

European Journal of Education and Applied Psychology

Nº 3 2019

European Journal of Education and Applied Psychology

Scientific journal

№ 3 2019

ISSN 2310-5704

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European Journal of Education and Applied Psychology is an international, German/English/Russian language, peer-reviewed journal. It is published bimonthly with circulation of 1000 copies.

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Typeset in Berling by Ziegler Buchdruckerei, Linz, Austria.

Printed by Premier Publishing s.r.o., Vienna, Austria on acid-free paper.

Section 1. Military psychology

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RESCUERS EMPATHY EMPIRICAL STUDY AS PROFESSIONALLY IMPORTANT QUALITY OF THE HELPING PROFESSIONS REPRESENTATIVES

Abstract. The article describes the problem of necessity to enhance the role of empathy in personal development, considering that the empathy has long been a subject of scientific research in psychology. To determine the level of empathy as one of the important professional qualities of future rescuers, we carried out an empirical study. Also, we can argue that empathy directs the choice of the helping profession.

Keywords: empathy, subject of empathy, compassion, personality, helping profession, rescuers.

The need to increase empathy in personal development has long been a subject of scientific research in psychology. This is due to the fact that empathy as a psychological phenomenon has a significant impact on the entire personality as a whole, increases motivation and productivity and expands the idea of effectiveness.

Psychologists consider empathy in the following areas: determining the qualitative nature of empathy (T. Gavrylova, R. Karamuratova, M. Mukanov, M. Obozov, G. Orlov, N. Sardzveladze, etc.); the study of the relations of the structural characteristics of empathy with the different mental processes and psychological characteristics of the individual (A. Bodalev, L. Vygovskaia, O. Dashkevych, G. Mykhalchenko, V. Mikaelian, A. Roiak, L. Strelkova, O. Sannikova, etc.); the study of the empathy procedural nature (V. Ageev, S. Borysenko, O. Kovaliev, M. Pashukova, L. Strelkova, etc.).

Indigenous scientists accurately interpret the content of the concept of empathy. They define it as a ca-

capacity, as a process, as a status, linking it to different mental processes and psychological characteristics of the individual. In this regard, in the works of many researchers empathy is considered under the terms of social sensitivity, friendliness, emotional identification, humane treatment, empathy, sympathy.

Psychologists O. Sannikova and O. Oryshchenko consider empathy as a complex multi-level integral property of the individual. Scientists distinguish three levels in the empathy structure: a formally-dynamic level, content-personality and social-imperative levels. Formally-dynamic level includes qualitative (modal) and dynamic (characteristics and the occurrence of empathy reactions) properties of empathy. Content-personality includes the aspects of empathy, concerning the choice of space for empathia experiences and ethical content of its object. Social and personal views on the existing socio-cultural 'norms' empathia reflects the socio-imperative level [3].

Russian researcher V. V. Boiko offered an unusual view of empathy. He considers it as a manipulative

mechanism to influence the partner in the right direction. The scholar distinguishes the following stages of empathy on the criterion of modality leading component of empathy: 1) the rational empathy, which is implemented in the form of belonging, intensive analytical information processing about it; 2) emotional empathy, is implemented in the form of emotional experience in the process of reflection otherstates; 3) intuitive empathy that allows to process information about the partner on an unconscious level [2, 54–56].

Empathic interaction occurs in the presence of three main factors: empatogenna situation, that is, the circumstances that caused a person's emotional state and the need of support from another person. Thus, a situation can be both stressful and enjoyable. Accordingly, emotions are positive or negative; the object of empathy is the person (entity) that needs support or perception, the subject of empathy is a person who is experiencing certain feelings towards the object of empathy, and the ability to provide appropriate support [4, 68–69].

In spite of numerous studies, which show certain aspects of empathy in psychology there are no comprehensive studies, where empathy is seen as a whole property of the individual, combined qualitative (modality) and content indicators (empathic focus). The studies of empathy as professionally significant qualities of the representatives of the helping professions have not been shown.

According to the theoretical analysis of scientific literature, it can be argued that empathy is a multilevel, complex phenomenon that represents a set of emotional, cognitive and behavioral abilities of the individual.

Empathy is the ability to give an emotional response to the experiences, thoughts and feelings of the object of empathy. Some scientists believe that empathy is the emotional capacity to respond to signals that convey the emotional experience of another. Others define empathy as a behavioral ability that is manifested in helping and altruistic behaviour

in response to emotions or problems of another person. M. Hoffman sees empathy as a biologically determined predisposition to altruistic behavior. In his writings he stresses that sincere sympathy (empathy) produces altruistic motivation of caring behavior [5, 187–188].

The humanization of relations in society presupposes the existence of the ability to understand another person, to enter into her situation, and the ability for empathy and compassion, which in turn leads to help. It is the person's ability to empathize with others is one of the main motivational factors of the choice of such varieties of the helping professions as a rescuer, a doctor, a psychologist, a teacher, a social worker, etc.

Empathy of the representatives of helping professions we can explore in two areas: empathy as a factor of successful professional activity and empathy, as a motivational factor of career choice.

Empathy in medical practice is essential, considerably affects the success of treatment and further favorable course of the disease. Empathy in the practice of the doctors allows us to set more accurate and early diagnoses and avoid unnecessary research, allowing to achieve sustainable results in the treatment process. Discovered by Bogacheva A., the structure of empathy of physicians indicates high role of empathy in their daily practice. Empathy for therapists is the essential quality of professional competence, which helps to convey to the patient that he is understood and they are willing to help him. Also empathy as a quality of the doctor will help to set up an emotional connection and trusting atmosphere in communication between a doctor and his patient [1, 122–123].

Also important is empathy in the activities of the representatives of such helping professions as a psychologist and a teacher.

So, empathy for the psychologist serves as a universal «key» to the psychological experiences of the individual client. As a professional psychologist's practice requires not only knowledge and skills but

also professionally important personal qualities. The presence of empathy in the personality structure of a psychologist to help in the process of interaction with the client to demonstrate their sincere desire to help the patient in difficult situations. The ability of a psychologist to hearing helps in creating a positive climate in working with the client and establishing rapport.

Pedagogical activity requires the individual teacher's ability to navigate in unexpected situations, to simulate the possible consequences of the behavior and actions of others. Here, the role of intuitive understanding of another is very important; when the analysis takes place without logic, based on unconscious comparisons with past experience. Empathy for teachers is one of the most important professional qualities and is one of the factors of success in their professional activities.

Examining the activities rescuers, we can say that the success depends not only on knowledge and skills obtained at the University. As rescuers deliberately take a risk by doing their professional duty that is why moral, volitional and personality qualities will also be an important motivational component.

Effective implementation of professional duties by an employee of the service SS of E of Ukraine requires not only a broad and diverse professional knowledge, abilities and skills, but also requires specific psychological qualities. The rescuers professional activities are associated with significant psycho-emotional stress and the risk of life so the desire to help people, in many cases, prevails over fear of death, which enables them to perform professional task.

To determine the level of empathy as one of the important professional qualities of future rescuers, we carried out an empirical study. The study was conducted on the basis of Lviv State University of Life Safety with the help of V. V. Boiko's methods of abilities level empathy diagnostics. According to the obtained results we can draw the following conclusions: a high level empathy abilities is observed in 8% of future rescuers, the average – 48%, low rates are observed in 34% of the respondents and a very low level

of empathy we have seen in 11% of participants. This technique also gave us the opportunity to determine which channel of empathy is observed in participants. Therefore, future rescuers have the channel that dominates to empathy (24%). We can say that the majority of future rescuers do not have installation that prevent empathy. Therefore, nothing prevents them to show compassion, empathy and desire to help people in need. 19% of respondents have the emotional channel of empathy. According to V. V. Boiko emotional channel of empathy involves entering into emotional resonance with the partner. In our case, the emotional channel of empathy of the future rescuers on the basis of emotional empathy mediates the action that is directed to help the victims. The penetrating ability of empathy is seen in 18% of participants. Rescuers often have to communicate with victims and witnesses of accidents, emergencies, fires, and the like. Being able to establish empathy contact and create a trusting atmosphere of communication, rescuers can prevent the occurrence of a panic among participants of an emergency. Future rescuers who have a rational empathy channel (15%) and empathy identification (15%) are distinguished by a special ability to analyze the situation. They are always ready to assist and help those in need. The least number of cadets have the intuitive channel of empathy (only 9%). Future rescuers who have developed an intuitive channel of empathy are characterized by the ability to understand partners in terms of lack of information and time. This is due to the previous experience and empathy perception of the partners.

It should be noted that workers of emergency services knowingly take a risk. And success in the performance of the duty depends not only on knowledge and skills obtained at the University. A motivational component, moral and volitional qualities of personality will be also important. The real danger often causes nervous excitement. That is empathy, in the form helping behavior will motivate and encourage them to implement the emergency action to rescue the victims.

Thus, empathy action should be viewed as a complex functional system in which cognitive and emotional components are the unity that operate

and forms helping behavior. You can also argue that empathy directs the choice of the helping profession.

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Section 2. Higher Education

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STRUCTURAL-FUNCTIONAL MODEL OF THE READINESS FORMATION OF FUTURE THEOLOGY BACHELORS FOR COMMUNICATIVE INTERACTION IN PROFESSIONAL LIFE

Abstract. The article shows a structural-functional model of the formation of the readiness of future theology bachelors for communicative interaction in their professional life, made in the form of a pedagogical process deployed in time, consisting of interconnected theoretical, methodological, substantive-functional and productive blocks. The proposed model recreates the general idea of the author of the possibility of making certain changes to the existing process of training of future theologians in order to form a high level of readiness for communicative interaction in professional life.

Keywords: structural-functional model, formation of readiness, bachelor, theology, communicative interaction.

Articulation of issue. The formation process of the readiness of future bachelors of theology for communicative interaction in professional life is one of the important aspects of the holistic process of professional training of future theologians and occurs in an organic combination with the processes of education and obtaining theoretical knowledge and practical skills necessary to fulfill professional duties. The theoretical analysis results of theological and pedagogical literature, a synthesis of the educational process organization experience in Orthodox theological seminaries and at the theology departments of secular universities have suggested that the formation process of the readiness of future theology bachelors for communicative interaction in professional life will be more effective if developed and phased in study time of future theologians structur-

al-functional model of the formation of readiness of future theology bachelors for communicative interaction in their professional life.

The purpose of the article is the development and establishment of the scientific rationale of the structural-functional model of the formation of readiness of future theology bachelors for communicative interaction in professional life.

Statement of the basic materials. The modeling method, which has long been widely used in research in various fields of knowledge, has recently become increasingly used in the organization of pedagogical research.

In pedagogy, the concept of “modeling” is viewed as a simplification of reality in order to verify the functioning of specific elements [6, P. 90], the study of an object by creating and researching its copy (model),

which replaces the original in certain aspects, the understanding of which is of interest [4, P. 95]. Modeling serves three useful purposes: heuristic, computational, and experimental [3, P. 43]. The possibility of combining theoretical and experimental research methods and obtaining a predicted result makes it advisable to use the modeling method when conducting pedagogical research.

The general goal of the structural-functional model proposed by us is to purposefully develop the motivational-targeted, cognitive-operational and personality-reflective components of the readiness of future theology bachelors for communicative interaction in professional life.

The theoretical and methodological block of the proposed structural and functional model covers methodological approaches, principles, and organizational and pedagogical conditions for the formation of the readiness of future theology bachelors for communicative interaction in professional life.

The following approaches were used as the methodological basis for organizing formation process of the readiness of future theology bachelors for communicative interaction in professional life: competency-based, on the basis of the orientation of the educational process on the formation of the necessary key, professional and general cultural competencies, the development of individuality and self-actualization of the student's personality; personality-oriented, based on the attitude of the teacher to the student as an integral personality, the subject of his own development and educational interaction; anthropological, focused on the value, significance of human person as the image and likeness of God, the subject of cognition in all mental and physical dimensions.

The principles of the pedagogical process are described by M. Fitsula, a representative of classical pedagogy, as a system of basic requirements for study and upbringing, the observance of which makes it possible to effectively solve the problems of the comprehensive development of a person [5].

