

STRATEGIES TO ENCOURAGE ACTIVE LEARNING

Rashidov Sanjar

Jizzakh State Pedagogical Institute, Jizzakh, Uzbekistan

Abstract: The paper considers the strategies to encourage active learning. The initial researches and various attitudes on strategies have been discussed and analyzed in the paper. Besides, the classic and contemporary definitions of approaches in strategies to encourage active learning are partially presented in contrastive mode. The precise categorical reference of teaching phenomenon has been also touched upon.

Keywords: pre-packaged assignments, web-based, interactive web page, debate on-line, chat room, structured journal, retention, hypothetical school system, special education, norm, passive learning, effective learning, curriculum, internship programs, community service, and laboratory science.

INTRODUCTION

Promoting active learning in higher education is a struggle because of the learning background that many students come to classes with. This is due to the fact that the norm in our nation's secondary schools has been to promote passive learning. A large amount of information needs to be covered with not enough time, so teachers resort to lecture in order to economize their time to cover as much material as possible. Students progress from topic to topic with no real understanding of the content and how it relates to their life. Effective learning is active learning. The concept of active learning has been applied to curriculum design, internship programs, community service, laboratory science instruction, musical and speech performance, seminar classes, undergraduate research, peer teaching, and computer-assisted learning. The common thread between all these events is to stimulate students to think about how they as well as what they are learning and to take more responsibility for their own education.

2. MATERIALS AND METHODS

Learning is an active process. Students are not able to learn much by only sitting in classes listening to teachers, memorizing pre-packaged assignments, and churning out answers. They must be able to talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. Students need to make learning a part of themselves.

For the regular classroom:

Ask students to relate what they are learning to something in real life.

Use journaling.

Give students concrete, real-life situations to analyze.

Encourage students to suggest new reading, projects, or course activities.

Ask students to present their work to the class.

Use of simulation software to run "what-if" scenarios allows students to manipulate variables and circumstances.

Practice role modeling and use web-based case studies to practice new thinking skills.

Encourage students to challenge your ideas, the ideas of other students, or those ideas presented in readings or other course materials in a respectful matter.

Set up problem solving activities in small groups and have each group discuss their solutions with the class.

For distance and online courses:

Allow flexibility in choosing material so that it is more meaningful to the learner (e.g. students choose their own topic, project format, etc.).

Have an interactive web page.

Debate on-line.

Present students work for other students to review.

Talk about what students are learning by creating a learning group through e-mail, telephone, chat room, or conferencing.

Use e-mail for group problem solving.

"Active learning" means students engage with the material, participate in the class, and collaborate with each other. Don't expect your students simply to listen and memorize; instead, have them help demonstrate a process, analyze an argument, or apply a concept to a real-world situation.

Facilitate independent, critical, and creative thinking. Ask students to analyze, synthesize, or apply material, both during lectures and in assignments.

Case-based problem solving exercises – these types of exercises help students develop analytical skills and learn how to apply academic theories to real-world problems. Use case studies in a lecture and have students work out their solutions independently or in small groups, or use case studies as the basis for major projects or exams.

Debate – this is another active learning technique that helps develop critical thinking and logical reasoning skills. Present competing viewpoints in lecture and assign students to defend one, or both, of the viewpoints in a short (five-minute) written exercise or classroom debate.

Encourage effective collaboration. Collaborative group work can be an extremely useful addition to a large class. Some examples include:

Small-group discussions– there are many benefits to taking short think-pair-share breaks during a lecture. These small-group discussions help students understand and retain material, while also serving the broader goals of developing their communication skills and increasing their awareness of their classmates as learning resources.

Peer instruction exercises– one minute paper reflections or speed problem solving questions, paired with peer to peer discussion, can be a very effective teaching strategy. Upon completion of the question and at least one iteration, tally the answers. Once the results are in, explain the correct answer and demonstrate why the other options are misleading (Mazur, 1997).

Research from cognitive psychology has shown that one of the best ways to improve understanding is to teach material to a peer (Topping and Stewart, 1998). Build this exercise into your classes through presentations, study groups, and quick, breakout “teaching” sessions, such as the one described above.

Increase student investment, motivation, and performance. When you invite students to actively participate in the learning environment, they take more responsibility for their performance in the course. Similarly, when they have an opportunity to make decisions about what they learn and how they use that knowledge, students see a course as more valuable and more directly related to their goals.

