

ԵՐԵՎԱՆԻ ՊԵՏԱԿԱՆ ՀԱՄԱԼՍԱՐԱՆ
ԻԶԵՎԱՆԻ ՄԱՍՆԱՃՅՈՒՂ

Ա Կ Ո Ւ Ն Ք
ԳԻՏԱԿԱՆ ՀՈԴԿԱԾՆԵՐԻ ԺՈՂՈՎԱԾՈՒ
ԹԻՎ 1(13)

ԵՐԵՎԱՆ
ԵՊՀ ՀՐԱՏԱՐԱԿԶՈՒԹՅՈՒՆ
2016

Հրատարակության է երաշխավորել
ԵՊՀ Իջևանի մասնաճյուղի գիտխորհուրդը

Գլխավոր խմբագիր՝

պատմ. գիտ. դոկտոր, պրոֆեսոր ԱՇՈՏ ՆԵՐՍԻՍՅԱՆ

Խմբագրական խորհուրդ՝

Գրիշա Ալեքսանի Ղարիբյան – տնտեսագիտ. դոկտոր, պրոֆեսոր,
ՀՀ ԳԱԱ թղթակից անդամ

Հարություն Ալեքսանի Մարգարյան – տնտեսագիտ. դոկտոր, պրոֆեսոր

Ռաֆիկ Ասքանազի Նահապետյան – պատմ. գիտ. դոկտոր, պրոֆեսոր

Էդիկ Գարեգինի Մինասյան – պատմ. գիտ. դոկտոր, պրոֆեսոր

Սամվել Արշավիրի Առաքելյան – պատմ. գիտ. թեկնածու, դոցենտ

Հայկ Մկրտիչի Ղերձյան – իրավագիտ. դոկտոր, պրոֆեսոր

Հենգել Գերասիմի Մանուչարյան – քաղաքագիտ. դոկտոր, պրոֆեսոր

Աննա Գրիգորի Ասատրյան - արվեստագիտութ. դոկտոր, պրոֆեսոր

Սամվել Պարզևի Մուրադյան – մանասիր. գիտ. դոկտոր, պրոֆեսոր

Սեդա Քերոբի Գասպարյան – մանասիր. գիտ. դոկտոր, պրոֆեսոր

Սեյրան Արտուշայի Զաքարյան – փիլիս. գիտութ. դոկտոր, պրոֆեսոր

Մելսիկ Պարզևի Մկրտումյան – հոգեմանութ. դոկտոր, պրոֆեսոր

Ակունք. Գիտական հոդվածների ժողովածու / Խմբ. խորհուրդ՝

Գ.Ա. Ղարիբյան և ուրիշ.; Գլխ. խմբ.՝ Ա.Ա. Ներսիսյան. – Եր.:

ԵՊՀ հրատ., 2016 թ. – 393 էջ:

ԵՊՀ հրատարակչություն, 2016 թ.

Հեղ. խումբ, 2016 թ.

**YEREVAN STATE UNIVERSITY
IJEVAN BRANCH**

**A K U N Q
COLLECTION OF SCIENTIFIC ARTICLES
NUMBER 1(13)**

**YEREVAN
YSU PUBLISHING_HOUSE
2016**

Certified for publication by academic
council of Ijevan Branch of YSU

Editor-in-chief

*doctor of historical science, professor **ASHOT NERSISYAN***

Editorial council

*Grisha Alexan Gharibyan – doctor of economic science, professor
associate member of NAS, RA*

Rafik Askanaz Nahapetyan – doctor of historical science, professor

Edik Garegin Minasyan – doctor of historical science, professor

*Samvel Arshavir Arakelyan – candidate of historical science, assistant
professor*

Hayk Mkrtich Derdzyan – doctor of law, professor

Henzel Gerasim Manucharyan – doctor of political science, professor

Anna Grigor Asatryan – doctor of art, professor

Samvel Pargev Muradyan – doctor of philological science, professor

Seda Kerob Gasparyan – doctor of philological science, professor

Seyran Artushai Zakaryan – doctor of philosophy science, professor

Melsik Pargev Mkrtumyan – doctor of psychological science, professor

Akunq. Collection of scientific articles/Edit.council G.A.