Based on the analysis of Ukrainian and foreign scientific and pedagogical literature, the study of centuries-old experience in organizing the educational process of Orthodox theological educational institutions, the principles that characterize the organization of the system for preparing the theology bachelors for communicative interaction in professional life are characterized by: general principles, such as purposefulness; science; consistency and consistency; complexity and continuity; visibility; a combination of individual, group, collective and mass forms of work; intersubject integration; the synthesis of theory with practice and the principles of Orthodox pedagogy: the principle of christocentrism; the principle of confirmation; the principle of perception of human person as the image and likeness of God. In the process of preparing theology bachelors, generally accepted principles are inextricably linked with the principles of Orthodox pedagogy and form an integrated system, continuously and organically interacting from each other.

Ensuring the training of specialists of the appropriate level is possible only if certain pedagogical conditions are met, which are circumstances that determine the occurrence/development of one or another process [2, P. 236].

The organizational and pedagogical conditions for the formation of the readiness of future theology bachelors for communicative interaction in professional life were defined during the study as follows: the orientation of teachers of higher education institutions to enhancing the harmonious spiritual growth of future theologians through affirming and strengthening them in virtue; the internalization of the value attitude of theology students to communicative interaction in professional life; creation of a communicative-oriented environment aimed at forming the readiness of future theology bachelors for communicative interaction in professional life; ensuring the optimal subject-to-subject interaction of the participants in the educational process by acti-

vating the mechanisms of personal and professional self-development in classroom, extracurricular work and on-the-job training.

The goal of modeling the content-functional block of the author's model was to create a holistic, as close as possible to real professional conditions, understanding of the future professional communication interaction, for which purpose the content of training includes specially selected theoretical materials and practical tasks that recreate the main types of professional situations with which the young theologian should effectively cope after graduation from a higher education institution.

A great importance our study is given to:

- mastering by theologian students of the author's special course "Fundamentals of the communicative interaction of theologians in professional life", the goal of which is the formation of theoretical knowledge, practical skills and abilities of communicative interaction in professional life for future bachelors;

- expanding the content of the academic disciplines "Ukrainian language", "Pedagogy", "Psychology", "History of Ukraine and Ukrainian culture", "Introduction to the specialty and fundamentals of theology", "Apologetics", due to their potentially wide semantic possibilities in revealing certain aspects professional communicative interaction of future theologians;

- updating of introductory practice and on-the-job training, which are essential not only in modernization and deepening advanced theoretical knowledge and skills, but also in intensively contributing to the formation of readiness of future theology bachelors for communicative interaction in professional life.

Successful implementation of the proposed concept largely depends on the choice of training technology – a systematic method of creating, applying and defining the entire learning process and mastering knowledge, taking into account technical and human resources and their interaction,

which sets as its task the optimization of education [1, P. 331].

The technology of professional training of future bachelors of theology refers to the technology of specific training, an essential characteristic of which is the consistent modeling of the entire system of forms, methods and means of study, which should ensure the fastest possible transition from educational activity to work, minimizing the process of adaptation of a young specialist to real professional conditions. In the process of preparing theology bachelors for communicative interaction in professional life, modern interactive, game and information and communication educational technologies are actively used.

In the resultant block of the proposed experimental model, criteria for assessing (high, medium, and low) levels of formation of the components of the readiness of future theology bachelors for communicative interaction in professional activities: motivational-targeted, cognitive-operational, and personality-reflective are presented.

It should be noted that the process of preparing future theology bachelor for communicative interaction in professional life is viewed in this article as a continuous process that is carried out in parallel with the teaching of the main and variative courses throughout the entire term of study of theological students in higher education.

Conclusions and propositions. The effectiveness of the proposed structural and functional model for the formation of the readiness of future theology bachelors for communicative interaction in professional life depends on its introduction on the basis of a logical phased, planned and targeted interaction of all participants in the educational process throughout the entire period of study of future theologians in higher education.

The prospects for further scientific research lie in a thorough study and deep scientific understanding of the system of professional training of theology bachelors for communicative interaction in professional life.

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IMPLEMENTATION OF INNOVATIVE METHODS AS AN EDUCATIONAL PERSPECTIVE FOR THE TRAINING OF COMPETENT SPECIALISTS

Abstract. The article proposes modern approaches to the formation of professional competence of future entrepreneurs. The sequence of application of separate innovative methods of training, efficiency of which has been proved in the course of professional activity is revealed.

Keywords: future specialists in entrepreneurship, competence approach, professional competence, innovative teaching methods, techniques.

The training of future specialists in entrepreneurship, trade and exchange activities in Ukraine is gaining new meaning. Laws of Ukraine "On Higher Education" [1], "On Education" [2], "On Professional Education Movement" [3] determine the competence approach to the professionalization of knowledge as a priority.

"The competence approach means that the student needs to have an idea of contemporary problems in society, to understand "how the world is constructed", which physical, economic, social and other law it uses, to understand the existence of different social roles and to be able to act in these roles. Based on this, we can draw conclusions about which competencies are needed and should be formed by a specialist, namely: communicative; general cultural; value-semantic; educational and cognitive; informational and social-activity; personal development competence. Teachers should lay down a principle to the student that it is necessary for him to grow, develop, be able to solve problems, communicate with other people and, most importantly, be happy" [4, 58].

Today, scientific researches on the formation of professional competence of specialists in different areas of training in the system of degree education

have been activated. We have analyzed a number of authors' works: A. Alekseyuk, O. Gluzman, A. Kasich, M. Nagach, O. Ovcharuk, O. Pometun, O. Romanovskyi, O. Savchenko, N. Trishkina, T. Furman and others. N. Trishkina observes, therefore, that "the task at the forefront is now to provide a training for a new type of worker. Their most important quality should be professional flexibility and mobility, that is, the ability to quickly re-qualify or change the profession if necessary ... The entrepreneur falls into the conditions when, on the one hand, his professional and technical knowledge must ensure the quality and performance of professional activities, and on the other hand, the commercial qualification should help him in finding places to apply knowledge and skills in the market" [5, 194–195].

Innovative teaching methods contribute to the professional formation of future professionals in entrepreneurship, trade and exchange activities.

Innovation in education envisages the improvement of traditional and introduction of non-standard methods. In the process of research, new technologies were introduced, that were aimed at the formation of a competitive person with appropriate moral and ethical qualities.

Here is a description of application of some innovative teaching methods in the process of teaching professional disciplines.

Simulation method. It involves solving a situation close to quasi-professional activity. Students are offered a problem that needs to be solved.

For example, the problem-situation “Economic behavior of the consumer”. Two shoppers who have the same wages and the same amount of money in their wallets are entering store “Rainbow”. While observing the prices of the goods folded on the

showcase, the first of them says: “Too expensive”. The second replies: “A completely affordable price.” What, in your opinion, may be caused by such different assessments?

Method “International Glossary”. This method is aimed at formation of a communicative competence based on the knowledge of the state Ukrainian language and one of the foreign languages. Objective: to translate the terms using the bilingual Ukrainian-English dictionary. Students make a table-shaped dictionary.

Table 1. – Glossary to the topic “Advertisement”

| | |
|------------------------|----------------------------------|
| Українська мова | English |
| Реклама | Advertisement |
| Ринок рекламних послуг | Market of advertisement services |
| Рекламні агентства | Advertising agencies |
| Дизайн реклами | Design of advertisement |
| Телереклама | Television advertising |
| Зовнішня реклама | External advertisement |
| Вітринні наклейки | Showcase stickers |
| Рекламний вплив | Advertisement influence |
| Брендинг | Branding |
| Сейлз промоушн | Sale promotion |
| Паблік рілейшнз | Public Relations |
| Директ-маркетинг | Direct marketing |

Copywriting method. Based on the given text, student composes economical essay that should be more emotional, shorter, and motivating. For example, the content of the text:

In the process of opening your own business, one must take into account the location factor, which plays a crucial role in some areas of business. The problem of the territorial location of the enterprise is decided on the basis of: the cost of the supply of finished products, semi-finished products; costs of sales of finished goods; the specifics of the technological process.

Defining the location of an enterprise is the choice of several alternative solutions under the conditions of uncertainty, which should be selected by matching the calculations on which the best option is determined. The exact location of the enterprise

(closer to the consumer or to the supplier of raw materials) is conditioned by the technological process.

The method of the PRES formula. It is aimed at formation of skills of professional communication through the study, defending their own positions in the discussion process. The terms of the discussion: thesis – justification – proof – conclusion.

Examples of abstracts.

1. Informing customers about retail prices on the enterprises of retail trade is carried out by using labels of prices (price tags) or the indication of prices of the samples of the goods.

2. In trading on private exchanges members and of the people performing the role of financial intermediaries take part. Modern exchanges abroad are mostly closed, as exchange trading is high risk and requires high professionalism.

3. On macrologistical level logistics channels and logistics chains are the connections between subsystems of macrologistical systems. Depending on the kind macrologistics system channels and the distribution chain have different structure. In logistics systems with direct connections there are only distribution channels. They do not contain any wholesale intermediary firms. In flexible layered systems and logistics chains of such intermediaries exist. When you select a channel and the distribution chain the choice of the form of distribution of transit or storage, the choice of a particular distributor, the carrier, insurer, freight forwarder, banker is conducted.

The method of gradual familiarization with the case. It involves the presentation conducted by the teacher about the material abstracts, a list of keywords; students continue to use gadgets to provide information, after which an exchange of views and information sources are discussed. The teacher generalizes the students' work and gives additional information.

Method of work by "Keller Plan" [6]. Its essence lies in the self-regulated mastery of learning material with the involvement of proctor students as consultants. Proctors are assistants from among the most successful fellow students, perhaps from among the senior students, graduate students; they conduct individual counseling, provide a permanent feedback "teacher-student".

"The purpose plan". It involves an exchange of thoughts, during which students can not argue with each other. The work is carried out on small sheets of paper with a clear explanation of the thoughts. This method is used to analyze the situation that the group is currently dealing with. Algorithm of work: a certain problem is selected; the participants are divided into groups in which they formulate answers to questions related to this problem in 4 positions: the real state of affairs, as it should be, why in reality it is exactly like this, and not, as it should be and solutions.

Task. Identify the ratings of individual suppliers of sausage products, compare the values obtained to determine the best partner, formulate conclusions.

The students carry out the calculations of the rating providers, compare the results, identify the best partner. If the supplier is below the permissible value, the supply contract on the decision can be terminated even under the initiation of sanctions.

On Economics of the trade enterprise lessons it would be appropriate to use different methods of critical thinking development: work with key words, with various types of questions, graphic conversion of educational material, including by drafting so-called "mind maps". The application of this technology develops students' attentiveness, the ability to consider different points of view, critical of the level of their knowledge.

The development of critical thinking skills allows you to find your own educational route when studying individual topics, solving individual issues. For example, "Economic warm-up". Target: before the beginning of the proverb, guess the ending and explain its meaning.

The results of our scientific research about the implementation of innovative teaching methods showed that students notice:

- that their motivation to study professional disciplines increases;
- improvement of their quality of knowledge;
- skills of socialization of the personality;
- development of economic and managerial competences;
- that skills of research work are formed;
- a sense of responsibility, team collaboration, leadership, honesty, and so on are brought up.

Thus, we have proposed some innovative teaching methods tested in the process of training future specialists in entrepreneurship, trade and stock activities. They were aimed at the development of professional competences, creativity, critical thinking and the formation of the qualities of a modern European person.

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TEACHING LEGAL ENGLISH IN MULTILEVEL CLASSES

Abstract. Legal English is a highly specialized language. Many words have another meaning in General English and another specific meaning in the legal field. In Albania students are aware of the importance of Legal English. Legal English teachers face many difficulties in teaching English for Specific Purposes. In multilevel classes these difficulties become even more prominent. What are some of the problems that teachers encounter in these classes? Why is Legal English so difficult to be taught? Why is it even more difficult when teachers deal with students of different levels? Can students with limited knowledge in English acquire Legal English? Can working in pairs help students improve language acquisition? Can students help each other by interacting actively and by having a positive attitude towards students of lower levels? What are some of the characteristics of Legal English? Can continuous qualifications and trainings help teachers overcome these problems? Can team teaching with a specialist in the legal field help the Legal English teachers?

Keywords: Legal English, Multilevel Classes, English for Specific Purposes, Legal English Teachers.

