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CREATING AN INQUIRY-DRIVEN CLASSROOM

Every year, day and even every minute our world changes. Society, traditions and customs are changing, technologies are developing, people think and perceive things differently. As teachers, we should understand that in such circumstances, children change as well. They are different from us and those before us, and therefore need a different education system. We should move away from outdated traditional teaching methods and introduce new ones that will interest and motivate them to learn. Typical lessons, where the teacher speaks and the students just sit and try to memorize the information, do not give a positive result for the modern students. We should understand that traditional methods no longer work.

The first step to creating a proper learning atmosphere is to understand modern students' psychology, their features and characteristics.

So, what are the key characteristics of the 21st-century learners? If you try to describe them with several adjectives, the following will often be heard: interested, hyperactive, open, creative, mobile, gadget-dependent, straightforward, confident, sociable and lazy. Previous generations with whom the traditional education system worked and who could work with it did not have so many factors that would divert their attention from learning. They did not receive so much fresh information at once and were ashamed to slap something superfluous so as not to provoke general condemnation.

Firstly, we can say that modern students are more aware about their place in the world. They can maintain a conversation about global issues. For example, health concerns, environmental protection, and economic growth. Students, because of scrolling through various pages on social networks, are accustomed to paying attention to keywords and thus choose what interests them. So, we need to choose interesting topics to get their attention. In addition to the teacher, their tutor is the Internet.

Learners nowadays are more knowledgeable in technical matters than in communication and socialization. They need more experience in group and pairs work.

Some new aspects of self-awareness are formed in modern children at a young age. Among them, the most important is self-determination, i.e., the desire of young people to determine their place in life, at work, in society. The position of the modern student is also expressed in the desire to find their place in the family, in the events of society, to really assess their own capabilities, in the desire to learn about the complex world of human relationships.

Based on such characteristics of modern students, teachers should think about learning that may interest, attract students and reveal their potential and skills. Modern lessons should be based on the development of 21st century skills, critical and creative thinking.

So, what new teaching methods can we use to meet students' needs?

First of all, I want to mention inquiry-based learning. Personally, for me the aim for education is to grow a mind ready to solve problems and think critically, and to ask questions is a necessary skill in this process. To make the world a better place, our society needs people who ask questions, seek answers, and create solutions. So, it's time to develop curiosity in our children. Curiosity is a powerful catalyst for learning. Children want to understand the world around them and naturally reveal their interests by asking questions.

Inquiry-based teaching focuses on moving students beyond general curiosity to critical thinking and deep understanding. We should encourage students to ask questions and support them in the investigation process, understanding when to start and how to structure an inquiry activity.

Inquiry-based learning is about triggering curiosity. Triggering inquiry is about learning something new, it's something that generates our own enthusiasm, even if it's about the content we've seen or learn for years.

There are different kinds of inquiry-based learning, which become decreasingly structured and suit different classrooms [1]:

- Confirmation Inquiry – you give students a question, its answer and the method of reaching this answer. Their goal is to build investigation and critical-thinking skills, learning how the specific method works.
- Structured Inquiry – you give students an open question and an investigation method.
- Guided Inquiry – you give students an open question and they design investigation methods to reach a conclusion.
- Open Inquiry – you give students time and support. They pose original questions that they investigate through their own methods, and eventually present their results to discuss and expand.

Regardless of the type, inquiry-based learning aims to develop students' abilities to analyze, synthesize and evaluate information – indications of high-level thinking according to Bloom's Taxonomy.

Based on the article from TeachThought developed by Irena Nayfeld [2], we can name six strategies for creating an inquiry – driven classroom:

1. Let students explore and learn through play

Introducing students to new activities, we should give them the opportunity to explore and play first. Opportunity to take a closer look at it, touch it, move on, understand their relationship with each other, and then they will be ready to ask some questions and raise their understanding of this project to a new level.

2. Turn a lesson into a project (or project-based learning opportunity)

Creating a project can visualize and summarize teacher's work and student learning outcomes. As the teacher, you can then take that curiosity and pick a question to investigate, teach children how to use find answers using books or technology, and, most importantly, show them that their questions can lead to experiments and explorations and new knowledge.

3. Stop being the expert

When you are not sure of the answer, use it as an opportunity to model curiosity. Tell the kids you are not sure of the answer and ask for suggestions of how we can find

out. They might come up with reading books, watching videos online, using Google, or conducting an experiment to figure out the answer.

4. Have a plan for questions

In an inquiry-driven classroom, questions drive the learning, and students drive the questions. That is why it's important to have a question action plan or a system in your classroom for how questions are handled.

5. Create a 'Wonder Wall.'

A Wonder Wall (or any other system you can develop) is a great space to put questions, but it is only great if children know that there is a set time and procedure for when those questions will be reviewed. Create a consistent system that works for you and your classroom, and make it a regular part of the routine so that questions are a vehicle for, not a distraction from, learning.

