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TEACHING A SKILL WITH EDUCARE

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В данной статье говорится о существовании бесконечно множество способов преподавания или изучения любого интеллектуального или физического мастерства; но независимо от того, какая используются методика, потребности обучающегося должны быть соблюдены, если мы хотим чтобы обучение было успешным.

Берілген мақалада кез-келген интелектуалдық немесе физикалық шеберлікті үйреткенде немесе үйренгенде түрлі шексіз амалдардың бары және бірақ қандай әдіс қолданылғанымен біздің көздеген мақсатымыз дәріс бергенде жоғары жетістіктерге қол жеткізу болса, дәріс алушының қажеттіліктері ескерілуі тиіс екені айтылады.

In the last few years considerable attention has been paid to the aspects of education. One of them is known as educare. When learning a specific skill or ability, physical or intellectual, the learner has certain learning needs. These needs are called: explanation, 'doing-detail', use, check and correct, aide-memoire, review, evaluation and questions (or queries). They can be remembered by the mnemonic *educare.* These needs or elements are present in the learning of any well-defined skill. Let's look in detail at each of the learner's needs in turn, to see why each of them is so vital to the effective learning of a skill or ability.

Learning without understanding is shallow learning indeed – but it is attempted more often than you might realize. There is, for example, a widespread myth that *training* does not require understanding. Some teachers leave out the explanation because they think it is 'obvious'. However, what is obvious to the teacher is rarely obvious to all the students. Let's take one of the examples of explanations represented in computer manual! Does it explain, or does it just tell the student what to do as a sequence of orders? Computer manuals need not to give the learner every detail about the electronics, but they do need to include simple explanations such as: 'Now press the return key; this tells the computer that you have finished entering the name.' Only students who understand what they are doing, in terms of previous knowledge and experience, will be able to go on learning and

developing after your teaching input ends. If some teachers do not remember the explanation, others believe this is *all* they need provide. A university-style lecture on its own cannot teach a skill or ability; this requires corrected practice, and fulfillment of the other needs represented in the mnemonic *educare* Explanations are a learner's need, not a teaching method. It is not necessary for the teacher to do the explaining, if the students get the explanation in some other way – for example, by reading or by discovering for themselves. [1,98]

Why do learners feel a need for a demonstration when they are learning a skill? It is because they want to know, preferably in concrete terms:

• what they are expected to do
• how they can best do it
• how they can tell when they have used the skill or ability correctly

and perhaps:

• when and where it is appropriate to make use of their skill.

In short, they need 'doing-detail': a concrete definition of their learning task. This can be provided in many ways, but most learners prefer a concrete example of good practice to copy or to adapt. For example, it is almost impossible to imagine being taught how to strip down a carburetor without being shown how to do it at some stage. Discovering 'doing-detail' is vital in any skill learning; it can be done in many ways. Some examples:

By demonstration

• demonstrating how to wire a three-pin plug
• demonstrating how to solve quadratic equations 'on the board', before expecting students to do it for themselves
• demonstrating how to pronounce a word in a foreign language.

By case study

• A teacher in retail training might ask students to watch a video of a salesman dealing with a difficult customer.
• A teacher of accounting might give students examples of bad practice, asking them to deduce good practice from these.

By exemplar

• A teacher of computer programming might show students a correctly constructed program, and discuss this with them to provide 'doing-detail' on program structure.
• Later, the students could be asked to find the faults in bad programs.
• A history teacher wishing to teach essay-writing skills might show students examples of good and bad essays, and discuss these with the class.
• A law teacher might demonstrate the skill of recognizing libel and slander by describing a scenario and then arguing aloud to the class whether or not it involves libel, slander or neither.

By being told how

A teacher may give an ordered list of instructions, for example on how to change an air filter (but 'telling someone how' usually only works if students already have substantial relevant experience).

By discovery

Information technology students can be asked to experiment until they have discovered by themselves how to change the margin settings on a piece of text.

Learning by imitation is one of the main forms of learning, in and out of the classroom, because it is an excellent way of obtaining 'doing-detail'. However, sometimes it is not enough. For example, students may need the teacher's help if they are to learn general rules of composition or colour use from a painting; or how to write a report from an exemplar.

Unfortunately, many teachers, especially of academic subjects, miss 'doing-detail'out of their teaching. As a result, learners are left to discover for themselves – or from each other – what is expected of them. Here are just a few examples:

• A math's teacher says, 'These equations are solved by squaring both sides and then rearranging to make the unknown the subject of the equation', without 'doing one on the board' – that is, without showing how it is done.

• An inexperienced geography teacher expects his students to answer complex map interpretation questions, never having shown (in contrast to told) his students how these questions are best approached.

• A computer teacher says, 'Using the File menu, you can change the printer options to suit your purposes', without gathering the students around a computer screen and demonstrating how this is done.