1. Introduction

This article will provide an overview focused on teaching Legal English in multilevel classes. The acquisition of English for Specific Purposes has become a necessity nowadays. Many people are eager to become successful in different fields. In order to achieve this, they need to be specialized in their fields. English has become a key component in helping them achieve professional and career development. Possessing good knowledge in General English isn't enough for ambitious people and students. The need of being good at English for Specific Purposes has become more prominent than ever before. In Albanian universities, English for Specific Purposes is a compulsory subject. Students have to attend the classes, be active, participate in different debates, deal with different assignments etc. In these classes students are given the opportunity to master their knowledge in English for Specific Purposes. Students in the Faculty of Law study Legal English. In this faculty students are aware of the importance of Legal English. They are aware of the fact that they

need to work hard to acquire specific terminology and that the process of learning this specific language requires time, hard work, practice and persistence as well. Most students who attend this faculty dream of becoming successful lawyers, judges or prosecutors. The vision they have for their future encourages them to study hard despite the difficulties they encounter. The greater is the knowledge that they have in Legal English, the greater will be the chances to get the job they dream of.

Law students face many challenges during the learning process of Legal English. The first challenge is related to understanding the content of the subject and expressing this understanding in a manner accepted by the teacher (Saleh Qasim Al-Badwawi, [12, 54]). This task can be very challenging for students with limited knowledge in General English. They make grammatical or spelling mistakes and in most of the cases they lack vocabulary to express their ideas. Students face many words which are unknown to them. They don't have knowledge regarding legalese which are terms of art used in legal

profession, that are not known by people who are specialized in other professions.

2. What makes Legal English so difficult?

One of the main reasons why legal language is sometimes difficult to understand is because it is very different from ordinary English. According to Rupert Haigh this comprises two issues (Haigh, [10, 3]):

1. Sentences often have peculiar structures, punctuation is used insufficiently, foreign phrases are sometimes used instead of English phrases, unusual pronouns are employed (for example the aforesaid) and unusual set of phrases are to be found (null and void).

2. A large number of difficult words and phrases are used. These fall into four categories:

A. Legal terms of art- Legal terms of art are technical words and phrases that have precise and fixed meanings and which cannot usually be replaced by other words. These terms of art in the legal profession are known as legalese. They are appropriate when communicating with people in the field. If a reader is trained in law, using legal terms or phrases is much easier than providing a definition or explanation (Putman [11]). When the recipient is not a lawyer, the use of these terms should be avoided. These terms must be defined when communicating with non-lawyers if the meaning of the term is not obvious.

For example: “The constitution requires *probable cause* before the police can conduct a search of your residence.”

Revised: “The constitution requires the police to *have a valid reason* before they can search a house.”

In this case the legalese “**probable cause**” can be substituted with “**to have a valid reason**”. An example of a valid reason would be if a reliable person informed the police that they saw illegal drugs in the house.

B. Legal jargon- Legal jargon comprises words used by lawyers, which are difficult for non-lawyers to understand. It also includes certain obscure words which have highly specialized meanings and are therefore not often encountered in legal documents. They include a number of archaic words which are no longer used in ordinary English. Some of these are aforesaid, hereinbefore, hereinafter, henceforth, the said party (Putman [11]). It also includes some obscure words which have highly specialized meanings and are not encountered except for in legal documents. For example “*emolument*” refers to a person’s earnings, including salaries, wages, fees, profits and benefits. These words should be replaced by Plain English whenever is possible (Haigh [10, 3]).

Table 1. – Legal meaning may differ from the general meaning– Some words have one meaning as a legal term and another meaning in General English

| Word | Legal meaning | General English meaning |
|----------------------|--|---|
| Consideration | Something of value that is given in return for the promise (Delija & Buza [13]) | 1. Careful thought; 2. A fact taken into account when making a decision; 3. Thoughtfulness towards others |
| Sentence | A punishment given to a person after they have been found guilty of an offence (Walenn, [2, 12]) | A group of words with at least a subject and a verb (Walenn, [2, 12]) |
| Conviction | A recording of guilt following a case (Walenn, [2, 12]) | Strong belief that something is true (Walenn, [2, 12]) |
| Case | Legal arguments, facts and reasons, for or against something; also, a previous legal decision that influences subsequent decisions (Walenn, [2, 12]) | A bag that is used to carry clothes etc (Walenn, [2, 12]) |

C. Words may be used in peculiar contexts- A great number of words and phrases, which are used in General English, are also used in Legal English, but in unusual contexts. Such examples are the words furnish, hold, prefer.

According to David Mellinkoff Legal English lexis includes Latin, French and Anglo-Saxon words and phrases, rare words from Old English, professional jargon and formal expression reflected throughout contemporary usage and which makes it “a hard nut to crack” to modern learners (Mellinkoff [9, 11–29]). Words borrowed from Latin are *Mens Rea*, *Habeas Corpus* etc.

D. Lack of punctuation- Legal English is characterized by lack of punctuation. Punctuation is designed to make writing clear and easy to understand. Poor punctuation may cause the reader to misunderstand the context or be distracted by errors and not focus on the context. The current trend is inclined toward the emphasis of utility of punctuation due to the facilitating function that it plays in the sentences. Despite this tendency, punctuation still remains poor.

E. Doublets and triplets- The frequent use of “*doublets and triplets*” is noticed in Legal English. Another interesting fact is the use of two or three words together which express the same legal concept. Some examples are “null and void”, “fit and proper”, “care and attention”, “perform and discharge”, “terms and conditions”, “dispute, controversy or claim”, “promise, agree and covenant” etc.

3. Why is Legal English difficult to be taught?

Teaching Legal English is a huge challenge for non-native teachers who are not experts in law (Codruta [4, 832]). Teachers may face problems when they have to teach content in an area of study about which they have little or no prior knowledge (Tavakoli, Nasri & Rezazadeh [5]). The content may be very specific and require a high degree of knowledge from the teachers. The problem may be aggravated when the students’ knowledge of the special subject is greater than the knowledge of their teacher. The solution proposed

by John & Dudley-Evans is team-teaching in which the ESP teacher collaborates with a subject specialist (John & Dudley-Evans [6, 6–23]). In this case the Legal English teachers can collaborate with lawyers, judges, prosecutors or professors within the Law field. This kind of teaching proves to be very effective since the Legal English teachers are experts in language and the professors of Law are experts in the field of Law. The Law professors have knowledge regarding legal concepts and notions. They both can intertwine their knowledge and help the students understand and acquire knowledge in language and law at the same time. Hutchinson & Waters believed that ESP teachers are not expected to become a teacher on the subject matter, but rather they should have a positive attitude towards the content knowledge of the basic principles of the subject matter and an awareness of their actual knowledge (Hutchinson & Waters [7]). As Gonzales said about English teachers “as English teachers we are expert in language use and we have to emphasize this language in our classes” (Gonzales [8]). The teaching of Legal English as a second language raises two language related challenges. The first challenge has to do with the particularities and peculiarities of its vocabulary and sentence structure which are a great barrier to understanding Legal English. The second challenge focuses on the cultural differences between legal systems. There are some language skills and cultural particularities that can’t be ignored especially when we deal with Legal English. Since law is considered to be an extremely precise and concise discipline, legal principles must be integrated and interpreted according to a specific legal system. The purpose of teaching Legal English is to prepare students to practice law and familiarize them with the terminology. This can be achieved through the use of legal texts which help students develop a real understanding of legal terms and subjects.

4. The difficulties Legal English teachers face in multilevel classes

Despite the difficulties Legal English teachers face in the class, these difficulties become even more

prominent when then they have to deal with a large multilevel class. What is a large multilevel class? These classes are large ones because they contain many students within the class. There 25 or 30 students in my classes in the Faculty of Law where I teach Legal English. Their knowledge in General English is different, so they possess different levels of English and this is one of the major factors which make Legal English teaching even more challenging. These students possess different language acquisition abilities. They have different attitudes toward language and their learning styles change as well. These classes tend to be highly heterogeneous. In these classes students have different cultural and educational background and different personalities as well. Due to their level of General English and other factors, they have different expectations. They are also motivated in different ways. In these classes students have been arranged by age and no importance was given to their language ability. The students vary considerably in their language and literacy skills. They are in great need of personal attention and encouragement to make progress. Teaching in these classes is definitely more challenging and more interesting.

There are also many benefits in teaching Legal English in large multilevel classes. In these classes the teacher is given the opportunity to make use of different activities. Students can perform different tasks by being divided into groups. Students can work together on different legal topics. By working together students interact more with each other. In multilevel classes students have the opportunity to work with different partners. Students whose level of Legal English is advanced can work with students of lower levels. In these cases students with a lower level of knowledge get motivated by their peers because they think that if they work hard with persistence even they can become as good as their friends. Brainstorming is also very effective in these classes. Since the number of students is high, they have the opportunity to generate many ideas in a written and oral form. In this way students share plenty of ideas.

Diversity and variety characterize the classes. When we teach in these classes we often think how wonderful would be to teach only a small group of students. Anyway in these classes students are never bored, because there are always enough students for interaction. In this way they never get bored with each-other and in most of the cases they are willing to interact with new students. The large number increases the energy level of the class, the interest and the linguistic output of the entire group. In small classes students get bored with each other since they start to know the other students very well in a short period of time and then they lose enthusiasm and interest. There is a great variety of human resource in these classes. Students have many opinions, many different experiences and many styles of learning. This variety can be exploited by the teacher in creating interesting, meaningful and student-centered lectures. In these classes the students can learn as much from each other as they can learn from the teacher. It is very important to create the climate that encourages students to help one another or ask help from their peers. Cooperation works better than competition in multilevel classes. Cross-ability grouping allows the more able learners to improve their language skills by honing their ability of explaining, stating clearly and giving effective examples, while it provides the less able with considerable support. The teacher should try to be as effective as he/she can. This environment faces the teachers with many challenges. Some of the challenges are as following:

Different levels: These classes have students who possess different levels of General English. In this situation it becomes even more difficult to teach Legal English to students. That is why it is very important to conduct a needs' analysis at the beginning of the year. When the teacher is informed about the level of knowledge students have and about their weaknesses and strongest points, then it becomes easier for her to plan the classes ahead, to search for new sources, to apply different strategies. Also, students of lower levels need to focus on specific needs,

while the best students need to discuss about specific problems or issues such as “The weaknesses and the strengths of Albanian Legal system”.

Lack of time: Since the number of students in these classes is higher compared to smaller classes it is very important to manage time effectively. Creating or having a routine helps the teacher to manage time effectively and not wasting time by guiding students about new actions they have to perform in the class. Also, due to the large number of students there is not enough time to focus in the same way to the four skills which are listening, speaking, reading and writing. Since writing requires a lot of time and effort maybe the students can work with different writing assignments at home or maybe working in pairs in the class can help them practice writing in the class.

Some activities that can help students improve *speaking* in a multilevel Legal English class are:

- Competition;
- Moot courts or mock trials;
- Class debates;
- Presentations (3–5 minutes).

Some activities that can help students improve the skill of *writing* are:

- Free writing;
- Brainstorming;
- Paraphrasing;
- Writing essays on different topics;
- Summarizing;
- Case briefs.

Some activities that can help students improve the skill of *speaking* are:

- Guessing the meaning of the new words based on the context.
- Providing definitions for the unknown words;
- Open-ended questions;
- Dialogues;
- Debates.

Some activities that can help students improve the skill of *reading* are:

- Comprehension check;
- Match the words with their definitions;

- Fill in the gaps;
- Reading different cases regarding Human Rights from the EU Courts;
- European Convention of Human Rights.

Grammar: Should teachers practice grammar in these classes since it is an ESP class? Students have different knowledge in General English and in some of the cases it is necessary to deal with grammar. If students have problems or do not use the right tenses, then they won't be able to express themselves or their ideas won't be expressed clearly. In these cases the teacher may help students revise grammar issues, but in a legal context. So, in this way they can practice grammar and new legal terminology as well.

Class Management: This is another problem that teachers encounter in large multilevel classes (Hess [1]). When there are many students in the classroom, they are more inclined to make noise, to distract other students, to raise their voices. That is why class management is a really difficult task. How can it be achieved? It can be achieved by involving every student in the class in different assignments and in different work groups. We often feel like we are out of control or like we are losing the control in our class. Anyway good organization helps us to promote control. In some of the cases it is necessary to create a routine that students have to follow during the class in order to have a more effective class. Good organization helps students to know what is expected from them and to get on with the task quickly (Hess [1, 4]). Sometimes, we feel like we are trapped in the problems of management. Again having some work routine helps us to manage the class. If we realize that a routine isn't working or isn't as effective as we thought it would be, we should not hesitate to start having a new routine in the midterm. Routines are created to guide us and not to bind us. It is difficult to provide personal or individual learning styles. The teachers can use signals to get students' attention or to change tasks during the class.

