for 2018. Access mode: https://www.britishcouncil.org (19.06.2019)
3. Hugh Dellar and Andrew Walkley. Teaching Lexically. – Delta Publishing. – 2016. – 152p.
4. Gulcin Nagehan Saricaa, Nadire Cavusb. New trends in 21st Century English learning. Access mode: https://www.sciencedirect.com (08.06.2019)
5. Ros Wright, Richard Cresswell. Learning English: English for Health and Social Care Workers. – Pavilion Publishing. – 2016. – 150p.
6. Yogesh Ramani, Viki Modi. Trends in English teaching today. Access mode: https://www.academia.edu (10.06.2019)

Received 19.05.19

УДК 336.531.2:37

Olga Havrylenko, the department of foreign languages, Ph.D
Central Ukrainian National Technical University

Teaching Strategies in Modern Education

The article deals with modern strategies in education, their peculiarities, tasks, aims. Three key elements in the learning environment are defined. Some ways to make your classes more engaging are shown.

education, teaching, modern, strategies

Learning through activity is the best way of understanding something, a key direction or approach. In order to analyze modern teaching strategies we put the **tasks**:

- to define the terms “strategy”, “teaching strategy”;
- to examine difference between traditional strategy and modern one.
- to explain the purposes, teaching conditions , tools and elements of the strategies;
- and at last to analyze the strategies briefly.

The word strategy comes from Greek word *stratëgia*. Historically, the term strategy has been associated with military activity. Webster dictionary defines it as “a careful plan or method; the art of devising or employing plans or stratagems toward a goal.”In teaching, Socrates used a strategy. So did Platon and Aristotle, and they are educators who are remembered. Modern scientists consider teaching strategy as a plan…..a plan to meet the goal, and the goal, of course, is to meet the objective.

According to the definition given by Johnson, &Holubec the old strategy of teaching means:

– transferring knowledge from teacher to student;

– filling passive empty vessels with knowledge;

– classifying students by deciding who gets which grade and sorting students into categories;

– conducting education within a context of impersonal relationships among students and between teachers and students;

– maintaining a competitive organizational structure;

– assuming that anyone with expertise in their field can teach without training to do so.

According the new paradigm of teaching:

– knowledge is constructed, discovered, transformed, and extended by students;

– students actively construct their own knowledge;

– teacher effort is aimed at developing students' competencies and talents;

– education is a personal transaction among students and between teachers and students as they work together;

– all of the above can only take place within a cooperative context;

– teaching is assumed to be a complex application of theory and research;

– that requires considerable teacher training and continuous refinement of skills and procedures (Johnson, Johnson, & Holubec, 1998).

The **purpose** of new strategies is to develop thinking, person's creativity, to stimulate students to construct, discover new knowledge.

In order to choose a strategy a teacher should take into account some conditions:

- the characteristics of the students, (age, educational level, psychological characteristics, peculiarities of the students);
- the objectives of the course,
- your qualities.

There are three key elements in the learning environment: the characteristics of the students, the objectives of the course, and your qualities as an instructor. These three elements are interrelated, and, therefore, are likely to have an influence on one another.

There are a variety of teaching strategies They will show you some ways to make your classes more engaging.

*Active Learning. Meyers and Jones (1993) define active learning as learning environments that allow “students to talk and listen, read, write, and reflect as they approach course content through problem-solving exercises, informal small groups, simulations, case studies, role playing, and other activities -- all of which require students to apply what they are learning” (p. xi). Many studies show that learning is enhanced when students become actively involved in the learning process. Instructional strategies that engage students in the learning process stimulate critical thinking and a greater awareness of other perspectives.

*Cooperative Learning. Cooperative Learning is a systematic pedagogical strategy that encourages small groups of students to work together for the achievement of a common goal. The term 'Collaborative Learning' is often used as a synonym for cooperative learning when, in fact, it is a separate strategy that encompasses a broader range of group interactions such as developing learning communities, stimulating student/faculty discussions, and encouraging electronic exchanges (Bruffee, 1993). Both approaches stress the importance of faculty and student involvement in the learning process.

*Critical Thinking - Critical thinking is a collection of mental activities that include the ability to intuit, clarify, reflect, connect, infer, and judge. It brings these activities together and enables the student to question what knowledge exists.

*Discussion. There are a variety of ways to stimulate discussion. For example, some faculty begin a lesson with a whole group discussion to refresh students’ memories about the assigned reading(s). Other faculty find it helpful to have students list critical points or emerging issues, or generate a set of questions stemming from the assigned reading(s). These strategies can also be used to help focus large and small group discussions.

*Experiential Learning - Experiential learning is an approach to education that focuses on "learning by doing," on the participant's subjective experience. The role of the educator is to design "direct experiences" that include preparatory and reflective exercises.

*Games/Experiments/Simulations - Games, experiments and simulations can be rich learning environments for students. Students today have grown up playing games and using interactive tools such as the Internet, phones, and other appliances. Games and simulations enable students to solve real-world problems in a safe environment and enjoy themselves while doing so.

*Interdisciplinary Teaching - Interdisciplinary teaching involves combining two different topics into one class. Instructors who participate in interdisciplinary teaching find that students approach the material differently, while faculty members also have a better appreciation of their own discipline content.

*Learner-Centered Teaching - Learner-Centered teaching means the student is at the center of learning. The student assumes the responsibility for learning while the instructor is responsible for facilitating the learning. Thus, the power in the classroom shifts to the student.

