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THE ROLE OF EFFECTIVE LEARNING FOREIGN LANGUAGES IN HIGH SCHOOLS

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Annotation This article talks about language teaching as a pedagogical approach used to increase students' engagement in the classroom in regard to the development of productive skills speaking, writing for elementary level language learners of high school students. In recent years, communicative method of language teaching is widely used by many teachers in schools, colleges, language centers and higher education institutions. Method of language teaching has also number of advantages, despite disadvantages.

Besides this article deals with the quality of educational activities, its purpose, content, form, method, technology and means as well as the mobilization of students to purchase, educational materials to achieve this in cooperation. Learners are engaged in a production of their listening projects and how the process of listening creation, besides, pursuing language outcomes, contributes to the development learners' higher order thinking skills, better learners' autonomy and meaning interaction with the language outside of the classroom.

Keywords: participate, accomplish, promote, education, content, significant, form, opportunity, motivation, skill, language, provide, meaning, experience, teach, promote, syllabus, feedback, activity.

The effect of active learning a foreign language self-concept was found to be insignificant. There is no significant correlation, between foreign language self-concept and reading comprehension scores, according to the types of high schools the students have graduated from. Traditional lessons which have been the form of learning and teaching for decades turned out to be insufficient in providing learning opportunities to the students. Therefore educational institutions aiming at graduating students who are learning constantly instead of memorizing academic or encyclopedic information for many teachers as teaching does not guarantee learning, while learning may occur without teaching. Both elements motivation and active learning should be integral parts of any pedagogical approach. Learners can activate their previous knowledge and connect it with new information and skills and may contribute to the development of better learner's autonomy.

Traditional lessons which have been the form of learning and teaching for decades turned out to be insufficient in providing learning opportunities to the students. It can motivate students to take on challenges that correlate with their learning goals. Through different tasks students develop productive skills

speaking and writing. The immediate language in focus in the usage and meaning of present simple tense. By the end of the task students will be able to describe a process in logical way using present simple tense. Before and after the lesson students are offered to learn at their own pace to get acquainted with the material provided by the teacher and accomplish home assignment.

The lesson starts with a warm-up activity and a teacher asks students to think over what they are good at. They are asked to provide examples of something that they can teach others to do. Students share their thoughts and ideas with the rest of the class. This process allows students to activate their schemata, to retrieve necessary information from their previous experience to get themselves prepared for processing new information about the topic, which is provided during the input part of the lesson. Before sharing their ideas students have to reflect on their experiences and make a quick comparison analysis to choose that they are really skillful in. Students will learn just by listening to their peers speaking, but it helps them make self-evaluation of their project skills and plan their responses better.

After watching the video, teacher should ask students more and more questions about the situation. By responding to the questions students are given a possibility to reflect on the process once again and to produce a targeted structure connecting the forms and meaning to the given context. The teacher teaches students how to do something and comment on each step using the words like, first, then, next, after that, finally to connect the process in a logical way. The video should last about five minutes.

Considering the overall goal of the lesson that is stated as the engagement of students into an authentic language use. Authentic language use is to be understood as an interaction in the language not for pedagogical purposes, but to serve learners' communicative needs. The objectives of the lesson are to pursue the promotion of real - world tasks that learners might be exposed to beyond the classroom and tasks make sense for them and are meaningful enough to stimulate their motivation and active learning.

Task based language teaching approach, being under communicative language teaching, promotes functional tasks as any organizational element of a lesson, unit, syllabus, which have better potential for learners' personal response to the task, their active interaction and negotiation around it. Active learning is an approach to instruction that involves actively engaging students with the course material through discussions, problem solving, case studies, role plays and other methods.

The benefits to using such activities are many, including improved critical thinking skills, increased retention and transfer of new information increased motivation, improved interpersonal skills and decreased course failure.

Active learning gives learners an opportunity to actively participate in the learning process in order to attain the stated learning objectives. Effective understanding and development of skills will come from active participation, as well as collaboration of learners in planning and participating in the learning process.

Learners understand better when they actively and collaboratively participate in planning developing their own knowledge. During active learning the teachers are active as a facilitator, coacher as well as bringing in different and new methods that will make learning in learners. Learners should be active at all level, that is physically active, intellectually active, as well as emotionally active.

Active learning involves active participation, critical thinking and problem solving. Passive learning involves listening, observing and memorizing. Both approaches have their advantages and disadvantages and it is essential to understand the differences between the two.

Active learning is an approach that focuses on involving students in the learning process. It is a critical thinking and problem solving. Active learning can take many forms, such as discussions, group work hand on activities. Students actively engage in the learning process, working with their peers and the teacher solves problems and answer questions.