Weakest students are left apart- Activating the quiet student is very difficult (Hess [1]). It is

easier to let the students who are better than others participate and dominate the whole class. It is very important to find ways to engage even the other students who don't feel confident with their knowledge or who don't like to participate in different discussions. In some of the cases these students are afraid to express their own ideas because they don't feel comfortable and confident with their knowledge. Our job as language teachers is to help students gain competence in language and to provide support and encouragement that will raise their confidence and motivation. We must assure these students that what they think really matters to us more than the way they express themselves.

Losing students' attention- In these classes it is very easy to lose the attention of the students (Hess [1]). Attracting their attention is the greatest challenge. Facilities, visual aids, different images can help the teacher attract students' attention. Again variety is very important in these classes because a variety of techniques and activities can accommodate students of different levels. Variety is very important in provoking interest in large groups of students. In large classes interest is very important because in these classes if students lose their interests they are more inclined to either cause trouble or distraction to other students. How can you be an interesting teacher? Students' curiosity can be aroused by choosing different topics. Making meaningful questions enhances their critical thinking and generating ideas. Linking the topic with reality increases their interest as well. However interesting topic won't automatically generate appeal to them. The topic should be intertwined with different activities which have clear goals and motivating processes that guide students through involving tasks into thoughtful and insightful use of language.

Monitoring the groups / students- It looks like impossible to monitor all the students (Hess [1]). In this case assigning roles to students can be very helpful. They feel more responsible and aware of their mission. One of the students can be the time keeper,

another one can collect the papers in cases of written assignments. Once roles are assigned to students, they feel like they are in charge of the whole class and they are motivated to do their best and motivated to encourage the other students to do their best as well.

Error correction – In these classes it becomes almost impossible to check and correct the errors of each student. That is why peer correction can be really helpful. Students in pairs or in groups can assess each others' tasks. It is a good idea to mix and mingle students of different levels together.

Collaboration means working together and co-operating. Through collaborative learning, students participate more. They learn how to compromise and how to encourage one another. In a large multilevel class the teacher can't be everywhere at the same time. Therefore, students should make use of other students' help as language resources. Sometimes giving students' responsibilities by assigning them roles is the best solution (Hess [1, 4]). By having roles, students become more responsible and aware of their purpose by staying concentrated most of the time.

What are some tendencies of effective teachers? Some of the tendencies of effective teachers are as following (Westwood [3, 68]):

- Show enthusiasm;
- Well-managed classroom;
- Provide students with maximum opportunity to learn;
- Have high rather than low expectations of what students can achieve;
- Involve all students in the lesson;
- Use strategies to keep students motivated and productive;
- Present new material in a step -by- step process/manner;
- Use clear instructions and explanations;
- Use a variety of teaching styles, methods and resources;
- Monitor closely what students are doing throughout the lesson;

- Pays attention to individual needs and re-teach when necessary;
- Provide frequent feedback to students;
- Use high rates of questioning to involve students and to check their understanding;
- Differentiate questions according to students' abilities.

5. Conclusions

The acquisition of English for Specific Purposes has become a necessity nowadays. Many people are eager to become successful in different fields. English has become a key component in helping them achieve professional and career development. Possessing good knowledge in General English isn't enough for ambitious people and students. The need of being good at English for Specific Purposes has become more prominent than ever before.

Law students face many challenges during the learning process of Legal English. They face difficulties understanding the content of the subject and they lack vocabulary to express their ideas. Some students have limited knowledge in General English. Teachers as well face many challenges while teaching Legal English. Teaching Legal English is a huge challenge for teachers who are not experts in law. Teachers face problems since they have to teach content in an area of study about which they have little knowledge. Team-teaching proves to be very helpful for ESP teachers. In this case the ESP teacher collaborates with a subject specialist. Legal English teachers can effectively cooperate with Law teachers.

Legal English is characterized by a special language in which are included legal terms of art, legal jargon, word which have a different meaning in General English and a different one in Legal English, words that are used in a peculiar context, lack of punctuation and the use of doublets and triplets.

In multilevel classes these challenges become even more prominent. Students possess different levels of General English and this is one of the major factors which make Legal English teaching even more challenging. These students possess different language acquisition abilities. They have different attitudes toward language and their learning styles change as well.

Some of the challenges that teachers face in multilevel classes are related to: different levels of students, lack of time, class management, the practice of grammar during the Legal English class, collaboration of students, error correction, losing students' attention, monitoring the students and the weakest students being left apart.

There are also many benefits in teaching Legal English in large multilevel classes. In these classes the teacher is given the opportunity to make use of different activities such as discussing, brainstorming, working in groups. Students can work with different partners. Diversity and variety dominate these classes. In these classes the students can learn as much from each other as they can learn from the teacher. The climate that encourages students to help one another or ask help from their peers helps the students and the teachers to achieve the objectives. Collaboration is the best way to learn in these classes. The teacher can engage students in many activities which aim to improve the skills of reading, writing, listening and speaking Legal English.

Finally, Legal English teachers can be effective in multilevel classes by showing enthusiasm, managing the classroom, involving all the students in the lesson, using a variety of teaching styles and methodologies, paying attention to individual needs, providing frequent feedback to students and motivating students to keep improving their knowledge.

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Section 3. Other fields of Education

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FEATURES OF LOGORHYTHMIC CLASSES IN THE SET OF REHABILITATION MEASURES WITH STUTTERING PRESCHOOLERS

Abstract. The article deals with the features of correctional methods at logorhythmic classes in the set of rehabilitation measures with stuttering preschoolers, taking into account the tasks and stages of speech therapy, as well as the child's level of rhythmic ability formation.

Keywords: Stuttering preschoolers, rehabilitation, logorhythmic classes, iterative rhythm, cortical right-brain rhythm, cortical rhythm of prosaic speech.

Speech therapy work, covering all components of the speech system, can be carried out most effectively in preschool age, because "during this period it is easier to overcome the defects of development" [5, P. 4]. Comprehensive rehabilitation of preschool-age patients with stutter, carried out taking into account factors affecting the occurrence of speech disorders, could reduce the number of return calls for help in the future.

Stuttering is characterized by a complicated complex of symptoms. G. A. Volkova notes in her researches that various motor disorders are manifested in a significant number of stuttering children [3, P. 154]. Among preschool age patients with stuttering of the Center for Speech Pathology and Neurorehabilitation, there is also a significant number of children with disorders of gross and fine motor skills, mimic and oral praxis. They are revealed with

the general motor strain, difficulty of set-shifting, disinhibition or retardation, constrained and chaotic movements.

Since there is interdependence between gross and speech motor skills, the development of the motor sphere of children should be included in the set of rehabilitation measures on stutter overcoming. E. M. Mastukova emphasized the principle of motor-kinesthetic stimulation as a major in speech therapy work with children, in particular, suffering from stuttering, as it developmentally, anatomically and functionally connected with motor functional system [6, P. 21]. In the set of measures on stutter overcoming, the development of the motor sphere is carried out at logorhythmic classes. At logorhythmics classes remedial work includes the areas that contribute to the recovery of the tempo and rhythm of common and speech movements, their coordination, spatial orientation, and regulation of muscle tone [1, P. 10; 3, P. 30]. V. M. Bekhterev determined the achievement of equilibrium in the nervous system of the child as one of the goals of rhythmic education: “to calm down hyper excitable children and disinhibit inhibited children, regulate wrong and unnecessary movements” [3, P. 27].

N. A. Bernstein’s researches on dynamic physiology and physiology of activity showed a hierarchical level system of motor functions regulation, including speech [3, P. 30]. T. G. Vigel notes that hierarchically organized speech operations make up the rhythmic function of speech as a whole, affect the ability to master flowing speech and its use. Rhythmic and logorhythmic examination allows to identify the level of iterative hemispheric cortical right-brain rhythms completeness and cortical rhythm of prosaic speech (T. G. Vigel, T. A. Solov’eva, I. V. Gunther). Considering the above, the Center for Speech Pathology and Neurorehabilitation has developed the variant of the rhythmic and logorhythmic diagnosis of examination of preschool age patients with stammer, in the following areas:

- examination of the subcortical state of iterative rhythm (N. A. Bernstein), basic for the syllabic rhythm formation;
- examination of the periodic rhythm state (cortical right-brain rhythm (temporal lobe)), responsible for the formation of the musical rhythm and poetic speech rhythm;
- examination of the level of reciprocal coordination formation;
- examination of the motor skills state (gross and fine);
- examination of facial expressions state;
- examination of the ability to rhythmic-semantic coordination, coordination of speech and movement (cortical rhythm of prosaic speech, formed with the help of the frontal lobe of the left-brain and affecting the ability to subordinate the periodic rhythm of semantic speech program) [2, P. 20]).

Determining the directions and organization of the sequence of stages of corrective action, taking into account the specific form of speech flow disorders, as well as for the choice of differentiated methods of influence, it is important to take into account the results of the survey of the level of rhythmic ability formation in stuttering child. At logorhythmic classes, it is important to monitor the dynamics of the skills’ formation in the process of remedial work.

In the set of rehabilitation measures on stutter overcoming the areas of work in the classes for logopedic rhythmics are implemented in accordance with the objectives of speech therapy [4, P. 26].

At the logorhythmic classes of the initial stage of remedial work, exercises and games aimed at the development of facial expressions, oral praxis, auditory and visual attention, orientation in space, imitation, as well as the development of subcortical rhythm without speech are more often included. As pointed out N. A. Bernstein, basic non-verbal rhythm is basic for the syllabic rhythm formation. Patients with an insufficient level of iterative rhythm formation have difficulties in marching, tapping a simple duple time. Since the disorders of the sense of elementary

rhythm, as well as syllabic rhythm are quite often manifested in stuttering children of preschool age, material for its development shall be included for classes. It is used the metronome and mechanical toys, musical exercises with verbal reinforcements of accented beats using musical instruments (tambourine, maraca, drum sticks) are included. Reciprocal coordination of movements is practiced at classes (walking, marching, jumps on the right and left legs alternately, light running, imitation of swimming, "bike") [2, P. 10].

At the stage of work with conjugated and reflected speech at logorhythmic classes are introduced games with singing, circle dances, dramatizations of songs, training of mobile games without objects, games for the development of motor skills of hands, wrist, fingers [3, P. 177]. At classes speech therapist communicates with patients using conjugated or reflected speech. The exercises on the division of words into syllables and then phrases using motor, tactile, auditory, visual support (walking, clapping, and beating out the time) are included. It is important to keep quite "soft" time with a smooth transition from one syllable to another.

The exercises at the stage of more difficult question-answer form of the speech at logorhythmic classes with stuttering children of preschool age are conducted in the form of dialogues between group participants in singing melodic idioms, counting exercises, songs, dramatizations with music [3, P. 178]. Also, continues the work on improving the iterative rhythm in non-verbal movements, syllabic pronouncement of words and phrases, as well as the exercises for periodic rhythm development, specific to poetic speech are included. The material is used to stimulate perception, memorization and reproduction of the elementary and then complex, like dance, rhythmic groups. It is included the work on poetic speech, the content and structure of which gradually becomes more difficult.

At the final stage of rehabilitation activities in speech therapy classes are included exercises aimed

at using the improved speech skill with the prepared material of retelling and storytelling. During this period at the logorhythmic classes are many speech tasks, games without musical accompaniment, as well as exercises on musical and rhythmic education (dance compositions, motor improvisation to music) [3, P. 178]. Also, it is carried out the work on pronunciation of the phrase with the voice of its main and secondary fragments, firstly using an external support (walking, trampling, clapping with different strength and frequency, drumsticks), and then without it. The accomplishment of those tasks first conjugated, then reflected and further independently, promotes the coordination of breathing, voice and articulation [2, P. 21].

During functional training, speech therapy and logarithmical classes are aimed at the skill consolidation of the improved speech performing before parents, communicating with experts and patients in the ward. Such classes contribute to the application of improved speech skills in everyday life.