Gharibyan and others; Editor-in-chief A.A. Nersisyan. – Yer.£

YSU publishing-house, 2016 – 393 p.

© YSU publishing-house, 2016

© Author group, 2016

THE IMPORTANCE OF ENCOURAGEMENT IN THE PROCESS OF LEARNING

Encouragement is one of the most powerful forces in our lives. When we encourage a person we can sometimes launch a positive behaviour in that person, we can give him a reason to pursue his goal or dream. Encouragement is important not only to children, but also to teenagers, adults and the elderly. We all need it at every single stage and age.

Encouragement is surely the most vital aspect of a child's social development. Learning the tools of encouragement is fundamental to improving relationships and creating cooperation in studying. Children need reinforcement, and encouragement is very successful at building children's self-esteem, motivation to work, and cooperation with others. By encouraging we help children learn more and develop pride in their own accomplishments.

Encouragement is positive feedback that focuses primarily on effort or improvement rather than outcomes. Encouragement is recognizing, accepting, and conveying faith in a child for the mere fact that he (she) exists. With encouragement, a child feels worthwhile and appreciated regardless of the results he (she) achieves. When adults provide children with feedback about what they are doing, the children learn to evaluate themselves without comparing their efforts and successes to those of others.

Encouragement separates the deeds from the doer so there is no such thing as "good" or "bad" children. Praise always contains an element of judgment and evaluation. Praise is given only when one achieves "good" results, encouragement can be given any time, even when things go poorly.

As a teacher I have learned that it is vital to learning and it helps students to feel that their efforts are actually worthwhile. Teachers who encourage students point out how hard they have worked or how much they have improved. This helps build students' pride in their own work. When teachers become encouragers, the benefits will be clearly visible. Students will strive to improve for the internal satisfaction of a "job well done." The effects will be long-lasting and will serve students far beyond their university years.

The eminent psychiatrist Rudolf Dreikurs (1971) claimed: “The most important skill for raising a child in a democracy is the ability to encourage that child”. Dreikurs considered encouragement to be the single most important quality in getting along with others. It is so important that the lack of it could be considered the basic influence for misbehavior. Encouragement is the key ingredient in all positive professional and personal relationships.

Encouragement is not a step-by-step method or set of specific techniques to make students behave. Rather, encouragement stresses a fundamental attitude. Technique alone cannot create a democratic and cooperative atmosphere. The attitude of encouragement rejects the pessimistic view of children and their motives. Being encouraged, children have a positive desire to solve problems and make changes.

Encouragement is a key concept in promoting and activating “social interest” and “psychological hardiness” in individuals (Griffith & Powers, 1984). Along with social interest, encouragement develops psychological hardiness in the individual. Psychological hardiness is recognized as a personality characteristic that effectively buffers stress, allowing the individual to function adequately and cope with life’s challenges in a way that creates meaning and purpose in life (Kobasa, 1979). These individuals have a positive and realistic view of self, positive and realistic view of others, and an openness to experience (Combs, 1992; Evans, 1995; Evans, 1997).

Alfred Adler (1931) described social interest as a tendency for people to unite themselves with other human beings, to accomplish their tasks in cooperation with others. A person with fully developed social interest knows he or she belongs and is a worthwhile member of the human community. Such individuals strive to contribute and cooperate with others (Dreikurs-Ferguson, 1989). The more encouraged they are, the more tolerance they have to struggle with life’s challenges.