If you are usually teaching physical skills rather than intellectual skills, you may invariably give 'doing-detail' by means of a demonstration. If this is so, you might like to remember the D element in the mnemonic as 'demonstration' rather than as 'doing-detail'. Students will find 'doing-detail' useful even if it only confirms their expectations.[2,132]

It gives them confidence that they have understood, and that they really are doing the right thing when they do it for themselves.

Sometimes, when teaching a simple skill, or a skill very like one taught earlier, the 'doing-detail' has already been provided and need not be repeated. For example, a teacher may decide to teach how to poach haddock without demonstrating, if the class has already been taught to poach cod. But beware: most novice teachers overestimate their students, so play safe! When a teacher explains how to find the unknown angle in a triangle by using the fact that the angles add up to 180°, this may as well be demonstrated, even though it only involves simple addition and subtraction; the demonstration gives the students confidence that they have understood, and is more likely to be remembered.

We hardly have as much time as we would like to teach what our students must learn. But this does not mean that we should modify the proportion of total time spent on each of the individual *educare* elements. How should we divide the

time between these activities? Of course, it will depend on the circumstances, but student practice will frequently be the single most time-consuming activity, often by a very wide margin. According to our aims and objectives, we will see that even academic teaching involves teaching learners how to do something (if only answering exam-style questions). This, of course, needs practice.

The ideal is that every student's work should be checked a number of times every lesson, and corrected with extra explanation and demonstration where necessary. A main aim is to prevent the student from repeating incorrect methods, and thereby learning those rather than the correct version. The check shows the student what needs correcting. It needs to be detailed and specific. The overall intention is to give students an ability to check and correct their own work, so whenever possible let the learners 'check and correct' themselves. The more responsibility learners take for their own correcting, the better. However, some caution is needed. Though self-checks can save a teacher considerable time, high-order skills do need also to be checked by the teacher; and in any case, only rarely can students independently check their own (or each other's) work in the early stages of a new area of activity. The 'check and correct' phase also provides vital feedback for the teacher. Is learning taking place? Am I teaching too quickly? Are they doing it properly? The importance of this feedback cannot be over-stressed. The 'use' and 'check and correct' phases together form a repeatable feedback cycle which must continue until mastery of the learning has been achieved. Students should have their work checked and corrected as quickly as possible after its completion, and ideally while it is being done. Wherever possible this phase should be continuous, student-led and teacher-supervised; but this ideal is often difficult to achieve in practice.[3,56]

If you were about to set off to find your way through the Sahara, you would almost certainly want to take a book, notes or some other reminder to make sure you could deal with a mental block or some other unexpected event. Your students also will need a record of what they are supposed to know. Notes compensate for the failure of human memory, but they also have other functions. They can summarize a learning session, and indicate the key points students are expected to understand and remember.

Many teachers seem to follow a 'teach it in September and forget it till June' strategy. Learning needs to be reinforced by recall and practice, not left to be revised right at the end of the course.

It is one thing for learners to be capable of a skill or ability when the teacher and other learners are available to help, but can they do it by themselves in realistic conditions? Going through learning experiences does not guarantee learning.

There is only one way to be sure, and that is to evaluate the learning, which in this context means 'assess', 'test' or 'examine'. Suppose you were in a class of students who were being taught to navigate by the stars. What would you need to give yourself confidence that you were sufficiently competent in navigation to let

your life depend on your skills? After your programme of lessons you would want a realistic practical test of your skill. You would want to navigate from one place to another without help from the teacher, and you would want this performance evaluated by the teacher. If you managed on your own, and your teacher was happy with your performance, that would give you confidence in your learning.

If this evaluation takes place during a course, then remedial action can be taken where learning is not up to standard. This is a crucial aspect of the teaching process. Tests to evaluate learning can be structured in any number of ways; in very sensitive areas the students may not even know that their learning is being tested. A teacher of adult literacy may just give the student an unfamiliar piece of text to read, and evaluate the student's reading of it. A woodwork teacher may, after teaching the use of the plane, ask the students to make something and evaluate the planning on this. Evaluation can be done surreptitiously, and it can be done with flags and trumpets; but it must be done, otherwise the teacher will not know if learning is taking place. Novice teachers are nearly always surprised by the results of evaluation; it is not easy to guess who is learning and who is not.

The solution requires that the last element in the *educare* mnemonic is the question mark. When one is learning, one may want to ask questions at any stage during the learning process. It is important to realize that some students are too shy to ask questions in front of their classmates; the teacher needs to give such students the opportunity to ask questions in a one-to-one situation. This opportunity is often best provided during the 'use' phase of the learning process, where the teacher usually moves amongst the students, checking and answering individual queries. One of the major difficulties for students studying on their own – for example, on correspondence courses or in 'open learning' – is that this questioning facility is absent much of the time. [4,167]

Learning can be said to fall into three broad categories or 'domains'. These domains were first suggested by B. S. Bloom and are now widely accepted. The three domains are:

• *The cognitive domain*: learning intellectual or thinking skills, e.g. how to add fractions, how to write a report, how to recall specific facts, how to use learning to solve problems or be creative.