Brainstorm learning objectives – if you involve students in the development of classroom activities, e.g., allow them to choose the topic of a short discussion or generate ideas about how a concept could be applied to a problem that interests them, it automatically increases engagement levels. Involving students in classroom activities also requires them to assess their understanding and skill and rather than allowing them to rest comfortably with a surface knowledge, it forces them to develop a deeper understanding of the material.

3.RESULT AND DISCUSSION

Incorporate active learning into your curriculum and transform your classroom into an exciting, dynamic learning environment. In Traditional Model of learning students are passive participants of knowledge from instructor. They sit in classrooms for hours, listen and absorb information presented to them by the instructor. In contrast to it in Active Learning students are engaged actively in knowledge gaining process. The two important goals of Active Learning are; firstly, to encourage students to think more deeply about the course taught. Secondly, through quick feedback to instructor about the class. It always takes more time than traditional model as student participation is involved in it. Active learning can be executed in any discipline and have various forms.

4. CONCLUSION

Use of those approaches within the schoolroom is very important due to their powerful impact on student learning. Therefore, a thoughtful approach to proficient teaching wants that faculty become intimate with the many ways within which Active Learning with success used across the disciplines.

In hindsight, it seems that earlier classroom initiatives and activities written materials concerning about active learning have been old and splited. Hence, the goal of interactive classrooms has remain unfulfilled. To make Active Learning a success the coordinated efforts of individual faculty member, academic administrators and educational researchers is required.

Active learning pedagogies, when done well can achieve at least two important goals. First, these modes can encourage students to think more deeply about course materials in a setting where they can easily test or communicate their level of comprehension. Second, they can give the course instructor quick feedback on the level of class achievement. Active learning interventions can take time away from other aspects of the class, however, having students apply what they are learning also add value. In order to stimulate thought and not miss out on traditional course materials, lecture-flipping and active in-class learning often go hand-in-hand.

REFERENCES

1. Svalberg, A. (2007) Language awareness and language learning, *ELT Journal*, 40, 287-308
2. Swales, J. (1989) Service English program design and opportunity cost, Johnson (Ed.), *The second language curriculum*, 79-90
3. Benson, David, Lu Mattson and Les Adler (1995) Prompt Feedback. In Susan Rickey Hatfield (Ed.)
4. *The Seven Principles In Action* (55-66). Bolton MA: Anker Publishing Company,
5. Brown, David G. and Curtis W. Ellison (1995). What is Active Learning?. In Susan Rickey Hatfield (Ed.), *The Seven Principles In Action* (39-53). Bolton, MA: Anker Publishing Company, Inc.
6. Bally Ch. *Traite de stylistique francaise*, v. I. Ed. 2. - Heodelberg, 1921.
7. *Encyclopaedia Britannica 2007. Deluxe Edition Электронный ресурс. -Электрон, дан. - М.: Новый диск, 2007.*
8. Borodina A.I. Category of taxi in modern German writing in accordance with the category of taxi in English: Author. dis. kand. filol. science (10.02.04). - Kiev, 1975. - 25
9. Elisabeth Noreback, Tell me you are mine, 2018: 66]
10. Cambridge Advanced Learners' Dictionary, Third Edition]
11. Ryabova M.Yu. *Vremennaya referentsiya v angliyskom yazyke: Dis. d-ra filol. science. - SPb., 1995.*
12. Salchak Sh.X. *Zavisimyy taksis v tuvinskom yazyke v sopostavlenii s angliyskim yazykom: Dis. kand. filol. science. - M., 2006. - 261 p.*
13. Serebrennikov B.A., Gadjieva N.Z. *Sravnitelno-istoricheskaya grammar tyurkskix yazykov. - Baku, 1979. (2nd ed., - M., 1986.)*.
14. Slyusareva N.A. *Problems of functional morphology of modern English. - M., 1986.*
15. Chemist V.V. *Kolichestvennost in the structure of prostogo predlojeniya sovremennogo russkogo yazyka: AKD. - M., 1978. - 17 p.*
16. Xudyakov A.A. *Semiosis simple prosthesis. - Arkhangelsk: Pomorskiy gosudarstvennyy Universitet, 2000. - 272 p.*
17. shcherba L.V. *Yazykovaya system and rechevaya deyatelnost. - M .: Nauka, 1974. - 4*