Active learning facilitates feedback between teacher and a student. It increases participation and attention in students, stimulating discussion and developing critical thinking in students. The consideration of competence based and student centered approaches in realized in some aspects of the development of students individual features. Their use in the process of learning organization. A method of professionally oriented projects was the basis for the compilation of a curriculum. It was considered as the most effective technique for the formation of non-ling, uistic students foreign language communicative competence.

It is realized by means of systematized interaction and empl and formalized in the form of criteria and requirements imposed on the competences of graduates from the point of view of their current practical suitability for a professional activity. Foreign language communicative competence is considered to be one of the basic competences especially in the field of global communication different spheres of culture and science.

One can find the following competence a graduate demonstrates his ability to communicate and the skills of foreign language. This is directly associated with the aim of a foreign language learning of the students of non-linguistic faculties and directed toward foreign language communicative skills formation, mastering the professional foreign language, teaching processing information, forming analytical skills and presenting the results of the activity

with authentic texts and skills of realizing professional foreign language communication.

Higher professional education is not simply limited to filling future specialists with information but suggests the development of the individual, professional outlook and mentality of a graduate, his or her motivation to be engaged in a professional activity and the ability to new knowledge independently. Because of these, the tasks specifying the goals of learning in a foreign language skills can be expressed in the following way:

1. Forming appropriate, competences in all kinds of speech activity (reading, listening, speaking, writing) which are the basis of a foreign language communicative competence;
2. Forming a professional competence of students by means of a foreign language modeling a professionally oriented content of learning;
3. Forming skills of a foreign language professional as well as business communication with the help of learning a foreign language;
4. Forming competence facilitating the development of the ability to mastering a foreign language on one's own way.

Teachers used to act as mentors knowledge but now they are supported to change the whole approach to the educational process transform the way of thinking and because assistants and facilitators. To do this, it is necessary to create conditions for communication so that students are included in the situation, encouraged to take appropriate measures as well as experienced for success. In other words, teaching are required to form motivation for development of language skills due to using interactive methods.

Another consequence of passive learning is that since students are drawn into the learning process, they adopt a “waiting-it-out” attitude, investing minimal attention and involvement in the learning process.

Another source for ideas about effective learning is how individuals learn in traditional apprenticeships. Work is the driving force. The progressive mastering of tasks by apprentices is appreciated not as a step towards a distant, symbolic goal, but for its immediate value in getting the work done. Apprentices start with skills that are relatively easy and where mistakes are least.

Teachers and teaching are largely invisible. In apprenticeship learning - in formal job training in American workplaces - it looks as though little teaching is going on. Cognitive scientists have conducted a number of trials of effective learning situations and curricula appropriate for learning today's less visible practices. These efforts span a number of subjects - mathematics, physics, reading, writing are interior design. Scientists create different kinds of learning and an extensive body of cognitive science research add up to a solid foundation for designing effective learning environments.

The model presumes that learning is learning. Many parts of this model are not new, but together they define an effective learning situation with very different classrooms and roles for teachers and students.

High schools usually focus exclusively on the concepts, facts and procedures of a subject. To operate effectively in any setting, however, students also need three other types of content:

1. “Tricks of the trade” - problem – solving strategies that experts pick up with experience.
2. Cognitive managements strategies – goal setting, strategic planning, monitoring, evaluation and revision.
3. Learning strategies – knowing how to learn, including exploring new field, getting more knowledge in a familiar subject already possessed.

Teaching methods should give students the chance to observe, engage in, invent or discover expert strategies in context. Learning should be staged so that the learner builds the multiple skills required in expert performance and discovers the conditions under which they apply.

Teachers must realize that new knowledge is built on existing knowledge. Teachers need to uncover the incomplete understandings, false beliefs of concepts that students have when they begin a course. If these are ignored, students may develop understandings very different from what the teacher intends them to gain.

Knowledge – centered environments take seriously the need to help students learn the well-organized bodies of knowledge that support understanding. Teachers are wise to point their students directly toward clear learning goals – to tell students exactly what knowledge they will be gaining how they can use that knowledge. Teachers in classrooms will find themselves talking less and listening more – becoming active facilitators of their students’ learning.

The teacher sets up the exercise, but because the students’ performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor. The students do most of the speaking and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task.

Schools - not only elementary schools, but also college classrooms adult literacy classes and corporate training courses – fail to capitalize on what is known about how people learn most effectively. Teaching methods should give students the chance to observe, engage in, invent or discover expert strategies in context.

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