Consolidation of the flowing speech skill is easier if the child felt and learned to reproduce the rhythms of different levels: "syllabic, verbal, its combination with the logical center of the syntagmas, as well the subordination of syntagmas that make up the phrase to its main logical center," notes T. G. Wizel [2, P. 21]. These skills are practiced and improved in stuttering children of preschool age, including logopedic rhythmic classes. In addition, logorhythmic specialists actively work with patients' parents. Center for Speech Pathology and Neurorehabilitation has developed a checklist, covering the main objectives and tasks of speech therapist work at logorhythmic classes, and recommendations for consolidation of the formed skills.

Logorhythmic exercises contribute to the development of subcortical and cortical (right-brain and prosaic speech) rhythms, gross motor skills, coordination of movements, orientation in space, regulation of muscle tone, the development of a sense of musical tempo and rhythm, singing abilities. As

a result of the course of logorhythmic classes, the positive dynamics is observed, which manifests itself in improving of the state of the neurodynamic component of mental activity. Patients have improved control over voluntary activity, the ability to switch

from one its type to another. The inclusion of logorhythmics in the set of rehabilitation measures on overcoming stutter in preschool children contributes to the correction of psychomotor system that positively affects the quality of speech.

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ORGANIZING THEME-BASED TEACHING IN PHYSICS IN HIGH SCHOOLS

Abstract. Theme-based teaching is considered as one of effective methods in which the teachers no longer play a simple role as communicators, they have become designers, organizers, instructors for each individual or small-group during learning activities. At the same time, the students are self-sufficient to dominate the learning content, can actively achieve the objectives of knowledge, and form significant skills as well as attitudes meeting the subject program. The students are attracted to learning activities to solve real situations, directly observing, discussing, making experiments, solving personal problems, and then grasping the useful suitable methods to acquire new knowledge as well as capacity development.

In theme-based teaching process, it is necessary to change from passive learning to active self-studying and develop self-studying inside schools and outside school. In each lesson, there is always the guidance of the teacher. Therefore, this article is concerned with the organization of self-studying activities for students during the process of organizing theme-based teaching in Physics to improve useful skills.

Keywords: Theme-based teaching, self-studying activities, competency, problem – solving.

1. Introduction:

Resolution No. 29-NQ / TW dated November 4, 2013 of the 8th Central Conference – Term XI on fundamental and comprehensive innovations of education and training with many specific objectives proposed the following contents: enhancing the students' creative abilities and self-studying in order to encourage them to pursue lifelong learning; focusing on teaching activities to develop the students'

creative thinking, encouraging self-studying to create a sound basis for learners to continue updating new knowledge, improving professional skills. To do this, it is necessary to change from majorly studying form in class to organize various forms of learning, pay attention to do social activities, extracurricular activities, and scientific research. Besides that, promoting the application of Information Technology and communication in teaching and learning time

is extremely useful as well. The educators have long recognized the meaning of the self-studying method by the time. Teaching does not only transfer knowledge and ask students to try to memorize, but also importantly orient and enable the students to have golden opportunities to enrich new horizon of knowledge. Training self-studying skills is the best method to create strong motivation for students during the learning process. Self-studying helps the learners to be proactive in lifelong learning, have clear learning objectives to affirm their capacity and to contribute all their efforts on the society. Physics is one of natural science subjects, there are many contents associated with the daily life of students. Therefore, students will be less interested in the subject with traditional class teaching methods; moreover, they will have the lack of updates, they are easy to fall down illusion that knowledge which they have to learn inside the class is strongly different from real life. Furthermore, the presentation of knowledge with content-orienting textbooks makes the class stressful in reasoning, reasoning, and interpretation. It is obvious that this type of class is happening in little practice with less applying knowledge. This leads it not to be suitable for positive teaching methods as well as the orientation of developing useful competences for students. Therefore, teachers should pay attention to the following requirements in teaching time: designing the plans to give attractively subject knowledge for each student and help their students to do self-learning activities; inspiring the students to solve practical problems as well as have effective learning styles without breaking the current education program rules. To be able to solve some of the above problems, when designing lessons according to the theme, teachers should design basing on learning activities, in which students' self-studying activities need to be focused.

2. Content

2.1. The concept of self-studying activities

The nature of self-studying which meaning students are always the perceived owners has a strong

effect on learning content in a positive creative way to gain learning achievement. To achieve this, self-studying is a process that the students are aware of the necessary contents inside the class and to own into your inside knowledge. Self-studying has two levels: complete self-studying and self-guided studying, in which self-guided learning is a form of self-studying to dominate knowledge and develop skills corresponding to the guidance of teachers. During learning process, students are considered as the subject of the whole teaching process to take over the knowledge as well as the truth by their own actions. Teachers act as the organizers, the instructors in students' self-studying process with helping instructional materials class rooms, facilities, self-studying can be in the following forms: Self-studying does not only take place inside the school learning but also this form is extremely popular outside social life such as: communication activities, working environment, etc ... With self-studying forms, students can learn from their mistakes or their friends' mistakes in order to exploit new knowledge in learning time. In addition, self-studying at home plays an important role in the academic achievement of students. The process of self-studying enables students to self-learn each part of the lesson, study further [5].

Thus, self-studying is an indispensable factor in learning activities, in which students are encouraged to know how to mobilize their emotion and creative thinking to acquire knowledge and to improve their good personality under the guidance of teachers. The high or low result of self-studying depends on the self-studying skills of each individual and especially with the students in high school. This also bases greatly on the guidance of teachers or instructional materials, facilities ...

2.2. Self-studying activities in theme-based teaching Physics in high school

2.2.1. Design theme-based teaching process

Designing the theme-based teaching process is the final step in the process of building thematic lessons and designing teaching activities. In particular,

specific learning organizing activities for students can be done in class and at home. A series of learning activities showing pedagogical process has the five following learning activities:

Experiential learning activities

In career-oriented education stage in high schools, the creative experiential learning activities programs continue developing the capabilities and qualities after the basic education stage (in secondary school). This enables students to develop career-orienting skills as well as selective and adaptive competencies. At this stage, the programs are highly differentiated and elective. Students are not only assessed for their abilities, strengths, and career-related interests but also are consulted to train the basic qualities and competencies for future career.

In the teaching method before each new lesson on the class, the teacher organizes his students to study according to the materials in advance, do some experiential learning activities in practice with a system of exercises with adding new knowledge in the classroom. After the students have completed their learning, the teacher has them report in group or individual in front of the class.

2) Identifying and addressing problems

This is the fundamental stage in which students must mobilize their knowledge, skills, and experience to identify many sides of the problem. With the ability in identifying students' problems, students will express their own perspectives through the result report of the first stage. This is a basic stage to help teacher to identify students' understanding of potential problems in real life as well as enable teacher to give the tasks in accordance with the capacities of students. Students can work in group or individual. In these activities, teacher must have specific teaching methods, basic techniques, real situations and other facilities to call the first interest and to stimulate his students.

3) Forming and standardizing knowledge

Students begin studying the subject matters of knowledge under the guidance of their teachers. This

activity needs to organize a variety of different learning forms. Throughout this, the students need to be inspired to collect and to process useful information from different information channels (books, newspapers, internet, real life etc...). Teacher demands their students to come up with many effective solutions, implementing measures to gain knowledge. This stage helps students to form new knowledge as well as has the students solve the problems raised initially that students themselves cannot solve. In the activities of students, teacher needs to have teaching methods and active teaching techniques with adding new knowledge. In teaching Physics, teacher needs to guide his students to do experiential learning activities. Because the students will test the correctness of the theory to remove the anti-scientific experience through these activities and they will standardize the content of the topic in their right target.

4) Applying knowledge

This is the stage to help students to practice and systematize their knowledge; moreover, they can apply their acquired knowledge to explain phenomena, to give solutions, to propose ideas to solve problems. Throughout this stage, students can enrich the knowledge; they can also make learning process meaningful to develop the significant abilities to solve potential problems and other competencies. Teachers can instruct students to do individual activities, group activities through the exercises by designing many interesting questions. 5) Enlarging knowledge into practice

This stage helps students to develop their abilities to solve problems and create creativity thinking. Teachers should decide the available resources such as reference books, journals, information from the internet ... so as to encourage students to continue enlarging the knowledge that they have learned from real-life activities. In these activities, teachers should use the essential questions, the system of exercises after studying the subject to enrich knowledge.

From the five activities in the above-mentioned teaching process, any activity with self-study and

self-learning activities of students may be present or not present by teacher. Because the teacher has the key in orienting knowledge, providing materials and facilities ... Students will complete the assigned tasks in the form of self-studying activities in individual or in group. The self-studying process is often followed by the steps below:

+ Step 1: Identifying objectives, making plan and solving assigned tasks

– Identifying characteristics of content, knowledge and skills. From to this, self-studying plan is developed. Knowledge is systematized. Students can determine the relationship between acquired knowledge and new knowledge. Therefore, when acquiring new knowledge and skills in the process of learning, students have to find obvious relationship between newly acquired knowledge and existing knowledge. The acquired knowledge and existing knowledge are combined into an unified system turning into the subject's own capital facilitates mobilizedly when in needed.

+ Step 2: Make a report and discussion

Through self-studying activities in the step 1, knowledge is presented systematically, but it is subjective, has lots of mistakes and shortcomings. Therefore, we need to socialize learning products. That means students have to report by their self-expression or evaluation for the individual products according to the mastery level of the products. The group having creative ideas is expressed in a specific form so that each student and teacher can observe and analyze to evaluate the accuracy of the products. The particular study that students can express in many different ways such as: summarizing, making outline, learning cards, setting up system diagrams, making reports, doing talk activities and making projects, ... Finally, discussing and debating activities about newly learned things of students is carried out by the students' explanation and protection to their products. The other team members and teacher listen, analyze, give ideas to make a producing progress.

Step 3: Evaluating and adjusting

Teacher instructs students to self-assess, or evaluate each other (among group members). Just like that, through practice gradually, students know how to self-assess after learning each content or each part in the program. After the assessment, the learners can compare themselves; identify the mistakes, the cause in order to correct the knowledge content and to meet demanding skills. From to this, the students can adjust the way of learning so that it is more and more suitable.

Step 4: Applying knowledge

In order to answer the question: "What is the purpose of learning to do?", it is necessary to observe in learning situations and real life. Applying knowledge and useful skills is the last step of the learning or self-studying process.

Thus, in organizing learning activities, theme-based teaching process is considered as a series of learning activities with a combination of active teaching methods and techniques in which self-studying method plays an important role. If teachers create conditions for students to have golden opportunities to enlarge new horizon according to teacher's plans, the building of theme-based teaching and designing teaching process will be very convenient for the program with the currents educational task is: "Renovating teaching content in the direction of streamlining; modernizing, being practical suitable for ages, qualifications and professions; strengthening practice, applying to practice ... [3].

2.2.2. Characteristics and objectives when teaching Physics in high school

Physics in the field of natural science is said to describe as natural phenomena and properties of matter. Besides that, the contents of Physics also includes from basic particle structure to cosmic structure, which is the basis of many important engineering and technology branches. The knowledge selected in the teaching program is considered as the classical physics knowledge. This needs for the proper understanding of natural phenomena, for daily life, even for many

jobs in technical industry. Therefore, many tools and technical equipment are electric currents being used in common life and production nowadays.

In addition to know about the importance of specific cognitive methods of Physics such as experimental methods, model methods, similar methods etc..., it is necessary to train and improve capacity development for students in order to contribute on the development of all potential competencies regarding physical fields. Therefore, the following objectives need to be achieved:

- The content of knowledge must be presented reasonably with the amount of suitable time. Teaching must be consistent with the ability of students to absorb. The amount of knowledge and skills required in each topic should be balanced with the implementation of the tasks during teaching process in physics, especially with the organization of active learning activities.

- Objectives to be given in the system such as: concepts of things, phenomena and physical processes commonly encountered in real producing activity; quantities, laws and basic physics principles; the main contents of some of the most important physics theory; common applications of physics in real producing activity and contribution to deepening the principles of natural science. Topics should be practical, highly career-oriented.

- During the teaching process in physics, through the implementation of learning tasks, students can develop the elemental capabilities of common competencies such as self-learning ability, problem-solving ability, aesthetic capacity, physical fitness, spirit, communication competence, work in group skills, and communication technology ability.

