İNGİLİS DİLİNİN TƏDRİSİNDƏ AKTİV ÖYRƏNMƏ STRATEGİYALARI

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Xülasə / Introduction

Fəal təlim öyrənənlərin təlim prosesinə cəlb edilməsini və iştirakını vurğulayan yanaşmadır. O, tələbələri məlumatın passiv alıcısı olmaqdansa, iştirak etməyə, müzakirə etməyə, təhlil etməyə və mövzu üzərində düşünməyə həvəsləndirir. Bu məqalə müxtəlif aktiv öyrənmə strategiyalarını və onların tələbələrin təhsildə iştirakını artırmaq üçün faydalarını araşdırır. Məqalədə ali təhsildə fəal yanaşmaların tətbiqi yolları və faydaları, onun uğurlu tətbiqi və effektivliyinə dair bəzi praktik nümunələr təqdim olunur. Tələbələr qrup müzakirələri, flip sinif modeli, problem əsaslı öyrənmə metodlarından istifadə etməklə, öyrəndiklərini mənalı şəkildə tətbiq edə bilirlər. Bu onlara məlumatı daha yaxşı yadda saxlamağa kömək etməklə yanaşı, həm də tənqidi düşünmə və əməkdaşlıq bacarıqlarını inkişaf etdirir.

Açar sözlər: aktiv öyrənmə strategiyaları, ünsiyyət, əməkdaşlıq, tənqidi düşüncə, motivasiya, interaktiv, aktiv iştirak, layihələr.

ACTIVE LEARNING STRATEGIES OF TEACHING ENGLISH

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Abstract

Active learning is an instructional approach that emphasizes the involvement and engagement of learners in the learning process. It actively encourages students to participate, discuss, analyze, and reflect upon the subject matter, rather than being passive recipients of information. This article explores various active learning strategies and their benefits in enhancing student engagement and retention in education. The ways and benefits of implementing the active approaches in higher education, along with some practical and

inspiring examples of its successful apply and effectiveness are presented in the article. By incorporating activities such as group discussions, flipped classroom model, problem-based learning methods students are able to apply what they have learnt in a meaningful way. This not only helps them retain information better, but also fosters their critical thinking and collaboration skills.

Key words: active learning strategies, communication, projects. cooperation, critical thinking, motivation, interactive, active participation.

СТРАТЕГИИ АКТИВНОГО ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ

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Резюме

Активное обучение – это метод обучения, который подчеркивает вовлечение и участие учащихся в процессе обучения. Он активно побуждает студентов участвовать, обсуждать, анализировать и размышлять над предметом, а не быть пассивными получателями информации. В этой статье рассматриваются различные стратегии активного обучения и их преимущества в повышении вовлеченности и удержания учащихся в образовании. В статье представлены пути и преимущества внедрения активного подхода в высшем образовании, а также некоторые практические и вдохновляющие примеры его успешного применения и эффективности. Включая такие виды деятельности, как групповые дискуссии, модель перевернутого класса и методы проблемного обучения, учащиеся могут осмысленно применять то, что они узнали. Это не только помогает им лучше запоминать информацию, но и развивает навыки критического мышления и сотрудничества.

Ключевые слова: стратегии активного обучения, общение, сотрудничество, критическое мышление, мотивация, интерактив, активное участие, проекты.

Introduction. Active learning methods go beyond traditional lectures and encourage students to actively participate in their learning. These strategies include group discussions, case studies, problem-solving tasks, debates, simulations, flipped classroom approach, hands-on experiments and etc. By actively engaging with the subject matter, students can develop critical thinking

skills, enhance their ability to apply knowledge to real-life situations, and achieve a deeper understanding of the concepts being taught.

1. Group Discussions and Collaborative Learning

Group discussions provide an opportunity for students to exchange ideas, analyze concepts, and deepen their understanding through interaction with peers. Collaborative learning fosters critical thinking, problem-solving, and effective communication skills, while also promoting teamwork and cooperation. This learning method encourages active participation, promotes understanding of diverse perspectives, and strengthens communication and teamwork skills. Group discussions provide a platform for students to share ideas, challenge assumptions, and critically evaluate concepts [Nguyen, 2021:10]. They can be conducted in person, online through discussion boards or video conferencing, or a combination of both.

Collaborative learning focuses on group-based activities where students actively work together to achieve a common learning goal. It emphasizes cooperation, mutual support, and shared responsibility among group members. Collaborative learning can take various forms, such as group projects, problem-solving tasks, case studies, or simulations. This approach facilitates peer-to-peer learning, enhances social interactions, and encourages the exchange of knowledge and skills.

Benefits of Group Discussions and Collaborative Learning in higher education:

- Development of critical thinking skills: Students engage in analyzing informatin, evaluating arguments, and synthesizing ideas.

- Improved communication and collaboration: Students practice active listening, expressing their thoughts clearly, and respecting different viewpoints.

- Enhanced problem-solving abilities: Group discussions and collaborative tasks provide opportunities for students to collectively work through complex problems and find creative solutions [Chi , 2019:227].

- Expanded perspective and empathy: Interacting with diverse peers exposes students to different perspectives, broadening their understanding of various viewpoints and promoting empathy.

- Preparation for real-world teamwork: Group discussions and collaborative learning help students develop essential teamwork skills required in professional settings.

Overall, group discussions and collaborative learning are effective strategies for fostering active learning, critical thinking and collaborative skills among students [Chi, 2019:235].