Shared decision making in which students are allowed to make choices, can help to create a climate of encouragement. Students can participate in class planning and work in teams. Getting students to engage in group activities can be greatly beneficial. It encourages team work

and mutual support; it can bring a competitive dimension to learning which can motivate students to strive harder for results and help them to develop problem solving abilities. This sort of collaborative learning teaches students to think more deeply because the answer isn't supplied by the teacher or a textbook – they have to work it out for themselves. But not all students find it easy to take an active role within a group. Shy students tend to feel overwhelmed when the focus is put on them in class and it takes time and patience to help them to become a confident contributor in group activities. Teachers should start by putting students to work in pairs as the shy ones will feel much more comfortable in this situation. They should praise the student's efforts and achievements to reinforce the idea that they can achieve more by working with a partner than they can alone. Gradually they can start enlarging the group. Shy students feel more comfortable when they have a partner to share the responsibility of their input to the larger group so this dynamic helps them feel safer. They can also benefit from working with the same teams regularly as this gives them a sense of familiarity and trust where they are more comfortable sharing their ideas.

Students need to work in social setting in order to develop good communication skills. Students, particularly shy ones, need to have a positive and safe environment for speaking. Teachers can help shy students build up their participation gradually by asking them to comment on or ask a question about another student's contribution. When the shy students are comfortable expressing their views, they can start to elicit more detailed contributions. Encouraged by praise, they will gain persuasive skills and confidence

The teacher's greatest problem is how to attend to each individual student in a class, while still reaching the class as a whole group. In large groups individual attention becomes increasingly difficult. The Principle of Strategic Investment will help the teacher to provide much attention to each individual student.

People who feel encouraged see themselves as adequate and are kind to themselves even when they have poor results. These individuals believe whatever they contribute is useful and this alone gives meaning to their lives.

- Encouraged people have a high degree of empathy for others. They are comfortable with human nature and can allow others to be themselves without controlling them.
- Encouraged people do not fear mistakes, they are open to their experiences, and are free of success and failure. They realize that learning involves mistakes and they view mistakes as opportunities for development.

Parents also should encourage their children strongly, give them love, affection, warmth and care. They should be fair with them and compromise where possible. When children appear in difficult situations they should be patient and continue to love them. Parents should be quick to apologise when they feel that they have misunderstood their children and be quick to forgive them. This way they help them to be more flexible and less stubborn. Criticizing our children can discourage them from trying to learn new things and may hurt our relationship with them. It is wrong to force young children to take part in anything they dislike. This is actually quite cruel and they miss the chance to try anything else. If you give them no choice they will not discover their truest and greatest strengths and when older they may rebel against those activities associating them with force. But if a child clearly loves an activity then of course it is appropriate to encourage its continuation. Offering your child strong words of encouragement, such as "you can do it" or "I know you are capable" can give him the confidence to try again. Telling your child encouraging things also sends the message that you support his efforts and are proud of him, even if he is not successful the first time.

Encouragement and praise benefit both the giver, who feels more positive, and the receiver, who feels more able to succeed. So there is much to consider educationally for our children at home as well as in school. Teacher encouragement consists of assuring all students that the teacher truly believes they can succeed. In the classroom an effective encouragement is the praise for correct answers: "Very good! or Nice job!". It helps pupils to see clearly why they are doing something and its relevance to their long-term goals in learning.

Considering all the sides of the Reward principle, Brown (1994) draws the following classroom implications:

1. Provide an optimal degree of immediate verbal phrase and encouragement to them as a form of short-term reward (just enough to keep them confident in their ability but not so much that your praise simply becomes verbal gush).
2. Encourage students to reward each other with compliments and supportive actions.
3. In classes with very low motivation, short-term reminders of progress may help students to perceive their development. Gold stars and stickers (especially for young learners), issuing certain “privileges for good work, progress charts and graphs may spark some interest.
4. Display enthusiasm and excitement yourself in the classroom. If you are dull, lifeless, bored and have low energy, you can be almost sure that it will be contagious.
5. Try to get learners to see the long-term rewards in learning English where they live and around the world, the prestige in being able to use English, the academic benefits of knowing English, jobs that require English and so on.

