

**Proactive Education:  
Rational for Instructional Design  
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**Превентивное образование:  
Рациональный учебный проект  
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*Предмет статьи связан с превентивным образованием. Тема рациональна для учебного проекта. Превентивный педагог должен рассматривать образование как мультинаправленный процесс обучения. Эта форма обучения требует учитывать различные ценности. Превентивный педагог должен обеспечить всем студентам равные возможности при приеме на работу, независимо от национальности, рода, культуры или социально-экономического статуса. Для достижения успеха этой цели преподаватель должен использовать разнообразные материальные средства, разнообразные пособия и дифференцированные инструкции.*

The teachers should teach interesting and innovative education lessons throughout their teaching. The students should gain cognitive knowledge of different educational concepts and become skilled in different basic techniques during elementary school years. The instructors need to research information that can relate to the students and the unit of teaching. According to these finds the teacher should develop the lesson plans to meet all diversities in the class and the plans should address the students' interests, abilities, and special needs. Any educator should be proactive and implement differentiated instructions in their schooling. They should plan to keep the environment open to each child's success and execute a culturally responsive classroom.

After researching the learning inventories administered, the instructor will find that many students would better learn if there were a variety of aids such as visual support, auditory assist, and kinesthetic practices at same time. According to Gardner we can have different multiple intelligences. The teacher should allocate to each lesson different components of activities that relate to multiple intelligences, which students will perform.

The whole entire approach should be child centered. It would be suggested to use an anthropological approach (Kant), where students can express themselves and discover learning concepts on their own. What's more, the educator necessitate to employed different strategies such as discovery learning, think-pair-share, and cooperative learning. During discovery learning, the instructor should help the students to stay on-track by encouraging divergent thinking.

Throughout the think-pair-share strategy it would be helpful for the students to articulate their ideas and thinking process through images, outlines, and helping questions. For example, show them new material by utilizing media to explaining the subjects.

According to Pangrazi, cooperative learning will assist the students to develop social skills and improve their self-image. To achieve effectiveness with group work in cooperative learning, assemble the students to work in stations. Help the students to build literacy skills from the first lesson to the last one to help students to succeed in station activities where they will depend from their own level of reading, comprehension, and application.

Throughout the entire year, keep the students on task by using successive approximation through personal, peer, and teacher evaluation. During the teaching, the teacher should attempt to build an effective bridge between curriculum goals, unit objectives, and the students' experiences. J. Dewey said: *"Education must begin with experience"*. I agree with this statement, therefore, I suggest to organize the students' learning processes in alignment with my thoughts, that through body movements the students can cognitively determine any concepts.

L. Vygotsky suggests that for the best learning children should be attached to their prior knowledge and slightly pushed beyond their development level (zone of proximal development). Put that into practice with students in the units. During the pre-test find the level of the students' knowledge. You will see it will be varied.

Therefore, use scaffolding to construct the lessons to meet each child's abilities. For example, at first lessons let the students discover knowledge through their own perspective. Teach the students to express themselves through their own basic knowledge. They will use their pre-skills to understand the concepts in the first lessons. Then guide them to find out and realize how best to perform to reach the success. During the rest lessons, work with students on techniques and teach them how to put it in practice.

Implement homework daily as independent practice for students and involvement of parents in the learning process. Ask the parents to volunteer, help with supplies, or participate during any lesson of unit.

Additionally, for each lesson, build new skills on those previously acquired and each new lesson will incorporate the students' prior knowledge. During every lesson expand the students critical thinking skills through Higher Order Thinking (HOT) activities. Different strategies such as direct instruction, demonstrations, and visual aids will help meet students' needs who may have academic, social, or emotional problems.

There are some examples of using multidirectional learning on educational practice. If the child has a visual problem the student may be placed close to the board to see assignments, key words, and pictures. However, the teacher should provide helping materials to be seen for every student in the class.

In case of auditory problems the students might be placed close to the board where the teacher will give a presentation of a new unit. However, the teacher needs to speak in volume for all students to hear new information, commands, and instructions.

In Tactile/Kinesthetic problems the students will be placed close to the teacher so that the instructor can provide help immediately during any activities.

If the student has comprehension problems the teacher needs to repeat instructions, broke down into simple term directions, or paraphrase the information given.

For solving the reading problems the teacher will provide help such as reading aloud, simplify sentences, provide pictures, or by grouping the student with strong readers. In writing problems the teacher may help to the students by simplify writing to one word, use symbols as marks instead of writing the words, matching, or multiple choices where children will just circle the answers.

American Educational Systems is pointed out that learning is based on inclusion. This is the education of children who have special needs. The children who may have learning disabilities, developmental delay, emotional or behavioral disorders, and/or other health impairments have equal opportunities to be include in regular classroom environment to become productive members of society. They need modifications to allow them to learn.

The teacher's objective is accommodating the learning process according to the students needs. Paraprofessional and educational aids are involved to assist these students. The Americans with disabilities act (ADA) gives any student chance to work to achieve the same goals as all the other students.

The family background also should be taken in account during learning process. There are not all students' families have identical values, traditions, religion, relationships, communication styles, number of family members, or socioeconomic status. What is more, not all parents have work schedules to stay with their children at home and often the children are left alone.

What's more, today the world becomes global. There are many collective cultures represented in same classroom and educators often face to multicultural group of the students. Therefore, in modern education the multidirectional learning is very significant. However, the instructor should consider that individualistic cultures characteristics should be taken in account during learning process.

As proactive educators, we need to view education as a multidirectional learning process with different values, diversities, and perspective of mixed backgrounds of learners. We should remember that all students should have equal opportunities regardless of their nationality, gender, cultural backgrounds, and socioeconomic statuses.

### **Literature**

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