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МАТЕРІАЛИ

**науково-практичної інтернет-конференції
з міжнародною участю**

**СУЧАСНІ ПРОБЛЕМИ ВИВЧЕННЯ
МЕДИКО-ЕКОЛОГІЧНИХ АСПЕКТІВ ЗДОРОВ'Я ЛЮДИНИ**



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Thus, though that the situational anxiety level in 21-year-old students of four temperament types changed dramatically before and after the exam compared to normal school days, the difference between groups and between temperament types was not statistically reliable and correct in some cases.

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SPEAKING ACTIVITIES FOR HIGH SCHOOL STUDENTS TO ENHANCE TEACHING/LEARNING EFFECTIVENESS

The student is the most important person, because the university and the teacher are there to serve the student's need and wants, just as the hospital is there to treat the patients, or the police to protect the security of the citizens. The teaching/learning process should be a joint-venture in which the teacher helps the students in a constructive way to learn what they feel they need. In short, we need to look at what students of English as a foreign language need. Instead of looking down on our students from a position of authority, we should look at our students as the hope of the future.

The new generation does not want to become a bunch of little robots, that are trained to follow orders and just do as they are told. They will obviously want to participate in the process life and social change in a constructive way. First of all, they need to develop the four basic skills of listening, speaking, reading and writing. In addition, they also need to practise in such skills in a way that makes them think independently and creatively; develop personal responsibility and take pride in their achievements.

We have to find new opportunities to cope with an out-dated teaching/learning process. The answer is to create a task-based curriculum for student-centered learning. The cornerstones of *student-centered learning* are as follows:

- *Student-centered learning* that means allowing the students the freedom to work on topics of their own choosing, within reasonable guidelines, in accordance with the body of knowledge.

- *Self-access learning* that means letting the students go out and find their own information on their topics from anywhere they can, such as the Internet, books, journals, magazines, newspapers, interviews, and etc.

- *Group Activities managing* that means allowing the students to form groups of four or five in which they will share the responsibility of getting-the-job-done.

It will require from them to do the planning, preparation and presentation of their accumulated information as a team, each with an assigned task to fulfill, so they can learn from working with others and from the constructive comments the teacher makes in helping them through the steps of the process.

In such a process, the teacher is seldom at the front of the room, but usually mingling with the students, going from group to group, answering questions and encouraging the learning progress. This way, the teacher has a better opportunity of talking to each individual student about his/her part of the job/task and the student benefits from talking to a teacher in an informal, up-close manner while getting guidance along the way.

Teachers are often a very complicated lot to deal with because they can seldom agree on anything. There will always be those who resist any kind of change because they already feel comfortable and satisfied with the way things are, and there will always be those who take a conservative stance and want to go back to the old method of doing things where they feel in control.

Self-access teaching is not a walk in the park. On the contrary it keeps everyone busy/productive all of the time, especially the teacher who will find that, instead of giving the same old lecture over and over, he will be facing a new challenge every few minutes. At some point we have to realize that our growth as a teacher is our own responsibility. We don't grow when things are easy, we grow when we face challenges.

In conclusion, I would like to stress on three final points. One is that, far from becoming a silent partner, the teacher should always be speaking to someone, with others listening, and it is of the utmost importance that the students have a role model to follow to help them speak and pronounce words, phrases and sentences in English.

The first place to start learning a language is to hear it spoken. The next thing I want to emphasize is that a lesson without learning something new is a day of wasted time for both a teacher and a student. The final point is that, student-centered learning enables students to co-create their own education by involving them in decisions about what, when, and how they learn. In doing so, student-centered learning helps high schools prepare students not only for academics, but also for the independence, curiosity, creativity, and collaboration skills they will need for future success.

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