

SCIENTIFIC LETTERS
OF ACADEMIC SOCIETY OF MICHAL BALUDANSKI



ISSN 1338-9432

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To Our Readers

This Journal, the Scientific Letters of Academic Society of Michal Baludansky has been conceived by the founders of Academic Society of Michal Baludansky as a printed platform for exchanging knowledge between university scholars and experts from different countries who take a keen interest and activities of the outstanding scientist, educator and statesman Michal Baludansky.

Шановний читачу,

пропонований журнал «Scientific Letters of Academic Society of Michal Baludansky» задуманий засновниками Академічного співтовариства Михайла Балудянського як друкування видання з обміну знань між вченими і фахівцями університетів різних країн, що мають безпосереднє відношення до життя і діяльності видатного вченого, педагога і державного діяча Михайла Балудянського.

Lenka Dubovicka, editor

Anpilohova Tetiana

ENGAGEMENT OF STUDENTS INTO LEARNING ACTIVITY

Annotation

The article presents the results of the theoretical research of the problem of student engagement into learning activity. Summarizing the views of scientists on this issue, we come to conclusion that knowledge is impossible without practicing, playing games, analyzing specific situations and experience, critical thinking etc.

Theoretical analysis of the problem showed that the game as a form of problem training is a powerful means of awakening interest in the content of professional activity and a necessary condition for students to continue the process of learning. The learning game can also be considered and described in terms of active teaching methods (ATM). Characteristics of active teaching methods are provided in this article. We suggest considering the most common methods of active learning: presentation, didactic games, problem lecture and so on. But our special attention was paid to gamification. It was stressed that one of the most essential aspect of gamification is establishment of friendly and emotionally positive atmosphere among the students and a teacher. Emotional Intelligence helps overcome language barrier and encourages ideas from all the participants.

We also identify certain contradictions in the educational system of the traditional higher educational institutions, which considerably complicate the situation with the introduction of these educational technologies. Recommendations are suggested on the implementation of active methods in the learning process.

Keywords: learning activity; critical thinking; presentation; problem training; active teaching methods; gamification; Emotional Intelligence.

Анпілогова Тетяна

ЗАЛУЧЕННЯ СТУДЕНТІВ ДО НАВЧАЛЬНОЇ ДІЯЛЬНОСТІ

Анотація

У статті розглянута проблема залучення студентів до навчальної діяльності. Ми прийшли до висновку, що знання неможливе без практичної діяльності, гри, досвіду, критичного мислення тощо.

Аналіз проблеми показав, що гра як форма проблемної підготовки є потужним засобом пробудження інтересу до змісту професійної діяльності та необхідною умовою для студентів продовжувати процес навчання. Навчальну гру можна також розглянути як один з активних методів навчання (АМН). У статті охарактеризовано основні методи активного навчання. Визначена роль викладача і студента в навчальному процесі. Також ми пропонуємо розглянути найбільш поширені методи активного навчання: презентації, дидактичні ігри, проблемні лекції тощо. Але особлива увага приділяється гейміфікації - підходу додавання ігрових елементів у навчальний процес. Було наголошено на тому, що одним із найважливіших аспектів гейміфікації є встановлення дружньої та емоційно позитивної атмосфери серед студентів та вчителя, що сприяє розвитку емоційного інтелекту. Він допомагає подолати мовний бар'єр та заохочує до спілкування.

Ми також виявили деякі протиріччя у системі освіти в традиційних вищих навчальних закладах, що значно ускладнюють ситуацію з впровадженням цих освітніх технологій. Запропоновано рекомендації щодо впровадження активних методів у навчальний процес.

Ключові слова: навчальна діяльність; мислення; презентація; проблемне навчання; активні методи викладання; гра; емоційний інтелект; гейміфікація.

1. Formulation of the problem

The goal of modern education is to develop a person, his/her personality, individual traits, critical thinking, because human development determines the development of society. Humanistic orientation requires the creation of new educational technologies that should contribute to the overall development of the individual. The educational process is a dialogue of personalities - a teacher and a student who are subjects of the process of pedagogical action. Modern psychological and pedagogical science and practice use the term "innovative activity", which means updating the technology of teaching and reconstructing the teacher's personal settings.

It should be noted that audiovisual, active-verbal, manual and similar methods of preparation should be used as widely as possible, since a person remembers 10% of what he/she hears, 50% of what he/she sees, and 90% of what he/she does himself.

Today, the student basically learns the information orally. In this way he/she trains only memory. But memorizing does not mean knowing. And to know does not mean to be able to perform. The ability to implement knowledge is impossible without practicing.

