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CREATIVE EFFECTIVE LEARNING ENVIRONMENTS

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Abstract - The article is about discussion activities how to create a good learning environment. Opportunities to learn English are provided in many different ways, such as through formal instruction, travel and study abroad as well as through the media and the Internet. The world wide demand for English has created an enormous demand for quality language teaching and language teaching materials and resources. Learners set themselves goals. They want to be able to master English to a high level of accuracy and fluency. Employers, too, insist that their employees have good English language skills, and fluency in English is a prerequisite for success and advancement in many fields of employment in today's world. The main point in the center of the process is learner, student - not a teacher. There are different effective techniques of learning, designing friendly learning environment and encouraging motivation. Role-plays, working in pairs or in groups, debates, games have got a great effect.

Keywords - environment, debate, opportunity, level, enormous, fluency, advancement, activity, context, train, transfer, education, research, knowledge, purpose, instruction, content, experience.

It should be noted that it is extremely difficult for an activity to meet all the criteria, discussed above, and these criteria are not without controversial understanding. So, if an activity does not mean a certain criterion, it does not mean the activity is necessarily a bad one. The value of an activity should be judged according to what the activity is aimed at and, in what context the activity is used.

Too often, schools - not only elementary and secondary 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. To design effective school - based learning, we need to rethink the assumptions that underlie formal schooling.

Five assumptions about learning - all wrong. What makes many school learning situations so, ineffective is that they are based on mistaken assumptions about learning:

1. That people predictably transfer learning from one situation to another. The ultimate point of education to prepare students for effective functioning in non-school settings. Yet research extensive and spanning decades shows that individuals do not predictably transfer knowledge to new situations where transfer should occur:

- From school knowledge to everyday practice;
- From everyday practice to school endeavors;
- From one discipline to another willing school.

2. That learners are passive receivers of wisdom - vessels into which knowledge is poured.

This assumption arises from a nation that the purpose of education is to transmit society's knowledge and culture from one generation to the next – an assumption that encourages a lecture made of teaching, with the teacher as controller of the learning process.

Control over learning in the hands of the teacher undercuts the student's development of cognitive management skills, including goal-setting, strategic planning, monitoring evaluating and revising – capabilities critical for effective learning. Students develop no confidence in their own ability to learn or in their own sense – making abilities, and their opportunities to learn from experience are highly constrained.

Another consequence of passive learning is that since students are not drawn into the learning process, they adopt a “waiting-it-out” attitude, investing minimal attention and involvement in the learning process. Waiting-it-out often translates into discipline and crowd-control problems. Further, passive learning places a premium on reproducing the “right answers” to teachers or test questions, but often, without

real learning. Passive learning thus encourages “veneers of accomplishment” - changes in ways of talking, but not in behavior.

3. That learning is the strengthening of bonds between stimuli and correct responses. Instruction based on this assumption arises out of a behavioral theory of learning and results in a curriculum of disconnected items, subtasks, without understanding of the context in which they fit. This approach misses the point that human beings are essentially sense – making, problem – solving animals, instruction that is fractionated and out of the context fails to mobilize this powerful property of human beings. As Farnham-Diggory (1990) says, “Today’s school programs could hardly have been better designed to prevent a child’s natural learning system from operating.

4. That learners are blank, slates on which knowledge is inscribed. Yet, the evidence is that learners carry into every situation ideas and constructs that they have been elsewhere. If these are not fully examined in school, students tend to revert to their old ideas, when confronted with out-of-school situations.

5. That skills and knowledge, to be transferable to new situations should be acquired independent of their contexts of use. Context, however, is critical for understanding and thus for learning. Context, in fact, gives meaning to learning.

To design more effective learning environments, cognitive scientists have been drawing on a wide array of knowledge and experience, including the work of 19th century and early 20th century educators, analyses of apprenticeship learning and the rapid learning of young children and cognitive research.

Early inspirations, John Dewey, drawing on Francis Parker’s ideas, founded a laboratory school with a curriculum that progressed from practical experiences (planting a garden) to formal subjects (botany) to integrated studies (the place of botany in the natural sciences).

Parents and friends serve as models for imitative learning and provide structure to and connections between their experiences.

Learning is functional. Concepts and tools are acquired as tools to solve problems. The need for and purpose of the learning are often explicitly stated for the child.

Another source for ideas about effective learning environments is how individuals learn in traditional system.

Teachers and teaching are largely invisible. 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 management strategies-goal setting strategic planning, monitoring, evaluation and revision.
3. Learning strategies – knowing how to learn, including exploring new fields, getting more knowledge in a familiar subject, and reconfiguring knowledge already possessed. Teaching method should give students the chance to observe, engage in, invent or discover expert strategies in context. The Collins, Brown and Newman model, including a variety of methods that systematically encourage student exploration and independence.

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