

Practical lesson #6



TOPIC: LESSON AS AN ELEMENT OF COMPLETE SYSTEM. NON-TRADITIONAL FORMS OF EDUCATIONAL PROCESS.

AIM: TO TRAIN STUDENTS TO UNDERSTAND THE SIGNIFICANT PLACE OF A LESSON AS AN ELEMENT OF COMPLETE SYSTEM AND APPLY NON-TRADITIONAL FORMS OF EDUCATIONAL PROCESS

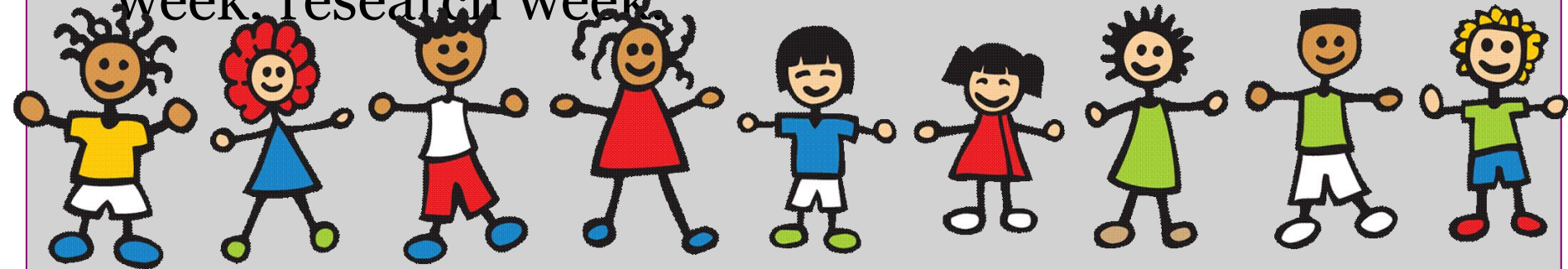
Outline



- Key special words
- Questions

Key special words:

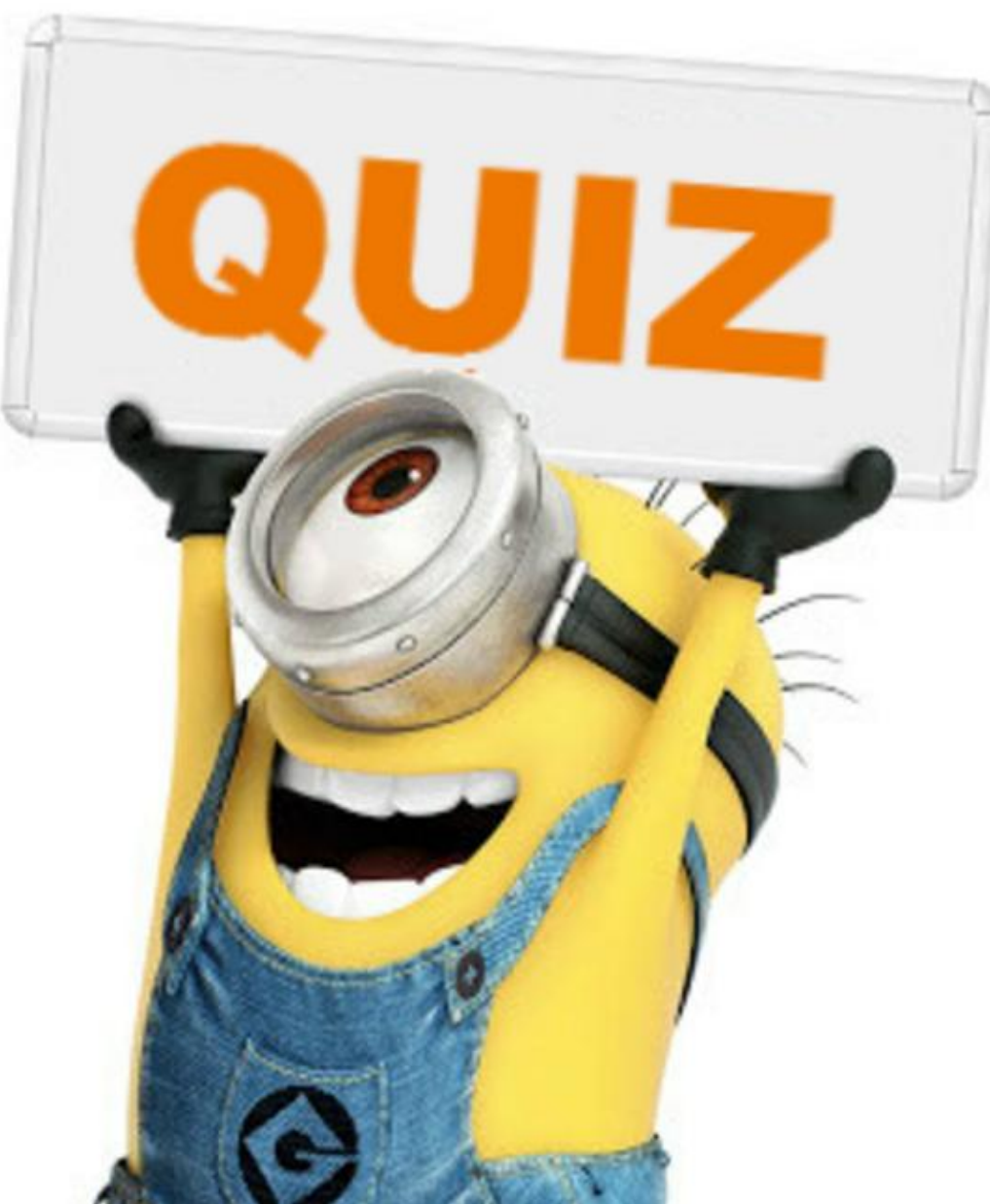
- lesson, teaching, learning, traditional and non-traditional forms of educational process, method, methodology system, training, excursion, travelling lesson, workshop, conference, problem-solving, labs, excursions, online-lessons, mentoring, tutoring, family teaching, self-study, business games, studio lessons, projects, creative week, research week



