

***IDENTIFY BARRIERS TO
LEARNING***



Knowledge is in the book. Today, most children sit at a computer. Therefore, in the future, those who read books will control those who sit at the computer.

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Barriers to learning

An important problem in learning is the difficulty or barriers to communication. Many ideas related to the concept of difficulties date back to the earliest days of oratory. However, today this problem is an area that still requires in-depth study in terms of communicative-informational, socio-psychological theories and cognitive psychology. Russian scientists have studied in depth the obstacles to pedagogical activity, their causes, their importance in the educational process:

N.V. Kuzmina

V.A. Kan-Kalik,

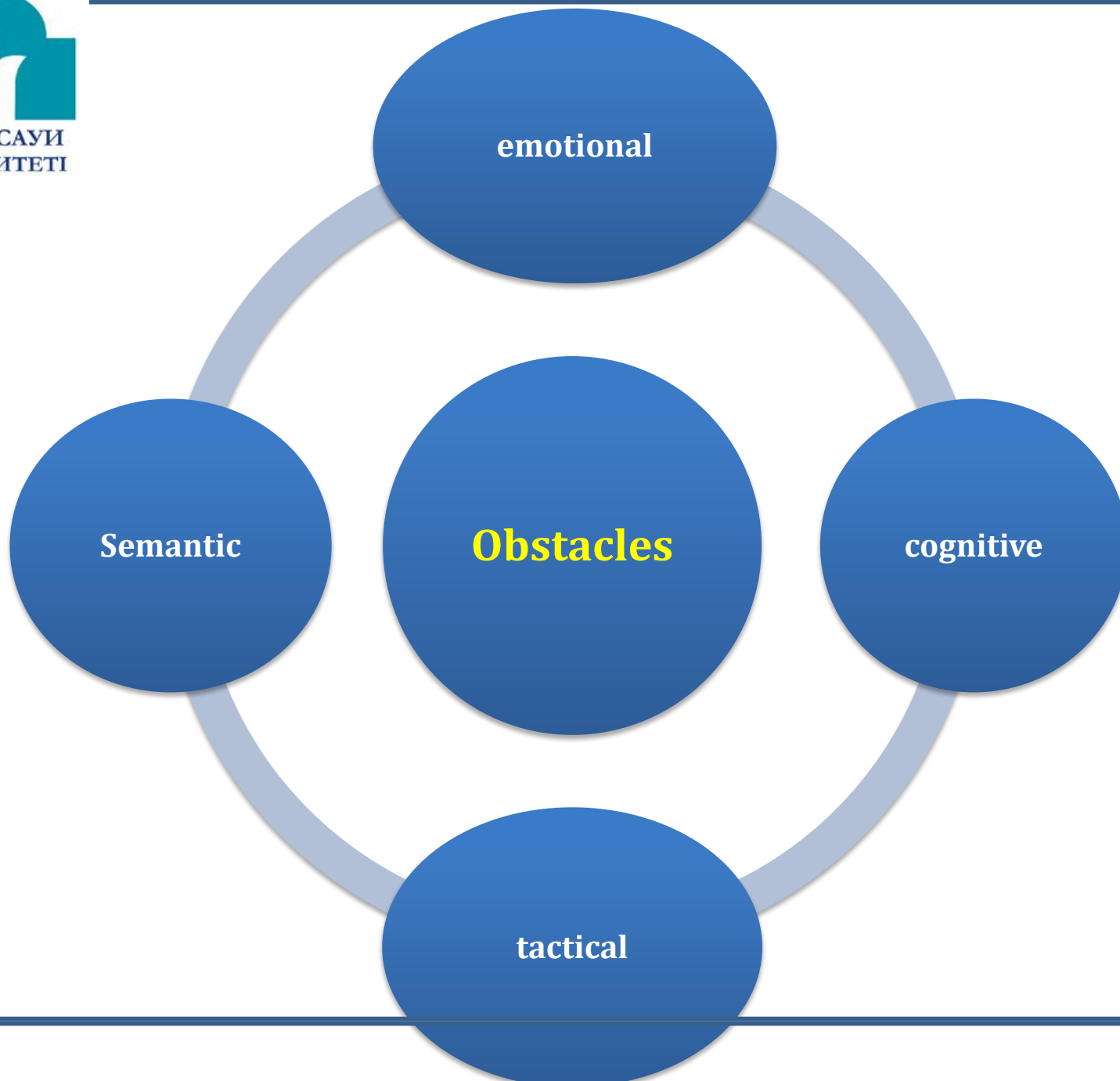
A.A. Leontiev

E.V. Tsukanova,

A.K. Markova

V.V. Ryzhov

L.A. Povarnitsa



Semantic barrier

Semantic barriers are caused by a student's failure to heed a warning in connection with a particular action, to understand and perform a given task. In this case, the student is not affected by the pedagogical measures taken. In the case of a semantic obstacle, the student repeats the shortcoming, which was warned about a certain action, after a while. For example, during the lesson, the student does not pay attention to the teacher's warning, while writing a lecture and doing other work. The presence of a semantic barrier prevents the teacher from implementing the whole educational system due to the fact that the student does not influence the activities carried out by the teacher. In pedagogical practice, it is often observed that the teacher, knowing the way to help, resists it due to semantic barriers. Therefore, it is important for the teacher to consider ways to overcome the semantic barrier.

