

## HOW TO MAKE STUDENTS TO WORK

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### **Rezumat**

*Acest articol reflectă dezvoltarea tehnologică din ultimele decenii, precum și fenomenul globalizării, care au determinat instituțiile și specialiștii din întreaga lume să caute competențe specifice care relevă însușirea mai bine a cunoștințelor. Pentru a avea un rezultat bun e nevoie de un profesor bun care trebuie să-i motiveze pe studenți. Motivația presupune încredere, stimulare în transmiterea conținutului informativ.*

When we think of student engagement in learning activities, it is often convenient to understand engagement with an activity as being represented by good behavior ,positive feelings, and above all students thinking [5].

Considering these elements when designing and implementing learning activities may help increase student engagement behaviorally, emotionally, and cognitively, thereby positively affecting student learning and achievement.

In aiming for full engagement it is essential that students perceive activities as being meaningful.

It was demonstrated that if students do not consider a learning activity worthy of their time and effort. they might not engage in a satisfactory way, or may even disengage entirely in response [4].

To ensure that activities are personally meaningful, we can for example, connect with students' previous knowledge and experiences, highlighting the value of an assigned activity in personally relevant way.

The notion of competence may be understood as student's ongoing personal evaluation of whether he or she can succeed in learning activity or challenge.

Researchers have found that effectively performing an activity can positively impact subsequent engagement [5].

To strengthen students' sense of competence in learning activities, the assigned activities could:

- \* include feedback that helps students to make progress;
- \*show peer coping models, students who struggle but eventually succeed at the activity and peer mastery models ,students who try and succeed at the activity;
- \*make students demonstrate understanding throughout the activity;
- \*be only slightly beyond students' current level of proficiency.

We may understand autonomy support as nurturing the students' sense of control over their behaviors and goals. When teachers relinquish control without losing power to students, rather than promoting compliance with directives and commands , student engagement are likely to increase as a result [6] Autonomy support can be implemented by:

- \*welcoming students' opinions and ideas into the flow of the activity;
- \*using informational ,non-controlling language with students;
- \*giving students the time they need to understand and absorb an activity by themselves.

Collaborating learning is another powerful facilitator of engagement in learning activities. When students work effectively with others , their engagement can be amplified as a result[8] mostly due to experiencing a sense of connection to others during the activities [4].To make group work more productive strategies can be implemented to ensure that students know how to communicate and behave in that setting.

Another way is establishing positive teacher -student relationships. Especially relationships with students from lower socioeconomic backgrounds , and difficult students [5]

Teacher-student relationship can be facilitated by:

- \*caring about students' social and emotional needs;
- \*displaying positive attitudes and enthusiasm;

- \*treating students fairly;
- \*avoiding deception or promise-breaking;
- \*increasing one-on-one time with students.

When students pursue an activity because they want to learn and understand, rather than merely obtain a good grade, look smart, please their parents, or outperform their peers, their engagement is more likely to be full and thorough [1].

### **Bibliography**

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### **NOTES ON TEACHING VOCABULARY**

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#### **Rezumat**

*Articolul este destinat studentilor si profesorilor care predau sau invață limba engleză.*

*Materialul este axat pe iluminarea diferenței de sens între cuvinte care au sensuri destul de apropiate sau chiar tangente. Explicația, spre deosebire de dicționar, este clară și este exemplificată.*

English language is one of the richest in the world and problems with the vocabulary have not only the English language