Questions:



- What is lesson?
- What is an effective lesson, in your opinion? Prove.
- What are main features of a lesson?
- What types of lesson do you know?
- What are non-traditional forms of educational process? Give the example.
- What are labs?
- What is conference?
- What are online-lessons?
- Where do we usually go for excursions?



QUIZ

- Who was the **FIRST** president of the United States?
a Roosevelt b Kennedy c Washington
- Who was the **SECOND** man who walked on the moon?
a Neil Armstrong b Yuri Gagarin c Buzz Aldrin
- Andy Summers and Stewart Copeland were members of the rock group *The Police*. Who was the **THIRD** member?
a Freddie Mercury b Sting c Chris Martin
- Who won their **FOURTH** Football World Cup in 2006?
a Brazil b Germany c Italy
- Which city has a famous street called **FIFTH** Avenue?
a London b Sydney c New York
- Which actor was the star of the film *The SIXTH Sense*?
a Sylvester Stallone b Brad Pitt c Bruce Willis
- What is the **SEVENTH** letter of the alphabet?
a H b G c I
- Which tennis player won her **EIGHTH** Grand Slam title in 2007?
a Serena Williams b Maria Sharapova c Venus Williams
- Whose **NINTH** symphony is also called *Choral*?
a Beethoven's b Mozart's c Tchaikovsky's



2 MONTHS

a 5.23 Listen and repeat the months.

JAN	<u>January</u> /'dʒænjuəri/
FEB	<u>February</u> /'februəri/
MAR	<u>March</u> /mɑ:tʃ/
APR	<u>April</u> /'eɪprɪl/
MAY	<u>May</u> /meɪ/
JUN	<u>June</u> /dʒu:n/
JUL	<u>July</u> /dʒu'laɪ/
AUG	<u>August</u> /'ɔ:gəst/
SEP	<u>September</u> /sep'tembə/
OCT	<u>October</u> /ɒk'təʊbə/
NOV	<u>November</u> /nəʊ'vembə/
DEC	<u>December</u> /dɪ'sembə/