While learning a foreign language, a learner can feel humiliated, when the lack of words or structures leave him helpless in face-to-face communication. So it is very important for the teachers to display a supportive attitude to students. Patience and understanding on teachers' part will also ease the process.

At the centre of all learning is a person's belief in his (her) ability to accomplish the task. There are some applications of Self-Confidence principle. First, teachers should give ample verbal or non-verbal assurances to students. It helps them to hear a teacher affirm a belief in student's ability. Second, teachers should sequence techniques from easier to more difficult. Classroom activities will therefore logically start with simpler techniques and concepts. In this case students will become more assured in their abilities and pass to the next, more difficult step. It is necessary to mention that the classroom atmosphere reflects on language learning. The following points are important for integrating students in the process of learning.

1. Create an atmosphere in the classroom that encourages students to try out language, to venture a response, not to wait for someone else to volunteer the language.
2. Respond to students' risky attempts with positive affirmation, praising them for trying while at the same time warmly but firmly attending to their language.

3. Provide reasonable challenges in your techniques making them neither too easy nor too hard and help your students to understand what calculated risk-taking is.

Encouragement can do a long way preventing the behaviour you do not like and quickly have your experiencing more of the behaviour you like. Here are some phrases to encourage the students:

1. You're a hard worker.
2. You put a lot of effort into your work.
3. I'm proud of you when you do well.
4. I know you did your best.
5. Next time, if you work harder, I know you can get a higher grade.
6. I believe in you!
7. You did very well!
8. I love how you did that!
9. It looks as if you really worked hard on that.
10. Keep up the good work!
11. What a good memory you have!
12. You put a lot of effort into your work.

Not only verbal but also non-verbal means of encouragement can be powerful. Non-verbal means of encouragement begin at the moment of birth when a new parent cuddles, kisses and massages her infant. Such physical gestures send a clear message that your baby is loved, safe and secure. The joy of a baby's first smile is an irresistible invitation to smile back. Children take in your expressions and body language. Later, praising your child's accomplishment with a smile, thumbs up or a pat on the back, will make her feel proud.

Smile is very important in teaching. Smiling teacher has a positive impact on students. Smiling is often contagious and children react favourably and learn more. Smiling people get more

opportunities, smile gives confidence and encourages them to achieve more. It's the most effective method to raise the spirits of people .

Today many students feel discouraged and encouragement is desperately needed. Nothing has a better effect upon children than encouragement. Based on mutual respect and dignity and on focusing on a person's strengths rather than weaknesses, the tools of encouragement are essential for creating a stimulating learning environment. Encouragement is an important element in restructuring and improving the learning process.

References

- Brown, H. (1994). Principles of language learning and teaching (3rd ed-n). Englewood Cliffs, NJ: Prentice Hall Regents.
- Combs, A. (1992). Perceiving, behaving, becoming. Washington, DC: Association for Supervision and Curriculum Development.
- Dreikurs, R. (1971). Social equality. Chicago: Alfred Adler Institute.
- Dreikurs-Ferguson, E. (1989). Adler's motivational theory: An historical perspective on belonging and the fundamental human striving. *Individual Psychology*, 45, 353-61.
- Evans, T. (1995). The encouraging teacher. In G.M. Gazda, F. Asbury, M. Blazer, W. Childers, & R. Wallers (Eds.), *Human relations development* (5th ed.), 261-69. Boston: Allyn & Bacon.
- Evans, T. (1996). Encouragement: The key to reforming classrooms. *Educational Leadership*, 54, 81-85.
- Kobasa, S.C. (1979). Stressful life events, personality, and health: An inquiry into hardiness. *Journal of Personality and Social Psychology*, 37, 1-11.