2.3. Illustrative example of the organization of theme-based teaching with “Electricity in gas” in Physics 11

I. The objectives

Knowledge of electric currents in environments presented in the physical program according to the point of view of the mechanism and phenomenol-

ogy is about the conductivity and applications of knowledge in real life. It is possible to build a topic of teaching about electricity in gas into a subject of interdisciplinary integration or formulating a single subject in Physics.

In this article, the application of the theory of building the topic of “Electricity in the gas” in the scope of Physics 11 is presented obviously to develop students’ abilities. The organization of teaching is carried out in 2 periods inside and outside the class to achieve the following objectives:

a. Knowledge

- Identifying the nature of the electric currents in the gas.

- Basically understanding about electric welding.

- Understanding about ignition system by spark plugs in motorcycles.

- Understanding about lightning rod.

b. Skills

- Performing experiments on the phenomenon of electric currents in

- Solving exercises about electricity in gas.

- doing some related products (if there are some applications related to electric currents in gas).

- Having career opportunities in the future (if students have knowledge of this phenomenon).

c. Attitude

- Being concerned about applications related to electric currents in gas.

- Being excitedly, actively taking on the task of learning about factories, facilities, factories that the production is related to the application of electric currents in gas.

- Having responsibility for giving criticism, having a spirit of coordination in group, having teamwork skills.

- Actively seeking information to solve problems arising in real situation.

- Sharing, collaborating on group work and having an inquiring mind when exchanging problems in the lesson.

d. Fostered capacity

– Having ability to solve problems related to knowledge, phenomena, applications of electric currents in gas related to iron doors, automotive garages, convenient welding facilities; motorcycle maintenance shop; Viettel telecommunication station, high-frequency house and school.

– Self-learning and autonomy learning; communication and cooperation skills; language competence, calculation ability etc...

I. Preparation

1. Teacher

– Set orienting questions:

+ Essential question:

Question 1: It is estimated that the amount of electric energy hit once by lightning can pull a 14-car train running 200 km. Lightning can cause lethal fires and human constructions etc... Does this indicate the immense energy of lightning when discharging? Why? How to fix?

Question 2: Experience in production (agriculture), the mass has folk song:

“Contemplate rice shores the shore

Listen to the thunder of the flag.”

With your understanding, please explain the meaning of the folk song according to the view of natural science?

+ Questions in the lesson:

Question 1. In practice, to burn a mixture of air gasoline in a gasoline engine (Spark plug), electric welding, lighting, or melting metal ... Which features of electric currents have been applied with gas to manufacture technical equipment?

Question 2. What are conditions of occurrence of charged particles in gas? Which elements do the carriers depend on?

+ Content of question:

Question 1. What is the process of self-supporting electrical power? How many ways? Which carrier particle in gas is?

Question 2: When the electric field in the air is very strong (about millions of V / m), What will happen? Why?

Question 3: Under which conditions will there be electric sparks?

Question 4: What is the ray of electric arc? What conditions are there for an Arc ray?

Question 5: Why the thunder phenomenon often accompanied by loud bangs? When is it called thunder phenomenon? When is called lightning phenomenon?

– Tools for the experiments, study cards, coupons to guide students to self-assess or evaluate each other etc...

2. Students

– Textbooks, notebooks, scratch paper.

– Each group having one set of experiments (depending on the school facility conditions).

III. Organizing learning activities

The selected topic is put in chapter 3 of the electric currents in the environment, teacher needs to arrange a time about 10 minutes in class to assign the tasks and has students to complete them in one week. Remaining time in class will be continued assigning the next tasks for students with the dead line after a next week. A series of learning activities and expected time is as follows:

| Theme-based teaching process | Content | Organization structure | Time |
|-------------------------------------|------------------------------------|--|--|
| 1 | 2 | 3 | 4 |
| 1. Experiential learning activities | Learn from practical applications. | + Teacher assigns tasks to students + Group activities, educational sightseeing trips and practical learning. | 10 minutes in class (used to assign tasks before). 1 week for self-learning activities. |

| 1 | 2 | 3 | 4 |
|--|---|--|--------------------------------------|
| 2. Identifying and finding out the problem | Learning about electric currents in gas | + Representatives from each group report the experiential learning activities. + Discussing to find out the issues needing to be solved | 10 minutes |
| 3. Standardizing knowledge | Proposing efficient measures to learn theoretical knowledge about electric currents in gas Implementing specific measures to identify the nature and characteristics of electric currents in the gas + Analyzing documents + Doing experiment. | Work in group | 20 minutes |
| 4. Applying | Systematising knowledge and doing practice | Individual work | 10 minutes |
| 5. Exploiting in real situation | Designing lightning protection tools. Learning about making lights, melting materials, using sparks (playing music with electric sparks). | Project teaching, team work | 5 minutes in class 1 week at home |

Specific teaching activities according to the process

* Activity 1: Self-study the application of electric currents in gas

| | |
|-------------------------|--|
| Aim | Learning from experiential learning activities about electric welding, lightning phenomenon, how to create lightning rod, ignition system of motorcycles ... in order to collect information, to arrange information and to ask research questions. – Ensuring safety in the process of visiting experience – Learning some other applications in the daily life of each student. |
| Content | - Visiting practical experience at business establishments (if any) such as welding facilities, telecommunications stations, construction work, motorbike maintenance shops to analyze documents to collect information. – Developing reports based on the tasks of the study card 1 (before 4 days to 1 week) and giving practical experience results. – Proposing and selecting related questions. |
| Expected results | Studying records including the products about practical educational research and research questions of groups. |
| Preparation | Learning by the various practical channels about welding process, ignition system, lightning rod to record the observed information and to hear about the welding process, the mechanism of spark operation, lightning protection columns and to search information on the internet, videos, textbooks, and other information. |

| | | |
|---|--|--|
| Activities of students and teacher | <ul style="list-style-type: none"> – Teacher: Dividing the group from 6 to 8 students. Talk about the plan with the students, visiting business establishments, giving reference materials for the students; Assigning tasks to students of the number 1 study card. – Students: Learning and developing the producing experience report <p>Note safety:</p> <ul style="list-style-type: none"> – Complying with the regulations of the establishment as well as the instructor. – Not approaching or touching the device without permission when visiting the establishments. | Students perform step 1 of self-study activities without the guidance of teachers. |
|---|--|--|

STUDY CARD NO. 1**STUDYING FROM THE APPLICATION OF ELECTRIC CURRENTS IN GAS**

High School: Class

Full name: Group

Question 1: Observe the parts of the welding machine, the area of the production establishments, the phenomena occur around the weld when welding when the worker does welding and answer the following questions:

1) Which tools or equipment need to conduct electric welding?

2) List the sequence of work of the welder. Why do the welders have to follow the order of those techniques?

Explain the phenomenon (note the phenomenon between the welding rod and the welding object).

Question 2: Observe the motorbike repairman who is trying the spark plug of the motorcycle, answer the following questions:

1) What effects do spark plugs have? What happens between two small slots of spark plugs when igniting?

Explain the phenomenon?

2) With your physics knowledge, please list how many ignition systems. How do spark plugs play a role in technical areas?

Question 3: Please search on the internet about the construction works on lightning rod (lightning protection column) and answer the following questions:

1) What effect does lightning rod have? How does the lightning rod work?

2) Observe the pictures and video clips on the internet, please explain the phenomenon of lightning in nature and how to prevent lightning in life.

Question 4: What are the unresolved issues?

Question 5: The group should design an experimental test on electric currents in the gas under normal conditions (can perform in class or video)

Question 6: What are the unresolved issues?

Students should pay attention the following note:

+ Complying with the regulations of the establishments as well as the instructors.

+ Approaching or touching devices without permission when coming to the establishments.

+ Completing the personal coupon after the practical experience, then working in group at home to develop a product report of group on the above issues to present in class about electric currents in the environment, each group will present the report from 7 to 10 minutes, students can use video clips, power points, images for their presentation.

*** Activity 2: Making the result report of understanding the electric currents in gas**

| | | |
|---|--|---|
| Aim | <ul style="list-style-type: none"> - Presenting the report, discussing about the results gained from the practical experience of some applications of electric currents in gas. - Speaking some characteristics of electric currents in gas. - Expressing the nature of electric currents in gas. | |
| Content | <ul style="list-style-type: none"> - Presenting reports, exchanging experience results. - Making presentation and discussion to unify the research question: learn about the nature, conditions of electric currents in gas and some applications. | |
| Expected results | <ul style="list-style-type: none"> - Students present presentation and discuss about the plan. - Teacher chooses reasonable questions. <p>The desired questions:</p> <ol style="list-style-type: none"> 1. To burn a mixture of air gasoline in gasoline engine (spark plugs), electric welding, lighting, or melting metals, which features have been applied to the electric currents in gas to manufacture technical equipment? 2. What are the conditions of occurrence of charged particles in gas? Which elements do the carriers depend on? 3. Why does the gas lead electricity? What are the conditions of occurrence of electric currents in gas? 4. What is the lightning phenomenon? What are the benefits and harmful effects? And how to prevent these harmful effects? | |
| Preparation | <ul style="list-style-type: none"> + Groups make the report and submit to teachers and prepare presentation before class time. + Conditions on school facilities for teaching (rooms, desks, projectors ...) | |
| Activities of students and teacher | <p>Representatives of 1 to 2 student groups report in front of the class about the practical experience results. The remaining groups listen, exchange information and supplement good ideas.</p> <ul style="list-style-type: none"> + Representative from each group will have many ideas when discussing and selecting reasonable questions. + Students: participating in assessing each other about the role and contribution of each group member (in the study card). - Teacher: evaluating the group discussion process, evaluating products, assessing the collected results of students and evaluating the presentation of the discussion in front of students. - Students: raising the problem to continue studying and carrying out the experiment with electric currents in gas (may be true or false). | <p>Students implement the step 2 and 3 of self-studying activities inside the class including:</p> <ul style="list-style-type: none"> + Representative of each group reports group. + Students discuss and evaluate the products. + Discussing about the problem being raised. |

*** Activity 3: Learning the knowledge in textbooks about electric currents in gas**

| | | |
|---|---|--|
| Aim | Studying and presenting knowledge from textbooks. | |
| Content | <ul style="list-style-type: none"> – Reading textbooks, selecting and noting knowledge of electric currents in gas at the levels of textbooks according to standard knowledge. – Arranging knowledge into products of group to report. | |
| Expected results | <p>Reports and notes of the student groups with sufficient content, have to meet the following requirements:</p> <ol style="list-style-type: none"> 1. What are the self-reliant electrical processes? How many ways? Which carrier particle in gas is? 2. When the electric field in gas is very strong (about millions of V / m), what happens? Why? 3. What is the nature of electric currents in gas? 4. Under what conditions will there be electric sparks? 5. What is an electric arc? What conditions are there for an Arc ray? 6. Why the thunder phenomenon often accompanied by loud bangs? When is it called the thunder phenomenon? When is called the lightning phenomenon? 7. What is an anode phenomenon called? What is the application of this phenomenon? 8. Contents and expressions of Faraday's Law's Electromagnetic induction – First Law and Second Law <p>Reporting and exchanging knowledge gained from group activities to enrich correct and sufficient knowledge (study card No. 2)</p> | |
| Preparation | <p>Teacher: providing references for students, study card No. 2</p> <p>Students: reading the textbooks in advance, studying some practical experiments.</p> | |
| Activities of students and teacher | <ul style="list-style-type: none"> – Teachers assign tasks to student groups. + Working in group, reading course books, doing experiments, combining with references pre-read before. + Discussing, selecting important knowledge to create group products to report in front of the class. + Representative in each group reports on the knowledge gained, discussing with the other groups to improve theoretical knowledge of electric currents in electrolyte. + Teachers evaluate the process, evaluate the products, and evaluate the results. + How do students evaluate each other (if necessary)? + Teacher gives a feedback. | <p>Students receive the assigned tasks and work in groups under the guidance of teacher. After completing study card No. 2, the students report the result, the teacher gives assessment and feedback for them (done the step 1,2,3 of self-studying activities)</p> |

STUDY CARD NO. 2**STUDYING ELECTRIC CURRENTS KNOWLEDGE IN GAS**

High School: Class

Full name: Group

Conduct experiments, read documents, discuss groups and report results with the following contents:

| How gas ionization takes place? | The nature of electric currents in gas | Compare the self-reliance process and no self-reliance of gas | General characteristics of the electric spark phenomenon of arc welding, lightning, spark plugs |
|---------------------------------|--|---|---|
| | | | |

*** Activity 4: Systematizing knowledge and doing practice**

| | | | |
|---|--|--|--|
| Aim | <ul style="list-style-type: none"> – Having comments and assigning tasks for students to explore and to research. – Consolidating the learned knowledge. | | |
| Content | The knowledge was presented and supplemented with applying some simple exercises and some common practical situations. | | |
| Expected results | <ul style="list-style-type: none"> – Answering the issues in the study card. – Completing notebooks. | | |
| Preparation | <ul style="list-style-type: none"> – Study card No. 3 – References (if any). | | |
| Activities of students and teacher | Teacher gives evaluation (comments, praise, criticism and sharing ...) about results, working spirit of groups or individuals. <ul style="list-style-type: none"> – Teacher adds information into incomplete knowledge (if necessary) – Students write down into notebooks. – Solving problems raised by teachers or students. – Teacher evaluates the process, the products and the results. – How do students evaluate each other (if necessary)? | + Students work individually to unify the results of the group and represent the report of the group, teachers instruct students to compare results and self-assess (with fully implementing the step 1,2,3,4 of self-studying activities) + Teacher evaluates the results of group work. | |

STUDY CARD NO. 3

APPLYING KNOWLEDGE OF ELECTRIC CURRENTS IN GAS

High School: Class

Full name: Group

Complete the following contents:

Question 1. Lightning can cause death as a forest fire and human construction works ... Does this indicate the tremendous energy of lightning when discharging? Why? How to deal with it?