6. Highlight the evolution of student questions

Similar to the Wonder Wall, consider highlighting not just questions but the evolution of questions. How questions change is a strong indicator of understanding.

And after using inquiry based learning you'd have a classroom that, overall, learns deeper and wider than ever before. It helps motivate students to become experts in their self-described field. And the more often a student gets a taste of what it feels like to be an expert, in however small a concept, the more they will want that feeling later on in life.

We should also develop students' independence. We can improve it by developing Learners Autonomy.

The notion of learner autonomy was first developed out of practice by teacher-researchers at the Centre de Recherches et d'Applications Pédagogiques en Langues (CRAPEL), University of Nancy, France, in the early 1970s. They defined learner autonomy as a capacity and willingness to act independently, "the ability to take charge of their learning" (Holec, 1981), for example learning by themselves, choosing and studying material satisfying their needs or how well they are prepared for the test, reading books not assigned by a teacher and so on. It doesn't mean that they work completely independently, without a teacher or completely alone. In order to foster

learner autonomy, it is necessary to develop a sense of responsibility and encourage learners themselves to make decisions about their learning.

Here are some tips offered by Skyteach on how to develop student autonomy [3]:

1) Teach the students how to learn

Show the students how to learn, teach different study skills and strategies. Show them the ways they can use course book at home (listening to the tracks and working with transcripts, retelling the stories etc.) Train learners to identify their own preferred learning styles and strategies.

2) Make self-evaluation important

Ask the students set the objectives and then have them evaluate their progress. Moreover, to increase students' self-awareness you might ask your students to write down what they have learnt at the lesson, what they liked / dislike about the lesson, what information was new / easy / difficult, what they have not understood very well.

3) Make the students research and find the answers themselves

We should make our students work for the answers to even the small questions, have them make the effort. It is not just about them finding the answer to the question they're asking now; it is about learning how to find answers to questions they might have in the future. Ask them to guess the meaning from the context, search online to investigate what the correct answers are.

4) Provide guidance to study and use English outside the classroom

Show students the ways to improve their English outside the classroom. For example, you can give them a list of tasks which might motivate them and ask to try something new every week

5) Use task-based learning approach

TBL refers to an approach to teaching and learning which views the completion of meaningful tasks through authentic communication as an effective way to improve language proficiency in the natural, practical, and functional use. Task-based language learning and teaching give students something real to do using the language they are learning. Such tasks can include visiting a doctor, planning a tour, conducting an interview. Assessment is primarily based on task outcome rather than on accuracy of

prescribed language forms, therefore there is no prior focus on language. This makes TBLT especially popular for developing target language fluency and student confidence.

As mentioned above, modern students are well versed in technology, so their use in the classroom will be very effective and will have a positive result. The effective use of digital learning tools in classrooms can increase student engagement, help teachers improve their lesson plans, and facilitate personalized learning. It also helps students build essential 21st-century skills.

Virtual classrooms, video, augmented reality (AR), robots, and other technology tools can not only make class livelier, they can also create more inclusive learning environments that foster collaboration and inquisitiveness and enable teachers to collect data on student performance.

Still, it's important to note that technology is a tool used in education and not an end in itself. The promise of educational technology lies in what educators do with it and how it is used to best support their students' needs.

Overall, creating an inquiry-driven classroom will provide students with a deeper understanding of the material and better memorization. Inquiry-based learning will allow students to develop and improve 21st century skills, work on their mistakes, learn to think critically and creatively, and in the future help them become the adults who are knowledgeable and ready to solve problems.

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ВИКОРИСТАННЯ ІНТЕРНЕТ-СЕРВІСІВ В ІНТЕРАКТИВНОМУ НАВЧАННІ

Інтерактивне навчання є вагомим складовою дистанційного онлайн навчання в школі у 2020-2021 роках. Інтерактивне навчання – це один із основних сучасних шляхів активного особистісно-орієнтованого навчання, яке найбільшою мірою відповідає психологічним особливостям учнів та соціально-педагогічним закономірностям навчання у середній школі сьогодення.

При активному навчанні в учнів немає можливості ухилитися від колективної роботи, яка базується на взаємодії та взаємодоповненні всіх учасників навчально-виховного процесу. Вони перестають бути пасивними слухачами і починають аналізувати подану інформацію, критично її оцінювати, пов'язувати з особистим досвідом та під час діалогу та взаємодії з іншими учнями дізнаватися про різні точки зору. Активне навчання спонукає до творчості та креативності.

Мета статті – продемонструвати можливості інтерактивного навчання, що набуває особливої актуальності зараз, коли значна частина навчального часу проходить дистанційно. Автор статті пройшла курси: «Цифрові навички для вчителів», «Карантин: онлайн-сервіси для вчителів», «Інтерактивне навчання: інструменти та технології для цікавих уроків» на порталі «Дія. Цифрова освіта» і на основі отриманих знань здійснила аналіз існуючих інтерактивних засобів.

ЗМІСТ

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АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

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