

HOW TO ESTABLISH AND MAINTAIN A SAFE AND SUPPORTIVE LEARNING ENVIRONMENT

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Статья посвящена вопросам создания безопасной и комфортной образовательной среды в учебной аудитории. Во-первых, необходимо обеспечить безопасность образовательного учреждения. Во-вторых, необходимо создавать комфортную психологическую атмосферу.

Ключевые слова: *комфортной образовательной среды, правила поведения, педагогические приемы, работа с партнером, обратная связь.*

This article is devoted to the maintaining a safe and supporting learning environment in the classroom. There are many ways to succeed in it. First of all a teacher should make sure that their learners will be physically safe. A teacher should make sure they create a safe environment in the classroom (communication).

Keywords: *supporting learning environment, ground rules, teaching strategies, peer observation, feedback.*

It is very important that a teacher is able to maintain a safe and supporting learning environment in their classroom. The concept of ‘safe environment’ is very diverse; when we speak about ‘safe’, in this subject, we don’t just mean physically but also mentally and in regard of the feelings.

First of all a teacher should make sure that their learners will be physically safe. This means, for example, making sure that the building respects the rules of health and safety: making sure the fire exits are easily accessible, making sure the structure is appropriate for the learners needs (for example, making sure a physically disabled learner can access the building through lifts or ramps), making sure the classroom is adequate (making sure there are no wires or hazards where the learners will be sitting/walking), risk assess the room and all the equipment they will be using during the course. After that, a teacher should assess the classroom and make sure the learners will feel comfortable in it: making sure the heating or the air conditioning works so that the learners won’t be too hot or too cold; making sure there is enough air circulation or at least an available window to open in case of poor air circulation. After this preliminary assessment, a teacher should start planning the course in a way that the learners will have enough breaks and chances to get refreshments: this means acknowledging the need for a few breaks in the session and putting it in the lesson plan, also making sure the toilets are accessible and the kitchen is accessible. If there is not a kitchen accessible, the teacher can make sure there is at least a way to provide water and a hot drink.

When starting the course, a teacher should make sure they create a safe environment in the classroom: this means making sure everybody is comfortable with

everybody else and nobody is trying to bully other people. In order to do so, the first step that a teacher should take is the establishment of ground rules. When working with adults it could be better to have ‘commonly agreed ground rules’ so they can agree with each point and find elements to discuss. When working with younger people it’s better to set some basic important ground rules (such as: arriving on time, no bullying, switch off mobile phones, no swearing) and then give them the chance to find some rules themselves and discuss them in the class (tutor implemented ground rules). In this way they get to agree together to the rules and if they break them, the teacher is going to remind them that they have set those rules themselves. After the ground rules a teacher should be the best example of this behaviour in order to promote respect: this includes the teacher arriving on time, have the mobile phone switched off and respect all the other rules that the learners and the teacher agreed on. The best way to promote respect within the classroom is for the teacher to respect the learners: simple things like using first names, value the time that the learners are spending on the course, maintain confidentiality, showing that they care about them, this could be the key for promoting good behaviour and respect.

A teacher should also make sure that the learners can socialise and build relationships; doing this there will be less chances of disrespectful behaviour and bully behaviour. In order to obtain this, there are few things a teacher can do, for example: provide the learners enough occasions to socialise (organising ice breaking activities, coffee/tea breaks, group activities); organise the seats so that the learners can look at each other’s, always mix the groups during the activities so that nobody gets left out.

When teaching indoors, it is best to create an environment where students can communicate with each other and see everything. The teacher should move around the room regularly and interact with my students rather than stay at the front or behind a desk (3).

Desks in rows	Does not lead to effective communication between students. However, all the students can see the teacher as well as all presentation materials and resources being used.
Desks in groups	Allows the students to work together and interact during group activities. All students can still see the teacher and any presentation materials being used.
Horseshoe or U shape	Allows for large group discussion between the students and the teacher, but is not good for small group work.
Boardroom style	Allows for discussions and group work where a large table area is needed.

It’s very important that a teacher always gives the learners constructive feedback. This is very useful both for the teacher and learners because by understanding the mistakes they are able to move on and improve for future learning. Giving constructive feedback can also be a way to value a shy learner and make them

feel more confident about themselves. If the feedback is negative, it should never focus on the bad part but it should be given in a positive and constructive way in order to help the learner to improve. This can also help to build a trusting relationship between the teacher and the learners, because in this way the learners will know that the teacher is always honest and more important the feedback for the sole purpose for the learner to improve. Peer observation is also a good way to provide feedback. In this way both learners (the observer and the observed) have a chance to reflect on their own work and their own improvements.

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ПУБЛИЦИСТИКА В ДИАЛОГЕ С ЖИЗНЬЮ

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Публицистика – особый феномен, рожденный потребностью человека в социальном обустройстве своей жизни. Публицистика как самобытный вид деятельности и творчества, как особая форма общественного сознания отражает особенности культуры народа, систему его ценностей и характер коммуникативных практик.

Ключевые слова: культура, общество, публицистика, социальный диалог, общественное мнение, историческое сознание.

Journalism is a special phenomenon, born of the human need for social arrangement of his life. Journalism as a distinctive form of activity and creativity as a special form of social consciousness reflects the characteristics of people's culture, its system of values and the nature of communicative practices.

Keywords: culture, society, journalism, social dialogue, public opinion, historical consciousness.

Публицистика – особый феномен, рожденный потребностью человека в социальном обустройстве своей жизни. В своем становлении как самобытного вида деятельности и творчества, востребованного обществом для решения