аннотация. В данной статье рассматриваются проблемы, связанные с психологией изучения и обучения английскому языку в группах студентов. Особое внимание уделяется вопросам мотивации и умению проявлять тонкую интуицию для создания среды, способствующей гармоничному изучению иностранного языка.

Summary. Some problems concerned with educational psychology of English learning and teaching in students' groups are considered in this article. Special attention is given to motivation and skills of finely-tuned sense to create teaching environment promoting harmonic foreign language learning.

Ideas From Educational Psychology

A student's previous experience provides a framework into which a new idea can be fitted. The new idea extends the framework.

When a student begins to learn a new skill s/he is like a novice. S/he learns the skill by practising until it becomes automatic. The student then becomes an expert.

Students' thinking develops in different ways and at different rates.

Adult intervention is very important in helping students go beyond their present stage of thinking and understanding.

Communication and the use of language are very important in the development of thinking and understanding.

Ideas From Second Language Learning.

It is essential for learners to be immersed in the language, and to see and hear the language being used, with much of it being addressed to them. This is the way they learn their own language.

Students learn better if they have a positive attitude to what they are doing. Interest is a crucial factor.

Learners need to use language and learn from their mistakes. They are not just passive receivers.

Learners should learn language in real-life situations. The more varied the range of communication contexts they are exposed to the better.

Learning Strategies

It would seem that the only way a teacher can hope to cater to the infinite number of student learning strategies is to teach in an endless variety of styles. However, there are number of dominant strategies which can be quickly recognized. Once you can pick these out in the classroom, you will gain an insight into how to adapt your teaching most effectively to the individual needs of your students.

Here is an introduction to some popular learning strategies:

Contrast/Mis-match

Some students learn by finding differences. They discover things about the world by finding disparities, flaws and what is unusual. These students are often criticized for being negative or fault-finding when, in fact, they are using their prime learning strategy.

Process-oriented

Some students are interested in how things work, and in the journey to reach an answer rather than the final destination. These students tend to be less time oriented and more interested in how people are treated and in maintaining relationships. In your class, try to include explanations of why you are doing certain activities and personal stories to motivate these students.

Results-oriented

Certain students want to know the end of the story first, the final score, the conclusion. To help this student, you could try giving the answer to a problem first, then explaining how that conclusion was reached.

Prove It to Me First

The student who takes the attitude of 'prove it to me first' needs reassurance and encouragement. To reach the student using this line of thinking, be methodical and set a personal example rather than relying on the logic of facts and numbers.

Motivation: Intrinsic

Those students who appear to be self-starters and effective learners are able to use time effectively. Understanding what motivates them can help the teacher. Their drive may arise from a number of causes such as the desire to avoid failure or the pleasure derived from obtaining a good grade on their report card.

Authenticity

Many students cannot learn effectively with a constructed or created reference. It is difficult for them to respond to the words, 'Imagine this...', or 'let's pretend that ...'. They need real-life references and examples. As long as the student is willing to adjust the constructed references to reality, this can be a very successful learning strategy. Be sure to use both of these approaches in the classroom.

In recent times, the focus in the ELT(English Language Teaching) classroom has moved more and more towards learner autonomy, and consequently away from the teacher. The teacher is no longer the fount of all wisdom. Teachers' job is to create the conditions for learning. This, combined with the increasing momentum of CALL (Computer Assisted Language Learning), could mean that teachers are in danger of becoming increasingly redundant.

As with all trends, however, there also seems to be an opposite view.

While the role of the teacher is being discussed, though, surprisingly little has been written on what actually constitutes a good teacher. More has been written on what a good teacher isn't.

'Really rotten teachers' are defined as people who:

- insult and patronize students over a long period of time
- are extremely critical of students
- are always in 'lecture mode'
- never consider changing teaching style
- don't realize they're bad teachers.

Usually students tend to stress the caring nature of the special teacher, while teachers focus on the ability to give individual attention. We must take account of the importance of the teacher's role in enthusing a class, and of turning the classroom into a rich learning environment; the importance of being flexible and of adapting the lesson when necessary.

Humor is also important – but not so important as the previous points.

The key additional qualities of a special teacher are:

- an extraordinary clarity of communication
- an ability to make the most of every learning opportunity
- a finely-tuned sense of how to teach vocabulary
- an awareness of what is going to be difficult for students to understand or do, and the ability to pre-empt problems

The following traits should be added to the teaching:

- flexibility of voice, profile and pace
- the empowerment of students through praise, elicitation and relinquishing language

Clearly, different teachers bring different qualities into the classroom, and one of the elements of being 'special' is that each one of us is unique, and displays certain unique individual characteristics.