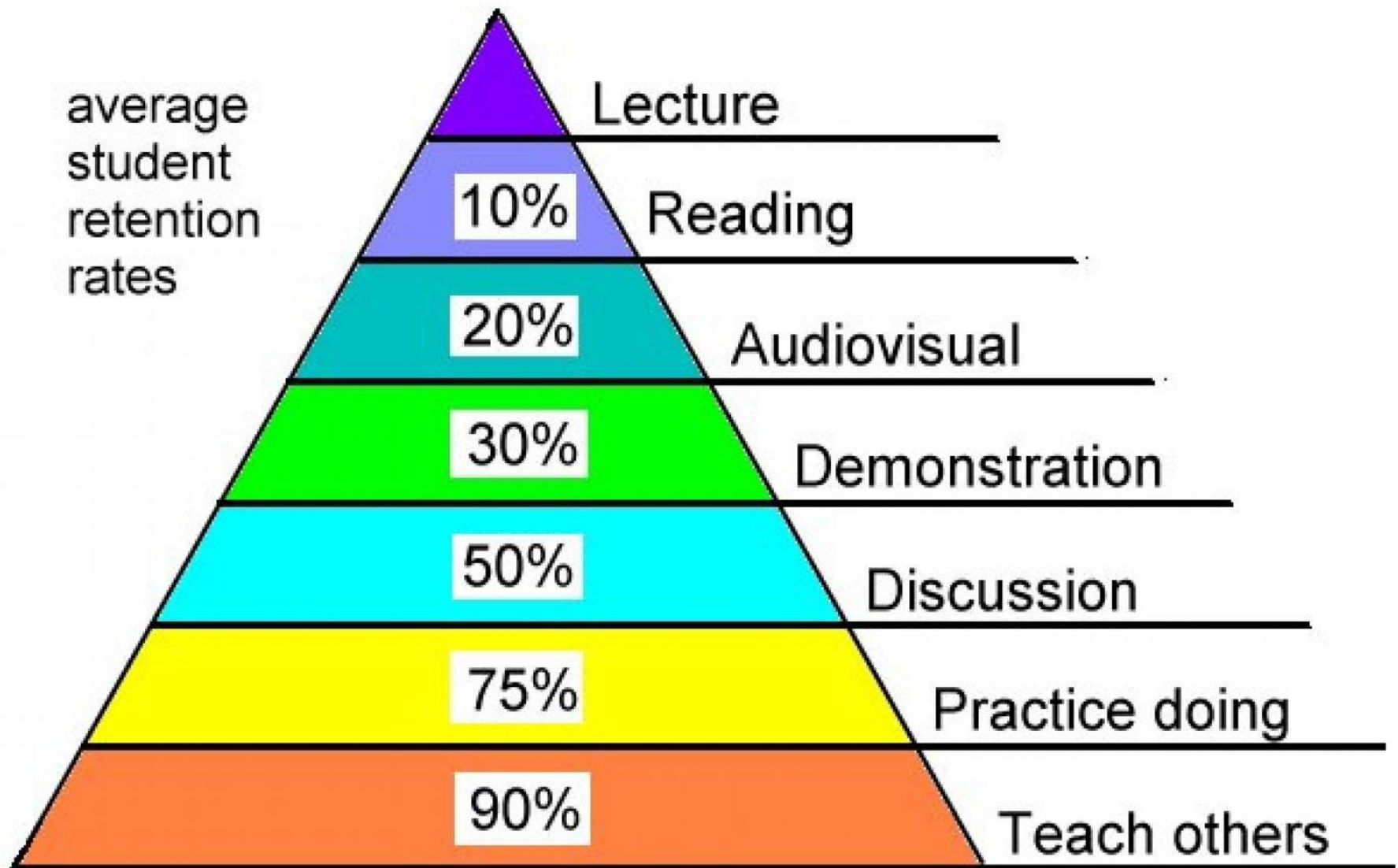
How do we learn better? (%)

acquire – приобретать, овладевать / есте сақтау



- **Lecture:** we acquire _____ % of information when we listen
- **Reading:** we acquire _____ % of information when we read
- **Audio-visual:** we acquire _____ % of information when we listen
- **Demonstration:** we acquire _____ % of information when we see
- **Discussion:** we acquire _____ % of information when we discuss
- **Practice:** we acquire _____ % of information when we practice
- **Teaching:** we acquire _____ % of information when we teaching

Learning Pyramid



Source: National Training Laboratories, Bethel, Maine

Some Advice on How to Learn English

There are some rules of memory.