• *The psychomotor domain*: learning practical skills, e.g. how to use a wood chisel, or how to do a somersault.

• *The affective domain*: developing values, feelings and attitudes, e.g. learning to value people who are elderly, or learning positive attitudes towards a particular subject. Suppose your students needed to be able to recall a diagram of the structure of the heart, along with the names and the functions of its parts. This is a specific skill which, like all skills, can only be learned by corrected practice. The students' needs are:

• *Explanation*. They need to understand the events they are learning about.

• *Doing-detail.* They need to know exactly what you expect them to be able to recall, and in what detail. This is obvious to you, but not to them. If an aide-mémoire is too detailed, then a revision summary could do this for them.

• *Use*. It is not enough to read the notes over and over, as many students believe.

They must practise the skill of recall. This can be done with written and verbal questions, quizzes, tests, games such as 'tennis' and so on.

• *Check and correct.* Once students have drawn their diagram, their recall needs to be checked and corrected so that it can be improved. This is often done best by the learner.

• *Learner's practical and emotional needs.* The need for the other *educare* elements is self-explanatory. We intuitively use the *educare* pattern when trying to learn by heart a poem or some lines in a play. We use a 'study–cover–recall–check' method. However, students very rarely use corrected practice of recall in order to learn factual material, unless they are *prompted* to do so.

Suppose you were teaching your students to solve quadratic equations, write a précis, or answer examination-style questions on a given topic. Choose any one of those three examples before reading on. How would you start? Perhaps by demonstrating how to 'do one' on the board, explaining the process at the same time by thinking out loud. This provides some 'doing-detail', and the explanation. You may then ask the class to 'do one' collectively. You could use question and answer to step through an example, gradually writing the class's solution on the board as they decide upon it. Students can then examine exemplar solutions in order to find 'deliberate mistakes', or to discover good practice. [5,78-80]

It is an effective way to see a worked exemplar solution for a task one has just attempted oneself. If the task is complex, learners can draw up a checklist of criteria for success. All this provides 'doing detail'. The students are discovering exactly what they are expected to be able to do, and how to do it. Once the skill is clear, the learners must of course 'do one' by themselves, and this work must be checked and corrected. The 'check and correct' phase will probably involve you, but students can also check their own or each other's work. Ideally, the correction itself should be done by the student. The need for an aide-memoire, and for review, evaluation and to be able to ask queries, is self-explanatory. There is an infinity of ways of teaching or learning any intellectual or physical skill; but whatever methods are used, the learner's needs must be met if learning is to be successful.

Based on the results, it can be concluded that above mentioned methods can be readily used in practice to bring out the values which are inherent in a human being. Practically, *educare* refers to all educational Programmes of teaching aimed at helping humanity draw out the qualities of goodness inherent in man, and to understand the inner makeup of a human being in relation to the outer physical world, in order to keep a perfect balance.

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SOLVING CLASSROOM MANAGEMENT CHALLENGES

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В данной статье говорится о мастерстве настоящего учителя, умеющего владеть аудиторией, которое состоит из мелочей. Как удержать внимание класса, правильно сделать замечание, что должен делать учитель для поддержания дисциплины. Как соблюдать основные элементы педагогического такта на уроке.

Бұл мақалада аудиторияны қалыпта ұстап, қажетті дәрежеде сабақ жүргізе алатын мұғалімнің шеберлігі жөнінде айтылған. Оқытушылардың назарын ұстап, тәртіпті сақтау, дұрыс ескерту жасау үшін мұғалім не істеу керек. Сабақ үстінде педагогикалық әдептіліктің негізгі элементтерін сақтай білу тұргысында.

Experienced teachers don't deal with problems, they prevent them occurring. This is why student teachers whose classes are reminiscent of the Sorcerer's Apprentice look in vain for the 'tricks' used by teachers who are able to keep 'difficult' classes working. Good classroom organisation allows the lesson to run smoothly, so that good relationships can grow through positive experiences.

Every teacher has rules and regimes, even if they are not overtly stated. Think them out carefully, express them clearly and enforce them consistently. Do you want work handed in on Mondays or Thursdays? Do you want students to put their hands up to answer a question? During practical sessions, are students allowed to talk to their neighbour, to students behind them or to students at the other end of the room? Your rules and regimes will take time to establish, and should be based on educational, safety and moral grounds, not on personal idiosyncrasies. Despite getting my own back on two occasions, I still harbour a smouldering resentment against a teacher who made me rewrite an essay because I had written it in green

СОДЕРЖАНИЕ