Question 2: Experience in production (agriculture), the mass has folk song:

“Contemplate rice shores the shore

Listen to the thunder of the flag.”

With your understanding, please explain the meaning of the folk song according to the view of natural science?

Question 3. To protect the electronic devices at home when there is thunderstorm outdoors, what should you do?

Question 4. During the welding process, after the welder has created sparks between the two electrodes, does the self-discharge process continue maintaining although the voltage between the two electrodes has been reduced? Why?

*** Activity 5: Exploiting in real situation**

| | | |
|---|---|---|
| Aim | + Exploring and expanding knowledge about the fields related to the topic “Electric currents in gas”. + Designing lightning protection system for the houses and car ignition system. | |
| Content | – Some knowledge about the fields applied electric currents in gas such as: cooking metal, lighting, playing music by electric sparks ... | |
| Expected results | – Having writing of students, video clips, power point and images with the content. – Presenting the results of the performance | |
| Preparation | – Teachers: Guiding students to find available materials, finding out the best way to present reports, dividing class into small groups and assigning tasks for students. – Preparing instructional materials (textbooks, notebooks, materials ...), teaching facilities (pictures, models, real / virtual experiments / simulations, videos, slides) ... – Study card (if any). – Students: Preparing the report. | |
| Activities of students and teacher | + Groups of students do homework at home as well as create the products as the introductory lessons before class time; the students will get a helping hand from their teacher when they are in need. They should finish the reports by specified time. + Teachers’ activities: – Asking students to do the tasks, guiding them to work overtime and evaluating exactly students’ activities. | Firstly, teachers should instruct students. The students receive tasks in groups and complete the tasks at home and they will report their products after a week (fully implementing the step 1, 2, 3, 4 of self-studying activities) |

3. Conclusion

The organization of self-learning activities for students in the process of theme-based teaching in the orientation of developing capacity focuses on self-studying and self-controlling when studying general physics. The organization of these activities requires teacher to invest all efforts to design learning activities with the goal of helping students to gradually dominate scientific knowledge, the

students have golden opportunities to use potential knowledge to solve practical problems in real life. To do this, teacher needs to foster and master knowledge in many different fields with applying flexible teaching methods and techniques actively. Since then, building good topics and practical situations in teaching Physics to develop students’ essential competencies, self-learning ability and ability to solve practical problems.

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Section 5. School Education

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DESIGN OF ONLINE LESSONS BASED ON FLIPPED CLASSROOM MODEL FOR TEACHING OF “OXYGEN-SULPHUR” CHAPTER IN VIETNAMESE HIGH SCHOOL CHEMISTRY

Abstract: Flipped classroom (FC) model has been proved to be a constructive teaching model which results in effective student learning. Students study proactively, develop higher-order thinking and acquire self-efficacy competencies. This article analyses the challenges of applying the “Flipped classroom” model at high schools in Vietnam through establishing criterions suitable to design effective online lessons by FC model. Several online lessons for “Oxygen- Sulfur” chapter were built as examples of application of FC model in teaching of Chemistry for 10th grade.

Keywords: Flipped classroom, online lessons, self- efficacy, self- study, chemistry, oxygen-sulfur.

1. Introduction

The process of study can be divided into 2 stages: inquiring about new knowledge and practicing. In the traditional classroom model, teachers impart new knowledge and assign practical exercises to students. According to this model, students have to implement assigned tasks at a higher level of thinking which can often be challenging for students. In fact, teachers assign homework to a certain level that only basically needs applying theories to solve the problems, open problems or projects are really assigned to students; time spent on discussing problems at a high level of thinking is limited.

On the contrary, in the flipped classroom model (also known as flipped classroom or flipped learning (FL)), the knowledge-learning phase is transferred

by teachers to lectures and materials for students to learn at home and discussion about the material will be carried out in class [1]. This method overcomes the limitations in the traditional classroom model and develop self-learning capacity for students. Also, it keeps up with the technological conditions of modern society [1; 2].

The efficiency of FL model has been proved in many previous studies [3; 4]. In this model, online lessons play important role to help students receive basis knowledge before going to class. However, to achieve the efficiency in learning, online lectures have to be designed so that students can study at home (teachers can also use methods such as pre-recorded, videos, lectures which instruct students, but they are found to be less interesting, active and interactive than online lectures).

However, designing online lessons requires certain conditions in material facilities, skills in use of information technology, and is time consuming... [1; 2].

In Vietnam, online lessons, educational establishments and teachers have narrow financial support to buy online lessons to teach; therefore, to apply FL model, teachers have to design online lessons by themselves. As a result, the model is not widely used as a teacher method in Vietnam.

Originated from the advantages of FL model, the advantages and disadvantages in designing online lessons in Vietnam, we study how to build/design suitable, simple and effective online lessons so that teachers are provided with facilities and time to exemplify through lessons in chapter "Oxygen – Sulphur", Chemistry 10.

In this report, we used two methods: analysis, synthesis- based on the analysis of documents, to clarify the specificities of the FL model and cur-

rent evaluations of FL model. The proposed criteria and design processes used for online lesson will help guide students to self-study at home as will the FL model when applied as a teaching tool in high schools. Evaluation of the method will be carried out through a method of expert assessment.

2. Contents

2.1. Concept and evaluation of Flipped classroom model

The concept of FL model was proposed by Lage et.al in 2000 to respond to the different learning needs of learners [5]. The simplest definition of FL is "reversing the class is to convert class activities out of class and vice versa" [5]. Or understand simply reverse the traditional learning process, what the traditional class did, work at home and vice versa.

It is possible to understand and describe the FL model when compared FL to the traditional classroom (TL) model as presented in (Table 1).

Table 1. – Comparing of activities in traditional and flipped classrooms

| Activity | Traditional Classroom | Flipped Classroom |
|----------|---|---|
| In class | <i>Teachers teach. Students listen/ imitate to know, understand new knowledge and skills.</i> | Teachers organize discussion, do activities for students to understand and apply knowledge. |
| At home | Students do homework to apply theoretical knowledge. | Students work with lectures through watching video lectures, online lessons, or interacting with teachers' materials and understand new skills knowledge. |

The FL model can be considered as an integrated teaching model [6] which utilizes information technologies to support teaching to promote the learning process "outside the classroom". The study of the author group, Means, Toyama, Murphy, Bakia, Jones (2010), conducted a synthesis of 46 empirical studies in the context of high school and university in the US [7]. They concluded that the FC model brings about effective learning, as you practice higher than traditional teaching. This result is due to the "Flipped Classroom" model that has created deep learning, meaningful learning environments as well as developing critical thinking and advanced learning.

In theory, the "Flipped classroom" model is based on the theoretical basis of active learning. Specifically, the viewpoint of exploring teaching actively and accessing knowledge through interaction process [8]. This model also helps create an environment that encourages learning autonomy as students have the opportunity to learn at their own pace and become responsible for building knowledge rather than waiting for knowledge from teachers (receiving passive knowledge). Thanks to information storage facilities, lectures can be reused easily, especially learners can listen and re- watch lessons until it is understood. Therefore, this model creates an equal

opportunity to receive knowledge. Slow learning students have a lot of opportunities to absorb and understand knowledge.

By adopting this model, students will develop self-learning ability and forging skills of the 21st century; class becomes a place for interaction and exchange of multidimensional information. It enhances application of effective information technology in teaching, creating a teaching environment that enhances contact and interactions between teacher and student, and students themselves. Moreover, it is the combination of direct teaching and learning through building knowledge, creating

an opportunity to personalize the educational process – it is not a complete substitute of a teacher with video tape as an online learning model.

2.2. Developing online lessons to guide students to self-study according to the Flipped classroom model in teaching chemistry at Vietnamese high schools

2.2.1. Challenges when applying FL model in Vietnamese high school

Some factors to ensure, the reality of high school education and challenges when applying FL model using online lectures for students to study in Vietnam are shown in (Table 2).

Table 2. – Requirements of FL model and the reality of high school education and challenges in Vietnam

| Factors to ensure | Reality of high school education and challenges |
|--|--|
| Must have online lessons | Very few domestic companies and websites provide online lessons. General education institutions have not invested in buying or building online lectures. |
| Must ensure material facilities to study online lessons. | The internet is very popular in cities and rural areas. However, smartphones are the general choices for students. |
| Teachers and students must have certain computer skills to follow, manage, study through online lessons. Teachers can design online lessons. | Informatics skills of students are quite good, but it is opposite with a large number of teachers who will manage courses. The construction of online lessons is difficult not only in terms of technology, manners but also time and economy. |
| Students have basic habits and self-study skills. | Students do not have the habit of self-study, perseverance and seriousness to perform self-study. |

In addition, a number of other factors are also the deterrence of applying the FL model such as high school students simultaneously being taught many subjects, an excessive amount of time to learn new lessons causing overloading with students; Learning materials that are difficult to interact with, inappropriate and abundant content and activities not attracting students to self-study.

2.2.2. Criteria for building of online lessons

From analyzing the characteristics and requirements of online lectures, the real situation and challenges when applying the FL model and the current orientation of teaching and developing student capacity in Vietnam, we identify the targets build on-

line lessons to guide students to self-study following this model as follows:

- 1) Scientifically accurate contents, corresponding for contents and objectives of the lesson in the general curriculum;
- 2) Straightforward interaction, easy to use on electronic devices such as computers, iPads, smartphones;
- 3) The time to complete the lesson is not too long, approximate 25–30 minutes corresponding with 1–2 hours in class for fairly good students;
- 4) Diversified activities, attractive forms, increasingly using videos to attract students;
- 5) The activity direction is preferably constructed towards the engagement improving orientation.

It means that students need to carry out activities to create new knowledge on the basis of available knowledge and visual means, documents based on deductive, analogous or inductive methods. In other words, even if students do not learn directly with teachers, they also are explored the new knowledge in the direction of research and discovery, not just reading documents and listening to memorize knowledge;

6) Each content and activity should have clear, easy-to-understand instructions, supporting content, answers, feedbacks and evaluation of student performance;

7) Documents should have forced conditions between sections to force students to fulfill or meet as many percentages as required in the document;

8) Documents that pay attention to the differentiation of students' levels. That is, apart from the basic part that every student has to do, there are more optional and advanced tasks for students with fast speed and want to learn more.

2.2.3. The process and how to build online lessons to guide students to self-study according to FL model

To build online lessons to guide students to self-study according to FL model, we define the process of 6 steps as follows:

Step 1: selection of document building software

According to criterion No.2 in Section 2.2 and facilitate teachers to design documents, we choose Moodle software [*] This is the software to build lessons online, with Vietnamese, diverse formats, easy to use for both teachers and students.

Step 2: Select the appropriate content that applies the FL model

The content is not too difficult, the number of contents is suitable to required self-efficacy time. Based on the lesson content, students can choose one part or a whole lesson.