causes of obstruction

There are many reasons for the semantic barrier. The main directions of semantic barriers are directly related to the development, content and forms of the educational process, as well as the characteristics of the teacher who is the subject of pedagogical activity.

The first direction of pedagogical barriers is characterized by difficulties in identifying and solving pedagogical tasks, ignoring and repeating shortcomings, clear and complete planning of pedagogical activities. As a result, the lesson is meaningless and unattractive. Pedagogical difficulties in influencing the student's personality stem from the fact that he is not perceived as a full-fledged person. Thus, the pupil or student is not fully involved in the relationship, resulting in dissatisfaction and discomfort on both sides.

According to AK Markova, the difficulty in pedagogical activity arises from the inability of the teacher to combine productive (productive), creative, reproductive (ineffective) forms of work, the teacher's inability or even unwillingness to overcome those obstacles.

According to VA Kan-Kalik, A Markova, difficulties in pedagogical activity are connected with the following conditions:

The method used depends on the individual and psychological characteristics of the

the method used does not correspond to the capabilities of students;

the method used has nothing to do with others;

The teacher uses several unrelated methods;

LA Povarnitsa divides the difficulties of communication between students into six groups.

Difficulties in the first group are caused by students not knowing how to behave or what to say.

Difficulties in the second group arise from the fact that students do not understand the partner in the relationship, that is, the perceptual side of the relationship is not sufficiently formed.

The third group consists of difficulties caused by the misunderstanding and rejection of the speaker by the partner.





The fourth group of communication difficulties is based on the feelings of depression, discomfort and insecurity experienced by the speaker.



The sixth group includes difficulties related to a person's dissatisfaction with the general relationship.



Difficulties in the fifth group are related to the fact that the student is dissatisfied with his partner and even worries about it.

IMPORTANCE FOR THE TEACHER IN OVERCOMING BARRIERS TO LEARNING

... want to pay special attention to the formation of practical skills for the professional development of teachers. It is not enough for a teacher to decide to teach these skills to all students because despite the many methods used, this problem is not easy to solve. This is due to the fact that it is also related to the problem of classroom management, and it also ensures that the teacher is armed with many issues and is ready to make quick decisions during the lesson.

Advanced training

... combines the idea that a teacher in the field of educational practice is a "bringer" of innovative activity to schools, due to a radical change in requirements for the skills that students need. These changes have a significant impact on the competencies that teachers themselves must have in order to effectively develop 21st century students. Thus, new approaches to teaching in students. Thus, new approaches to teaching are new approaches to teaching teachers as well.

er training

Professional barriers for teachers

Katzenmeyer
and Moller
(2000)

Lieberman
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Trojan and
Bowles(1992)

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**Blec (1998)
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Harris(2001)**

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If the child has communication problems:

ask the child to tell others
what you need to do to
test their understanding;

When the time
comes, teach
using a
metaphor mixed
with a joke

**Always name
the child**

explain the
meaning of
words
through
gestures and
facial
expressions;

create a
comfortable
environmen
t in the
child's
workplace.

The role of successful teaching and competent teachers in overcoming barriers to learning

Characteristics of a competent teacher

The qualities that Shulman called the "three helpers" (Shulman, 2007)

HEAD



Professional understanding is based on solid theoretical knowledge and requires sufficient knowledge of teaching and students. It also provides knowledge of how to use evidence / research findings to understand, develop / improve experience

HAND



Practical Teaching Skills This teaching requires knowledge of technical, practical skills and approaches to interpreting ideas through methods such as work, demonstration, correction and assessment of learning. It is also necessary to master the methods of motivation, encouragement, restraint, planning of lessons and assessment of students. With the above skills, it is clear that the teacher will create a conducive environment for students to learn in the classroom and strive to achieve high and appropriate levels, ensuring its sustainability.





HEART



Professional integrity Teachers adhere to the ethical and moral values of the teaching profession. So they are honest, courageous, patient, and just people who show compassion, kindness, and respect to their students. Teachers are able to interact closely with other education professionals, realize the core values of teaching, and build effective relationships and real-world relationships in the perception and sharing of ideas.