1. We **acquire** 10% of information when we read.
We acquire 20% of information when we listen.
We acquire 30% when we see.
We acquire 90% when we teach others.
2. It is necessary to repeat the material you've learnt every three days. If you do not repeat the material **within** three days most of the information **vanishes** as if you never learnt it.
3. It's best to **memorize** material before you go to bed. You'll memorize it more quickly.
4. It's very useful to listen to the material you are learning. There are a lot of words in English which are not pronounced **according** to the rules of reading.



Words

advice [əd'vaɪs] — совет

to acquire [ə'kwaɪə] — усваивать

within [wɪ'ðɪn] — в течение, в рамках

to vanish ['vænɪʃ] — исчезать, пропадать

to memorize ['meməraɪz] — запоминать, заучивать

according to [ə'kɔːdɪŋ] — согласно, в соответствии с

Characteristics of young learners

True or False



- They have long attention span.
- They are very active.
- They differ in their experience of learning.
- They are less shy than older learners.
- They are not imaginative.
- They enjoy learning through playing games.
- They do not enjoy imitating and mimicking what they have heard.
- They do not respond well to rewards from a teacher.

Explain the meaning:

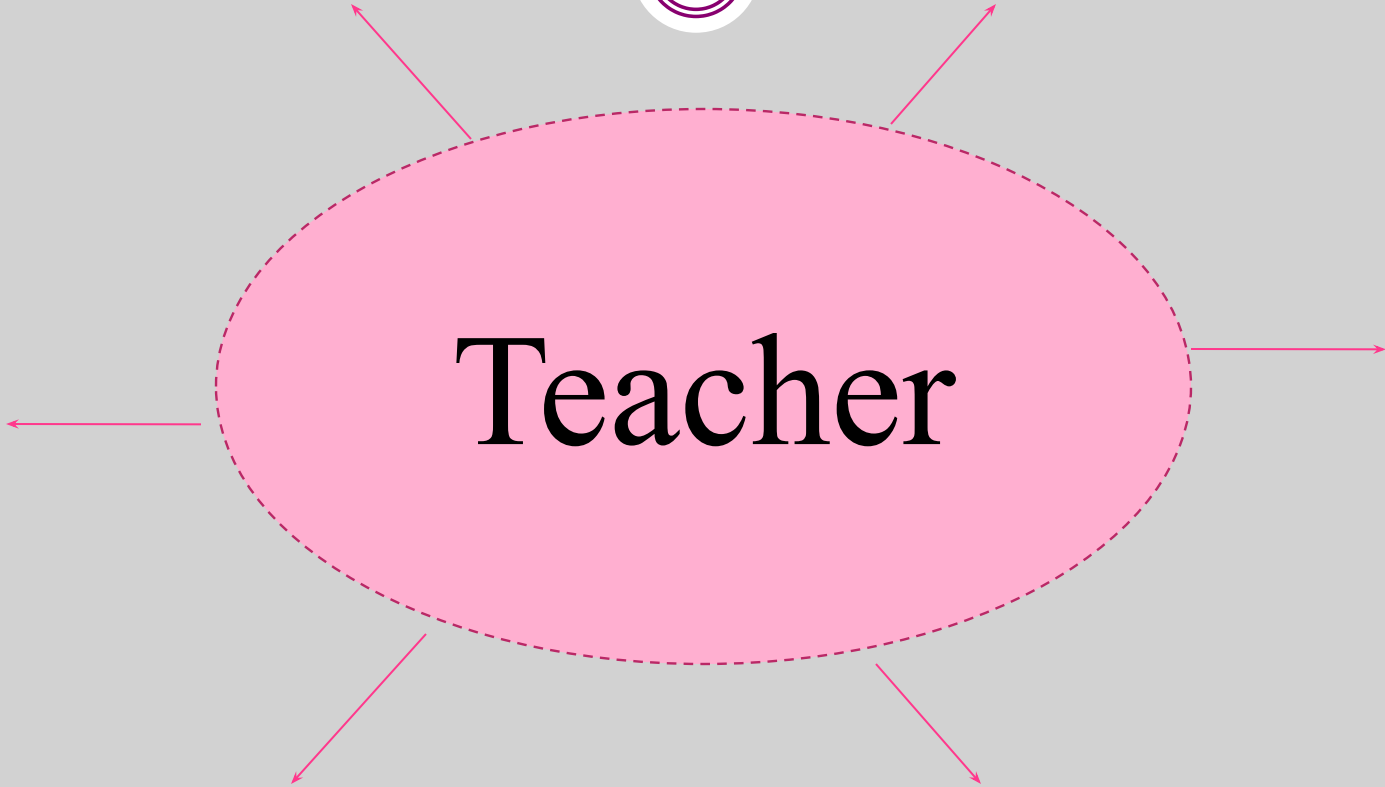


- involuntary attention
- limited attention
- underdeveloped problem-solving
- underdeveloped interactional skills
- weak memory
- here and now reasoning
- limited experience
- mechanical memory
- nor clear motivation

- непроизвольное внимание
- ограниченное внимание
- слаборазвитые навыки решения проблем
- слаборазвитые навыки взаимодействия
- слабая память
- рассуждения «здесь и сейчас»
- ограниченный опыт
- механическая память
- неясная мотивация



Teacher



Human Psychology: Match

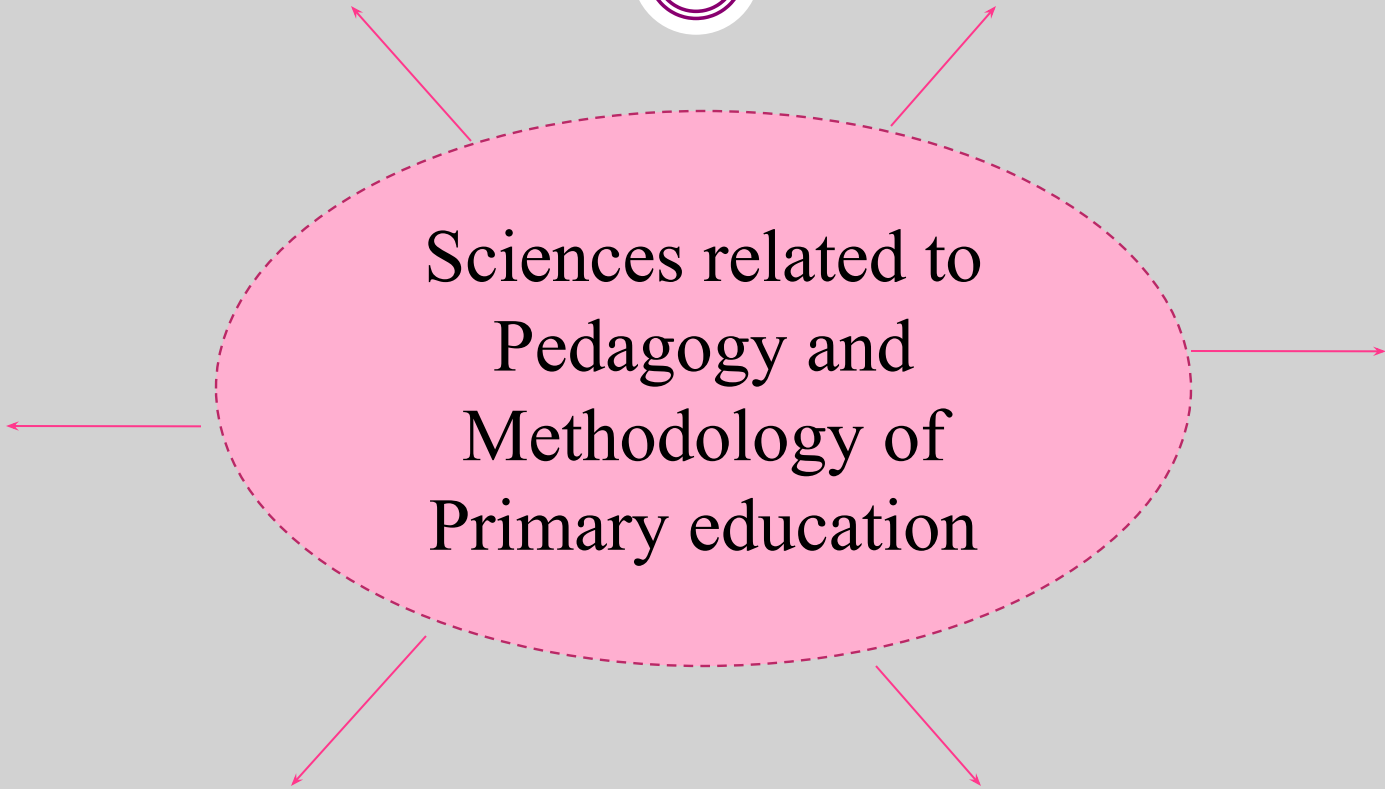
- Sigmund Freud
- Erik Erikson
- Lev Vygotsky
- B.F. Skinner
- John Watson
- Jean Piaget



