FILOLOGICKÉ VĚDY

METODIKA VYUČOVÁNÍ JAZYKU A LITERATURY

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CREATING AN EFFECTIVE LEARNING ENVIRONMENT

Creating and implementing a learning environment means careful planning for the start of the academic year. The learning environment must be envisioned in both a physical space and a cognitive space. The physical space of the classroom is managed as the teacher prepares the classroom for the students. Does the room arrangement match the teacher's philosophy of learning? Do the students have access to necessary materials? Are the distracting features of a room eliminated? Attending to these and similar questions aids a teacher in managing the physical space of the classroom.

Teachers must also consider the cognitive space necessary for a learning environment. This cognitive space is based upon the expectations teachers set for students in the classroom and the process of creating a motivational climate. Effective teachers create and implement classroom management practices that cultivate an engaging classroom environment for their students. Two specific areas of cognitive space that teachers include in their plans are setting expectations (i.e., rules and procedures) and creating a motivational climate.

In any classroom, the start of the academic year is crucial to effective management. A significant aspect of this beginning is the teacher's establishment of expectations for student behavior, which are expressed through rules and procedures. Rules indicate the expectations for behavior in the classroom, and for how one interacts with one's peers and the teacher. Procedures have to do with how things get done. Both rules and procedures must be taught, practiced, and enforced consistently. Included with the development of rules and procedures is the accountability system of the classroom, which must communicate to students how they are held responsible for the academic work that they do.

Researchers have confirmed that effective classroom managers begin the academic year by setting expectations. Teachers whose students demonstrated high task engagement and academic achievement implement a systematic approach toward classroom management at the beginning of the academic year. Therefore, one of the critical aspects of managing classrooms effectively, or managing classrooms in ways to enhance student learning, is setting expectations.

An essential part of organizing the classroom involves developing a climate in which teachers encourage students to do their best and to be excited about what they

are learning. There are two factors that are critical in creating such a motivational climate: value and effort. To be motivated, students must see the worth of the work that they are doing and the work others do. A teacher's demonstration of value shows students how their work is worthwhile and is connected to things that are important for them, including other learning and interests. Effort ties the time, energy, and creativity a student uses to develop the «work,» to the value that the work holds. One way that teachers encourage effort is through specific praise, telling students specifically what it is that they are doing that is worthwhile and good. In combination an understanding of the value of academic tasks and the effort necessary to complete these tasks motivate. We suggest some practical, easy-to-apply principles that are key to setting the stage for learning.

Students are positively motivated if they perceive that the training will be valuable to them. If training is designed to provide job-relevant knowledge or skills, and learners are aware of its relevance, they will look forward to training. It's easy to squelch any initial positive motivation if:

- Learners aren't given credit for the skills and intelligence they bring
- Learners are engaged in group activities that don't match job requirements
- Learners have to move too slowly or too quickly through the course
- Instructional materials are thick, unclear, unnecessarily complex or intimidating
- The instructional environment is boring, rigid, tedious or uncomfortable

The design of any training program and the actions of the instructor must build on and enhance whatever positive motivation learners bring with them to class. Be sure to keep the pitfalls listed above in mind during development and delivery of your training program.

People learn by doing. Common sense, yet many training programs fail to apply this basic principle. Whatever performance you want learners to do on the job must be actively practiced in the learning environment. If you allow sufficient time for relevant practice in your training, students will leave not only with the skills they need, but the confidence to apply those skills on the job.

Active participation, or practice, requires immediate, constructive feedback to be successful. When a learner demonstrates competent performance on the skill being practiced, it is important to confirm that they've achieved proficiency to reinforce the skill. If performance does not meet standards, appropriate feedback on where performance was lacking and what to do differently must be provided. Providing feedback immediately prevents the learner from continuing to practice the skill incorrectly. Unlearning something is much harder than learning it right the first time. When giving corrective feedback, the instructor needs to correct the performance without indicating that there is anything wrong with the learner to protect his or her positive feelings toward the learning. Any improvement should be acknowledged without waiting for perfection.

Most of us have experienced learning that doesn't allow for differences in experience, background, abilities or needs. Instruction that takes into account these in-

dividual differences during training design (to the extent feasible) greatly enhances learning. Some ways to individualize the learning process include allowing learners to learn at their own pace (self-paced) and giving them some choice in the sequence and delivery method. Any flexibility that can be provided in terms of pacing, sequencing and instructional methods will contribute to matching your program to differing learning preferences and individual skill levels of your learners.

Applying these principles will go a long way towards increasing the learning that takes place in your training.

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ВЫБОР ТЕКСТОВ ПО ЧТЕНИЮ НА УРОКАХ РУССКОГО ЯЗЫКА

В понятие «пересказ текста» включаются навыки чтения и говорения. В этом случае речь идет об умении студента прочитать текст и рассказать его содержание, поэтому «важно строго различать устную речь, чтение и письмо как особые виды речевой деятельности»

Чтение может и должно быть поставлено на службу устной речи, т.к. студенты, которые учатся в нефилологических вузах, изучают русский язык для того, чтобы научиться понимать оригинальные русские научные тексты. Такая установка, диктуемая коммуникативными принципами преподавания русского языка, подробно и детально рассмотрена в трудах Костомарова В.Т и Митровановой О.Д.

Интенсивное чтение научных текстов не только расширяет знания, обогащает общий словарный запас студента, закрепляет грамматические навыки, но и развивает навыки устной речи.

Практическая значимость чтения как вида речевой деятельности и необходимости развития навыков зрелого чтения возрастает при обучении студентов пересказу текстов. Развитие навыков чтения развивает навыки устной речи. В свою очередь владение устной речью успешно влияет при обучении чтению. Особенно успешными могут быть результаты, если тематикой чтения и устной речи является один и тот же текст.

Практика показывает, что студент может понять общую идею текста, если в нем до 30% незнакомых слов, а если этот процент ниже, то незнакомая лексика вообще не влияет на понимание студента общего содержания читаемого.