*Learning Communities - Communities bring people together for shared learning, discovery, and the generation of knowledge. Within a learning community, all participants take responsibility for achieving the learning goals. Most important, learning communities are the **process** by which individuals come together to achieve learning goals.

*Lecture Strategies - Lectures are the way most instructors today learned in classes. However, with today's students, lecturing does not hold their attention for very long, even though they are a means of conveying information to students.

*Mobile Learning- Mobile Learning is any type of learning that happens when the learner is not at a fixed location.

*Problem-Based Learning - Problem-based Learning (PBL) is an instructional method that challenges students to "learn to learn," working in groups to seek solutions to real world problems. The process replicates the commonly used systemic approach to resolving problems or meeting challenges that are encountered in life, and will help prefer students for their careers.

*Teaching with Cases - Case studies present students with real-life problems and enable them to apply what they have learned in the classroom to real life situations. Cases also encourage students to develop logical problem solving skills and, if used in teams, group interaction skills. Students define problems, analyze possible alternative actions and provide solutions with a rationale for their choices.

*Team-Based Learning - Team-based learning (TBL) is a fairly new approach to teaching in which students rely on each other for their own learning and are held accountable for coming to class prepared. Research has found that students are more responsible and more engaged when team-based learning is implemented. The major difference in TBL and normal group activities is that the groups are permanent and most of the class time

is devoted to the group meeting.

There are a variety of teaching strategies They will show you some ways to make your classes more engaging.

*Active Learning. Meyers and Jones (1993) define active learning as learning environments that allow “students to talk and listen, read, write, and reflect as they approach course content through problem-solving exercises, informal small groups, simulations, case studies, role playing, and other activities -- all of which require students to apply what they are learning” (p. xi). Many studies show that learning is enhanced when students become actively involved in the learning process. Instructional strategies that engage students in the learning process stimulate critical thinking and a greater awareness of other perspectives.

*Cooperative Learning. Cooperative Learning is a systematic pedagogical strategy that encourages small groups of students to work together for the achievement of a common goal. The term 'Collaborative Learning' is often used as a synonym for cooperative learning when, in fact, it is a separate strategy that encompasses a broader range of group interactions such as developing learning communities, stimulating student/faculty discussions, and encouraging electronic exchanges (Bruffee, 1993). Both approaches stress the importance of faculty and student involvement in the learning process.

*Critical Thinking - Critical thinking is a collection of mental activities that include the ability to intuit, clarify, reflect, connect, infer, and judge. It brings these activities together and enables the student to question what knowledge exists.

*Discussion. There are a variety of ways to stimulate discussion. For example, some faculty begin a lesson with a whole group discussion to refresh students’ memories about the assigned reading(s). Other faculty find it helpful to have students list critical points or emerging issues, or generate a set of questions stemming from the assigned reading(s). These strategies can also be used to help focus large and small group discussions.

*Experiential Learning - Experiential learning is an approach to education that focuses on "learning by doing," on the participant's subjective experience. The role of the educator is to design "direct experiences" that include preparatory and reflective exercises.

*Inquiry-Guided Learning - With the inquiry method of instruction, students arrive at an understanding of concepts by themselves and the responsibility for learning rests with them. This method encourages

students to build research skills that can be used throughout their educational experiences.

*Interdisciplinary Teaching - Interdisciplinary teaching involves combining two different topics into one class. Instructors who participate in interdisciplinary teaching find that students approach the material differently, while faculty members also have a better appreciation of their own discipline content.

*Learner-Centered Teaching - Learner-Centered teaching means the student is at the center of learning. The student assumes the responsibility for learning while the instructor is responsible for facilitating the learning. Thus, the power in the classroom shifts to the student.

*Learning Communities - Communities bring people together for shared learning, discovery, and the generation of knowledge. Within a learning community, all participants take responsibility for achieving the learning goals. Most important, learning communities are the **process** by which individuals come together to achieve learning goals.

*Lecture Strategies - Lectures are the way most instructors today learned in classes. However, with today's students, lecturing does not hold their attention for very long, even though they are a means of conveying information to students.

*Mobile Learning- Mobile Learning is any type of learning that happens when the learner is not at a fixed location.

*Problem-Based Learning - Problem-based Learning (PBL) is an instructional method that challenges students to "learn to learn," working in groups to seek solutions to real world problems. The process replicates the commonly used systemic approach to resolving problems or meeting challenges that are encountered in life, and will help prefer students for their careers.

*Service Learning - Service learning is a type of teaching that combines academic content with civic responsibility in some community project. The learning is structured and supervised and enables the student to reflect on what has taken place.

*Teaching with Cases - Case studies present students with real-life problems and enable them to apply what they have learned in the classroom to real life situations. Cases also encourage students to develop logical problem solving skills and, if used in teams, group interaction skills. Students define problems, analyze possible alternative actions and provide solutions with a rationale for their choices.

The usage of new strategies demands much patience, experience, attentiveness, constant perfection of knowledge in teaching

References

1. Martin, V., & Pressley, M. (1991). Elaborative interrogation effects depend on the nature of the question. Journal of Educational Psychology, 83, 113-119.
2. Rogers, K. M. A. (2009). A preliminary investigation and analysis of student learning styles preferences in further and higher education. Journal of Further and Higher Education, 33, 13-21. http://dx.doi.org/10.1080/03098770802638234
3. Weinstein, C. & Mayer, R. (1986). The teaching of learning strategies. In M. Wittrock (ed.), Handbook of Research on Teaching (3rd ed., pp. 315-327). New York: MacMillan.

Received 21.05.19