- operant conditioning
- zone of proximal development
- psychoanalysis
- classical conditioning
- stages of cognitive development
- stages of psychosocial development
- superego, ego, id
- social constructivism
- behaviorism



Sciences related to
Pedagogy and
Methodology of
Primary education



What sciences are related to Pedagogy and Methodology of Elementary Education?



- Pedagogy
- Psychology
- Physiology
- Anatomy
- Sociology
- Philosophy
- Economics
- Ecology
- Anthropology
- Medicine
- Bases of defectology
- School hygiene
- Ethics
- Aesthetics
- History
- Children literature
- Computer science
- Linguistics
- Methodology of teaching school subjects
- Theory of education

Warm-up. Give the definition:



- *Pedagogy*
- *Psychology*
- *Ethnopedagogics*
- *Education*
- *Didactics*

Forms of teaching organization

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graph TD; A[Forms of teaching organization] --> B[Individual]; A --> C[Collective and groups]; A --> D[Individual and collective systems]; B --> B1[Tutoring]; B --> B2[Mentoring]; B --> B3[Family teaching]; B --> B4[Self-study]; B --> B5[Distance learning]; C --> C1[Lessons]; C --> C2[Lectures, workshops]; C --> C3[Conferences]; C --> C4[Subject contests]; C --> C5[Studios]; C --> C6[Business games]; D --> D1[Projects]; D --> D2[Research weeks]; D --> D3[Creative weeks]; D --> D4["Diving" lessons];
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Individual

Tutoring

Mentoring

Family teaching

Self-study

Distance
learning

*Collective and
groups*

Lessons

Lectures,
workshops

Conferences

Subject contests

Studios

Business games

*Individual and
collective
systems*

Projects

Research weeks

Creative weeks

“Diving” lessons

Non-traditional types of lesson



- “Lesson–Workshop”, “Lesson –Excursion”, “Quiz “What? Where? When?”, a game “The Field of Wonders”, lesson “Club of Merry and Cute”, “Lesson- Conference”, “Lesson Press-conference”, “Lesson revue”, “Round table”, “Fairies”, etc.
- **What other options can you offer for a non-traditional lesson?**
- Prepare a **microteaching** for any non-traditional lesson type.
- Discuss and give feedback.

Work with video:



- Students watch some video-extracts from the movie **“The Chorus”** by Christophe Barratier (2004). Then they discuss the unusual method of working with difficult children in the film.



“The Chorus”



- **Answer questions:**
- Where does main character start working as a teacher?
- What does mean “Action – Reaction” method? Is it effective?
- What is unusual in main character’s method of educating?
- Why do children like singing?
- What do children feel while singing?
- How did it help them to self-development?
- How do you think what traits a good teacher should possess?
(<http://www.buzzle.com/articles/what-makes-a-good-teacher.html>)

Never say never. You can always start from the very beginning.