2. Presentation of material

The stirring up of the creative, cognitive activity of students is based on problem thinking which, given the rapid growth in the volume of information and the need for its better processing and assimilation, is the most effective means of achieving strong, profound knowledge, skills and abilities. Problem training not only equips students with the results of scientific knowledge, but also guides them along the way in which these results were obtained, forms independence in position, develops and improves the ability for creative activity. Most scholars agree that today it is training based on problem thinking that should be the leading method of teaching in higher education institutions, although it does not abolish the traditional process of assimilation of knowledge with the help of scientific literature. Research

same time, problem-based learning promotes the transformation of acquired knowledge into beliefs and the development of an active life position, the enhancement of the scientific nature of education itself, and the development of the most effective skills for obtaining and applying knowledge in practice.

The game as a form of problem training is a powerful means of awakening interest in the content of professional activity. The learning game can also be considered in terms of active teaching methods (ATM).

Active teaching methods are built according to the "teacher = student" interaction scheme. From the title it is clear that these are methods that involve the equal participation of teachers and students in the learning process. That is, students act as equal participants and creators of the lesson.

Characteristics of active teaching methods are:

- activation of thinking, and the student has to be active;
- a long-term activity - the student does not work occasionally, but throughout the entire learning process;
- independence in research and finding solutions to the tasks;
- motivation to studying.

The most common classification divides active methods into two large groups: individual and group. More detailed classification includes such groups: Discussion. Game. Training. Rating.

Let's consider presentation and didactic games as methods of active learning.

Presentations/Discussions are the simplest and most accessible methods for using in class.

Our Professional Foreign Languages Department at the National Aviation University practices The English Speaking Club for students. The examples of topics for discussion are "Leader Potential of a Modern Manager", "Women in the Workforce", "Foreign Languages in Future Career", "Lifelong Education in Modern World", "English as a Business Language", "The Internet of Things", "Banking Systems of the World", "International Financial Institutions", "How to Make the Internet Friendly and Safe" etc. The English Speaking Club is a chance for students to make a presentation of their project or report and discuss it in good rapport.

The most essential aspect of this method is establishment of friendly and emotionally positive atmosphere among the students and a teacher. It helps to overcome language barrier and encourages ideas from all the participants. Emotional Intelligence (EQ or EI) is the ability to recognize, understand and manage both our own emotions and others. In practical terms, this means being aware that emotions can drive our behavior and impact people (positively and negatively), especially when we are under pressure. As we know, presentations and discussions take place exactly under pressure. So, these presentations and reports help prepare students for further communicating internationally and in their career path.

Didactic games - unlike business games, didactic games are strictly regulated and do not assume the development of a logical chain for solving the problem. Game methods can be attributed to interactive teaching methods.

If you ask why games motivate students – the answer is simple. Our brain is the perfect factory for the production of behavior patterns. In pursuit of efficiency, it tries to reduce the volume of active thinking activity - to automate simple and routine operations in order to continue to perform them without hesitation - according to the pattern. Over time, the brain continues to accumulate and enlarge patterns, for which it constantly needs a new experience or new information. And each time the formation of a new template ends with the release of hormones of happiness - endorphins. Thus, our body rewards us for new knowledge. As a result, we get new information and sensations, and the brain receives the material for new patterns. [1].

Games are an excellent supplier of patterns in a very suitable, digestible form. In other words, the source of pleasure in the game is learning, and the pleasure of the game disappears as soon as it ceases to give us food for the mind. Games are one of the ways to practice skills.

The 21st century education requires the students to engage, recognize their interests, know what to learn and create a self learner attitude. Hence, teachers have to employ some effective ways to create process of learning "fun". Games have many elements that make them powerful vehicles for human learning. They are commonly structured for players to solve a problem; an essential skill needed for today and tomorrow. Many games promote communication, cooperation, and even competition amongst players. Finally, depending on how they are designed, games can both teach and test their players.

Here are some examples of gamification.

1. Prepare a pile of little pieces of paper with your signature or other symbol which is extremely difficult for counterfeiting. When you check the vocabulary or other material, a student receives one card for the correct answer. It is possible to accumulate them and as soon as a student collects 5 or 10 (it depends on your prior agreement) cards, he/she gets a grade.

2. "The Black Box" game. Students have to find out what is there in the box by putting questions.

3. To visualize the grammar rule of putting questions a scheme called "Butterfly" can be used.

4. From a pile of cards with various questions students pick up one at random and answer it. We remove all barriers to communication when they see that people are interested to hear a reply and want to continue discussing.

Educators are constantly required to mold their teaching methods to give students the best opportunity to succeed. It is not only imperative for students to learn the required material, but also critical that students gain a sense of confidence toward their work, and find motivation to expand their learning.[2].

3. Conclusions

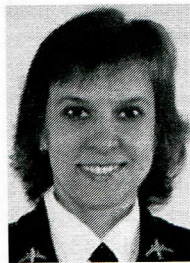
There are certain contradictions in the educational system, which complicate the situation with the introduction of modern educational technologies. When we speak about training specialist at ESP classes, the main contradiction is lack of academic hours versus volume of material to be taught as well as a number of students per teacher. To create learning environment in which passive teaching methods predominate.

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