2. Problem-Based Learning and Inquiry-Based Learning

In problem-based learning (PBL), students work on real-life or simulated complex problems, encouraging them to actively engage in problem-solving, research, and decision-making. PBL prompts students to take ownership of their learning, enhancing their analytical skills, knowledge application, and motivation.

Inquiry-based learning (IBL) involves posing questions, investigations, or problems to students, fostering curiosity and stimulating their desire to find answers. IBL encourages students to explore, experiment, and construct knowledge through research, analysis, and critical thinking, resulting in improved understanding and retention of concepts. Problem-based learning (PBL) and inquiry-based learning (IBL) are student-centered approaches that promote active learning and critical thinking. In PBL, students are presented with real-world problems or scenarios that require them to analyze and solve the problem using their knowledge and skills. IBL focuses on students' ability to ask questions, investigate and explore topics of interest, and find answers through self-directed learning. Both PBL and IBL foster student engagement, motivation, and ownership of their learning. PBL and IBL encourage collaborative learning, as students often work in groups to brainstorm ideas, share information and insights, and solve problems together. These approaches promote deep learning, as students are encouraged to apply their knowledge and skills to authentic situations, rather than just memorizing facts. PBL and IBL develop critical thinking skills as students are challenged to analyze information, evaluate evidence, and make reasoned decisions.

Students in PBL and IBL become active seekers of knowledge, learning how to find, evaluate, and use resources effectively. These approaches nurture problem-solving skills, as students learn to identify and define problems, generate possible solutions, and evaluate their effectiveness. PBL and IBL foster creativity and innovation, as students are encouraged to think outside the box and explore alternative solutions [DeMonbrun, 2017:281]. Students in PBL and IBL become more self-directed and independent learners, taking responsibility for their own learning journey. These approaches promote interdisciplinary learning, as problems and inquiries often require students to draw on knowledge

from various subject areas. PBL and IBL enhance communication skills, as students collaborate, present their findings, and defend their perspectives. These approaches encourage reflection and metacognition, as students continuously assess their learning process and adjust their strategies as needed. PBL and IBL cultivate a growth mindset, as students learn to embrace challenges, persist through difficulties, and view mistakes as learning opportunities. Students in PBL and IBL develop research skills, including data collection and analysis, information synthesis, and interpretation. These approaches promote lifelong learning, as students become equipped with skills and strategies to continue to seek knowledge and solve problems beyond the classroom. PBL and IBL can be adapted to various educational contexts and subjects, making them versatile and flexible approaches. Both approaches align with 21st-century skills such as critical thinking, problem-solving, collaboration, and innovation. PBL and IBL prepare students for real-world challenges by equipping them with the skills and knowledge necessary to confront and solve complex problems in their personal and professional lives.

3. Flipped Classroom. The flipped classroom model has emerged as a promising teaching method in higher education settings and has gained popularity in higher education. It is the way of restructuring the traditional classroom dynamic, where students learn course content independently before attending face-to-face sessions. The flipped classroom model involves students preparing for a topic before class, typically through watching pre-recorded lectures or reading materials. In this approach, students are introduced to course materials through online resources and videos before attending class. Classroom time is then utilized for in-depth interactive discussions, collaborative projects, problem-solving activities, and clarifying doubts [DeMonbrun, 2017:292]. This empowers students to take ownership of their learning process while also enabling instructors to provide individualized support and guidance during face-to-face sessions Flipped classrooms promote active engagement, critical thinking as students actively participate and interact with the content during class time.

Benefits of the Flipped Classroom Approach in English Language Learning:

1. Self-Paced Learning: Students can study grammar rules and vocabulary at their own pace, allowing for personalized learning and reinforcing individual language needs.

2. Interactive Practice: Classroom time is dedicated to interactive activities that promote effective communication and language use, such as discussions, debates, role plays, and collaborative projects.

3. Real-World Language Application: By emphasizing in-class communication, learners have opportunities to practice their English skills in authentic, real-world situations, aiding in fluency and confidence development.

4. Enhanced Student Engagement: By pre-learning course content before class, students arrive prepared and ready to actively participate in discussions, problem-solving activities, and collaborative projects.

5. Individualized Support: Instructors can provide personalized support to students during face-to-face sessions, addressing their specific needs and facilitating deeper understanding of complex concepts.

6. Critical Thinking Development: The flipped classroom approach encourages students to apply their knowledge, engage in higher-order thinking, and develop problem-solving skills in real-world contexts.

Examples of Successful Implementation:

1. Language Labs: Prior to class, students access online resources, such as grammar tutorials or vocabulary video lessons. In-class time is then utilized for interactive language practice, including pair or group discussions, debates, and language games.

2. Flipped Speaking Activities: Students are assigned video lessons or online activities to review specific speaking skills (e.g., giving presentations or conducting interviews) [Finelli, 2018:83]. During class, learners engage in role-plays, facilitating practical application of learned speaking techniques and receiving immediate feedback from peers or instructors.

3. Collaborative Writing Projects: Outside of class, students learn writing guidelines or watch video tutorials on specific writing genres (e.g., essays or reports). In class, learners collaborate in groups to apply the learned skills, generating and critiquing written pieces, and refining their writing abilities.

Conclusion

Active learning strategies are essential in todays's educational landscape as they engage students in the earning process and promote deeper understanding of the material. These approaches have proven to be particularly effective in English language learning by providing students with self-paced study opportunities, encouraging interactive language practice, and facilitating real-world language application. These examples demonstrate the versatility of these

teaching methods in fostering language acquisition, promoting communication skills, and ultimately enhancing the overall learning experience for English language learners.

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