Step 3: Determine the method for knowledge formation

Identify methods for knowledge formation: recurring or inductive, analogous or deductive. Then, selecting starting subjects, visual means, materials,

questions and tasks... for students' interaction and implement knowledge. This is an important step to design active activities for online lessons.

To determine the method for knowledge formation, should be done:

- List details and goals to achieve: based on knowledge, skill standards and textbooks.

- Determine relating knowledge and skills.

Determine the directly relating knowledge and skills to the achievable knowledge, from which, students can deduce and explore new knowledge. This knowledge can be the content of previous lessons, or in other subjects, the younger classrooms and in reality.

Step 4: Select specific activity, name the activities and write the contents

Depending on the method of knowledge formation defined in step 3, select specific activities such as:

- Recollected exercises: multiple choice, short answers, drag and drop, puzzle...

- Read materials, observe images, diagrams, tables, lesson clips and answer questions then draw conclusions...

Naming the activities that must be in line with content ideas, appropriate to students' psychology.

Writing activity contents: Choose simple, effective, and multiform documents that are not too sophisticated about technology. They are suitable for level of almost teachers' technology abilities and waste their time.

Step 5: Overall analysis of activities and adjustments

Reconciliation of activities that determines the relevance to the objectives and content of the lesson, assess the richness and diversity of activities and adjustments. Balance image and text channels appropriately, calculate the time to complete the lesson to adjust the content accordingly.

Step 6: Test and correction

Please consult with other teachers and transfer to students for testing and then edit if needed.

2.3. Design of online lessons in "Oxygen – Sulfur" chapter from Chemistry Course for 10th grade in Vietnam

2.3.1. Analysis of the suitability of the FC model in teaching of “Oxygen – Sulfur” chapter

“Oxygen – Sulfur” is one of the contents in Vietnam high school Chemistry course which is suitable to apply FL model for the reasons below:

- Firstly, students have already known physical properties, chemical properties, preparation and application of O_2 , SO_2 , H_2SO_4 which is also one of the contents in the chapter “Oxygen-Sulfur”. Therefore, students can recall the knowledge to systemize and construct the lesson.

- Secondly, according to the Chemistry program in high school in Vietnam, the chapter Oxygen – Sulfur is the sixth chapter of Chemistry 10.

The previous contents were: atomic structure, chemical bonding, periodic table, redox reaction, halogen group. Before that, the content of Chemistry in 8 and 9 grades also mentioned: the general properties of inorganic substances (metals, nonmetals, oxides, acids, bases, salts). In the Halogen chapter, students are familiar with the properties of substances by reasoning and expounding to form new knowledge about inorganic substances from the general properties of substances, atomic structure, and the theory of redox reaction. This results in the students’ ability to interact with the online lesson for self-studying, under the guidance to explore and discover new knowledge (respond to the third criterion above).

- Thirdly, the objectives of teaching the “Oxygen – Sulfur” chapter is that students should have the ability to explain the physical, chemical properties, know the preparation of chemicals and apply knowledge to explain the phenomenon in nature, real life and production. This is not only the chance but also the reason to design learning tasks and increase the time to organize discussion about complicated problems in learning to promote students’ high level of thinking. The FL model is at an advantage with this objective.

- Finally, the visual media and materials supporting the formation of this chapter are also very abundant and easy to collect which is convenient to collect materials to design online lectures.

From the aforementioned reasons, we have chosen to build online lectures for lessons in “Oxygen – Sulfur” chapter, Chemistry 10: Oxide – ozone; Sulfur; Sulfur oxides. The link to the online lessons is URL: <http://chemistryhnue.cf>

2.3.2. The contents of online lessons

In this report, due to the limitation on the number of stages, we present and analyze the construction of “Sulfur oxides” lesson. This is same way to design other online lessons.

First of all, we determine aims, the relevant knowledge, abilities (step 3 in the section 2.2.3), thereby proposing the method of knowledge formation (Table 3).

Table 3. – Analysis of the method of knowledge formation

| Purpose | Relating knowledge, skills | The method of knowledge formation |
|---|--|--|
| 1 | 2 | 3 |
| <ul style="list-style-type: none"> – Indicate physical, acid oxide, redox properties, application and method of SO_2 preparation. – Predict and explain the oxidative and reductive properties of SO_2 based on the oxidation number. | Students have already known: <ul style="list-style-type: none"> – The name and physical properties of SO_2. – SO_2 is acid oxide, which reacts to that property. | <ul style="list-style-type: none"> – Recollect, systematize the name, physical properties, acid oxide properties of SO_2 – From the reaction in which SO_2 shows the oxidation and reduction stages that students have already known. Students determine the oxidation number, redox role of SO_2, draw conclusions and explain the oxidative and reductive properties of SO_2 and vice versa. |

| 1 | 2 | 3 |
|--|--|--|
| <ul style="list-style-type: none"> – Can write chemical equations that illustrates the chemical properties of SO_2. – Observe and conduct verifiable experiments, research and conclude chemical properties of SO_2. – Distinguish SO_2 from other known gases. | <ul style="list-style-type: none"> – Some chemical reactions of SO_2 in which it shows oxidation and reduction (Reactions with oxygen, bromine solution ...). | <ul style="list-style-type: none"> – Then, students give examples and draw conclusions. |

Table 4. – The learning activities in "Sulfur oxides" online lesson

| Activity | Description |
|--|---|
| Lesson introduction | – Clip introduces the oxidation state of sulfur. Recalling knowledge of H_2S and introducing lesson content and objectives |
| Activity 1: "Thách thức trí nhớ" (in English "Memory Challenge") | – Students reminisce about the name and physical properties, acid oxide properties of SO_2 (do multiple-choice True/ False exercises). Summary knowledge into a mind map by themselves, compare and edit according to the teacher's summary (mind map + teacher description) |
| Activity 2: "Ai nhanh hơn" (in English "Who is faster") | – Write reactions to illustrate the acid oxide properties of SO_2 , emphasize the relationship between the molar ratio of substances and salts produced when SO_2 reacts with the basic solution. (This is the basis for explaining phenomena in reality) |
| Activity 3: "Khám phá" (in English "Discover") | <ul style="list-style-type: none"> – Students write some known chemical equations in which SO_2 shows as oxidation and reduction, thereby concluding and explaining these properties. – Summarize and supplement the mindset diagram in the above activity, systematize knowledge the whole lesson. |
| Activity 4: "Vận dụng- Chuyện nhỏ hay thách thức" (in English "Apply – Easy or Difficult") | – Students do some exercises to reinforce knowledge, contact knowledge with practice: recognize SO_2 , describe the phenomenon of the SO_2 reacts with alkaline solution experiment, study poison handling skills when conducting experiments, acid rain. |
| Expanding: "Em có biết" (in English "Do you know ...?") | – Provide materials for students to read more about acid rain phenomenon, the effects of acid rain, causes and remedies. |

The orientation to build online lectures is for students who are discoverers of knowledge and based on the criteria, proposed above. The learning activities in "Sulfur oxides" online lesson are described in the (Table 4).

In the online lessons, we have followed the steps in section 2.2.3 and aim to achieve the criteria in section 2.2.2, in which special attention should be paid to the design of teaching-oriented


learning activities, discover. Students are those who create knowledge from existing skills and visual means, data... provided from the lecture

Microsoft®
Translator.

2.3.3. Interface of the web and lecture structures

The website interface and lectures are designed simple, which are easy to see and to use for teachers and students (Figure 1).

Các oxit của lưu huỳnh



Bài học tìm hiểu về tên gọi, cấu tạo, tính chất hóa học của SO₂ và SO₃

Chúc các em có bài học thú vị!

Hoạt động 1: Thách thức trí nhớ

Mục đích: Tài hiện kiến thức về tên gọi, tính chất vật lí, tính chất hóa học

| | |
|---------------------|-------------------------------------|
| Hướng dẫn thực hiện | <input checked="" type="checkbox"/> |
| Bài học 1 | <input type="checkbox"/> |
| Hỗ trợ 1 | <input type="checkbox"/> |
| Tổng kết 1 | <input type="checkbox"/> |


Hoạt động 2: Ai nhanh hơn

Mục đích: Tìm hiểu về sản phẩm phản ứng của SO₂ với dung dịch bazơ

| | |
|---------------------|-------------------------------------|
| Hướng dẫn thực hiện | <input checked="" type="checkbox"/> |
| Bài học 2 | <input type="checkbox"/> |
| Hỗ trợ 2 | <input type="checkbox"/> |
| Tổng kết 2 | <input type="checkbox"/> |

Hỗ trợ 1

1. Xem thí nghiệm điều chế SO₂ quan sát trạng thái, màu sắc, trạng thái.




Mục tiêu

- Nêu được tên gọi, tính chất vật lí, tính chất hóa học, của SO₂.
- Giải thích được nguyên nhân gây ra tính chất oxi hóa, khử của SO₂.
- Nêu được phương pháp điều chế SO₂ trong phòng thí nghiệm hoặc trong công nghiệp.

Giới thiệu bài học

Hướng dẫn: Các em hãy CLICK vào video để xem giới thiệu bài học nhé!



- Mùi trứng thối
- Không màu
- Nặng hơn không khí
- Độc
- Tính axit yếu

Hoạt động 3: Khám phá

Mục đích: Tìm hiểu về tính oxi hóa khử của SO₂.

| | |
|---------------------|--------------------------|
| Hướng dẫn thực hiện | <input type="checkbox"/> |
| Bài học 3 | <input type="checkbox"/> |
| Hỗ trợ 3 | <input type="checkbox"/> |
| Tổng kết 3 | <input type="checkbox"/> |
| Tổng kết bài học | <input type="checkbox"/> |

Hoạt động 4: Vận dụng - Chuyện nhỏ hay Thách thức

Mục đích: Vận dụng kiến thức ở các hoạt động trên làm một số bài tập

Each lecture corresponds to a course in the Moodle software. Each lesson includes sections: objectives, introduction, exploring and expanding activities. Each knowledge exploring activity has the following items:

- Activity name: It is named to create curiosity and challenge for students to attract students to perform all activities.

- Purpose: Indicate the purpose of the activity for student to better their understanding of the information need acquiring.

- Guidance: Depict missions, demands and the way to study.

There are plenty kinds of assignments such as: quizzes, theoretical and practical exercises, experimental tasks, exercises relate to reality in text, video and image forms.

- Lesson: the students give the answer and their ideas.

- Support: it has suggestions, documents that students can consult when they meet struggles to complete tasks. They have diversified and brief forms that attract students.

- Summary: Teachers totalize the lesson in video, mind-map or document forms to compare with the students' answers. They can save to all of these to study.

Some pictures depicting the interface and the structure of the "Sulfur oxides" lesson are shown in (Figure 2).

Thus, in the structure of each activity, students study on online lessons like studying with teachers, students always have supports to complete the tasks of lesson.

2.4. Evaluation for online lectures

Consult chemistry teachers in Hanoi, Vietnam and experts about: lesson content, time period for each lesson, flexibility when using devices to study, the positivity, the richness of activities in the lessons, the abundant variety of materials, forms.

The Feedback results are:

- The content of knowledge in the online lectures is accurate, consistent with the objectives and the curriculum of Chemistry 10 in Vietnam.

- The time for each task is reasonable, not too long.

- Students can get access to the source through varied compatible devices.

- Diverse activities are designed with regard of the direction of students, they can substantially build up new knowledge on their knowledge foundation, experience, materials and visual means.

- Activities in each lesson are plentiful, intriguing and relevant to the lesson objectives.

- Eye-catching and attractive forms.

- Interesting activity names that captivate students.

The assessment of online lectures is built in the direction of active teaching, in accordance with the objectives and content of lessons in the general chemistry program in Vietnam. It is a good document to apply the FL model.

3. Conclusion

Flipped classroom is a positive teaching model in line with the current educational development goal and has favorable conditions to apply in high school. Therefore whether teachers can build or support online lectures to guide students' self-study appropriately and effectively will be a key factor to apply this effective teaching model, improving the quality of teaching Chemistry study as well as other subjects in high school in Vietnam. The paper analyze the challenges in developing online lectures in Vietnam, propose criteria and processes for online lecture construction and design 3 lectures in "Oxygen – Sulfur" Chapter in Vietnam high school Chemistry course. Lectures are evaluated to build in the direction of active teaching, in accordance with the objectives, content of the lessons in the program, is a suitable document to apply the flipped classroom model.

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