

Create an atmosphere of cooperation in the class

How to make the lesson is not only productive but also lively, interesting? There are many ways to "dilute" the theoretical material. Today we consider this a mandatory component of the lesson as a collaboration with the class.

With the advent of the first universities lecture form of teaching material is booming. All that is necessary for the teacher to go to the audience and to tell about what's good. But, roughly speaking, the relevance of the teacher-lecturer was under threat at the moment when man learned to print books. We're not talking about the present, when the need for new information is satisfied a few clicks on an Internet-connected computer.

What is the role of the modern teacher? Just give the information for "cramming" or truly inspire the learner? We believe that the answer is obvious. Our goal: to motivate students to learn, instill a love of the subject and allow him to realize his potential.

Source: maximumtest.ru

In 2013, the journal Proceedings of the National Academy of Sciences published a study whose results were more than expected. Students enrolled in the format of lectures, on 55% more likely to fail the exam compared to those who take an active part in the classroom. Thus, active learning is not only like students, but also brings tangible results.

Common complaint of the teacher: "Students are passive, timidly answer, or prefer to remain silent. How can I implement selection format if students do not want to participate in the discussion?" Open a little secret: the only reason why the class behaves passively — it teacher.

Consider a classic lesson in school: check homework under the guidance of a teacher, a new subject in the format of the lecture, the tutorial, the brief class discussion where a student holds an inactive position, and an explanation of the upcoming homework. Occasional "workshops" where students prepare reports and read them with leafboards. Learn? Than it differs from tutorials on the Internet or from working with a book tutorial?

But there is a solution. Student must be taught to speak. And the more the better. It is no secret that learning foreign languages learning to speak is a special place because it allows not only to overcome the language barrier, but also to quickly master the vocabulary and grammar. What prevents to use the same format to other items? In any lesson, the ability to Express their thoughts is no less important than French in the classroom. Any exam is a test of knowledge and skills these knowledge broadcast.

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Analyze and conquer!

The first thing to do is to assess your own lesson. Most often it is to do difficult and scary. It is difficult because the teacher sees a lesson only from the inside, standing at the blackboard. And scary because there is a fear to see something that may not like. To change and sometimes "break" itself can be very frustrating.

The first problem is very [write essays for me](#) easy to handle, requiring only a camera, laptop, mobile phone or any other gadget with video function. Video allows to analyze not only the content of the lesson, but also non-verbal methods of communication that you use: smile, gestures, movement, class and more. Do you smile when you praise a student? What atmosphere is created in class? You will be able to see another side of you.

Ask yourself the question: "I would be interested in this lesson?"

Don't forget to make notes while watching, note not only disadvantages but also advantages. In the end, these records can become your personal program of self-improvement. When you have a clear plan, fear will disappear.

So, what exactly should be done to teach the class to speak? Consider the ways of cooperation that we have already introduced the work and successfully implement in our courses to prepare for the exam MAXIMUM.

Source: maximumtest.ru

Give pupils time to answer

Common mistake: not receiving an answer immediately, ask the question again and again, changing the words in some places or trying to rephrase it. Sometimes you need to wait. Especially if the answer is not obvious. Asking the question again, you switch the attention of the class. Pupils can seem that you're asking about something else entirely. Allowing them to think, as you would say, "you Have time, no need to hurry".

Don't answer simple questions from the class

Have you ever thought about the fact that the answer to a question from a student can know another student? Allow students to discuss a simple topic alone. It is enough to repeat the question and add: "what do you think?" or ask someone personally. Thus you show that you trust the class that the students can rely on each other in solving problems. This will help them to continue to work in groups of a few people or in pairs.

Ask clarifying questions, but do not rush

If the student kept to himself and just silent in answer to the question, we can help him, but in any case not to switch to someone who knows the answer. It is always easier to ask a strong student to answer and to run further, but we lose the weak may snap stronger and generally move away from the lesson. It is much better to ask a leading question, patiently wait for a response and be sure to encourage activity. I want to note that this method works with the weak and shy students, but not with those who simply have not learned the theoretical material at home.

Use in groups or in pairs

When you want to pass a complex topic or to perform a difficult task, especially for the first time, you can give one task for multiple students. You should make sure they can comfortably sit in the class to discuss the problem. It is also important to think about how to form groups. If a team/pair will only be weak or strong students, during the presentation of the results of the work will be very difficult to keep the balance. It is necessary to distribute students evenly. This will enable active students to Express their point of view and to take patronage over the weaker. Note that to work in pairs suitable tasks easier (for example, to explain a term or concept), and to work in groups — the more complex or creative (to make a crossword puzzle, think about essays, etc.).

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A few more tips:

- **Watch how many time the lesson takes your monologues.** If directly in the learning process make it difficult, can use the method described above to record a lesson on video and post count. Give yourself time to think exactly where you could focus on the activity of students.
- **Try to make a more detailed lesson plan.** A detailed analysis of each job may include pre-designed open-ended questions in class, provoking students into discussion of the task or problem. Importantly, these questions can not be answered only "Yes/no". Sometimes I wonder even arrange a debate on the controversial topic, allowing students to defend their point of view by means of the found arguments.
- **Don't worry about discipline.** You are the leader of the class, and only depends on you all what's going on here.

Of course, such activity will require a more serious preparation than a lecture format, but the effort will pay off very soon. Often even the most quiet class in a few lessons liberating itself offers topics for discussion. Our task is not only to teach, but also to allow to learn with fun.