Խրախուսանքի կարևորությունը ուսուցման գործընթացում – Խրախուսանքը մեր կյանքում ամենահզոր ուժերից մեկն է, որը պարտավորեցնում է անհատին լինել ավելի կատարյալ, ոգևորում է անձին հասնել իր նպատակին: Խրախուսանքը ունի բարենպաստ ազդեցություն նաև մանկավարժական տեսանկյունից: Ուսումնասիրությունը և փորձը ցույց են տալիս, որ ժպտացող և ոգևորող մանկավարժը, դասախոսը միշտ դրական ազդեցություն է ունենում ուսանողների վրա: Լսարանում ստեղծվում է ավելի մտերմիկ, տրամադրող և

աջակցող մթնոլորտ, ուսանողները ավելի են ոգևորվում և ավելի պատրաստակամ են մասնակցություն ունենում դասերին: Հողվածում մատնանշվում են խրախուսանքի արտահայտման այն եղանակները, միջոցներն ու սկզբունքները, որոնք նպաստում են ուսուցման գործընթացի արդյունավետության բարձրացմանը:

Նարինե Գասպարյան

Важность поощрения в процессе обучения – Поощрение является одним из самых мощных сил в нашей жизни, что требует от человека быть более совершенным, побуждая его к достижению своей цели. С точки зрения педагогики поощрение благоприятно воздействует на аудиторию. Исследования и опыт показывают, что улыбающийся и воодушевляющий педагог всегда оказывает положительное влияние на учащихся. В аудитории создается более располагающая и благоприятная атмосфера для студентов, которые вдохновляются и стремятся к более активному участию на уроках. В статье указываются те средства и принципы выражения поощрения, которые способствуют повышению эффективности процесса обучения.

Нарине Гаспарян

Ի Բ Ա Վ Ա Գ Ի Տ Ո Ի Թ Յ Ո Ի Ն Ե Վ Ք Ա Ղ Ա Ք Ա Գ Ի Տ Ո Ի Թ Յ Ո Ի Ն

ԱՆԻ ԽԵՉՈՅԱՆ

Սևրի պայմանագիրը եվ միջազգային քրեական արդարադատության ինստիտուտի զարգացումը 283

ЛУСИНЕ ВАРДАНЯН

Некоторые правовые проблемы эвтаназии..... 290

ԷՂԳԱՐ ԱԼԵՔՍԱՆՅԱՆ

Հայաստանի առաջին հանրապետության կոալիցիոն կառավարության փորձից..... 303

Տ Ն Տ Ե Ս Ա Գ Ի Տ Ո Ի Թ Յ Ո Ի Ն Ե Վ Հ Ո Գ Ե Բ Ա Ն Ո Ի Թ Յ Ո Ի Ն

ԻՍԿԱՅԵԼ ՍՈՎՍԵՍՅԱՆ

Եվրասիական տնտեսական համագործակցության ձեկավորման օրինաչափությունները և զարգացման շրջանները. Նոր եվրասիականացում 319

РЕНАТ ЗЕЙНАЛОВ

Глобализация экономики и ее влияние на производственный потенциал предприятия 317

ԱՆՆԱ ՔԱՄԱԼՅԱՆ

Սահմանամերձ գոտու երիտասարդների սթրես-կայունության առանձանահատկությունների հոգեբանական բնութագիրը 323

Ո Ի Ս Ո Ի Մ Ն Ա Մ Ե Թ Ո Դ Ա Կ Ա Ն

ԼԻԼԻԹ ՖԼՁՅԱՆ

Տեսողական ընկալման զարգացումը կերպարվեստի պարապմունքներում 331

ՆՈՆՆԱ ԽԱՉԱՏԵՅԱՆ

Կրթական ծառայությունների մատուցման ռազմավարությունը ասպիրանտուրայում 336

ԹԱՄԱՐԱ ՀԱՐՈՒԹՅՈՒՆՅԱՆ

Ուսուցչի ստեղծագործական գործունեության առանձնահատկությունները 339

ՌՌԻԶԱՆ ՄԻՐԶՈՅԱՆ

Թարգմանության հիմնական տեսակները 344

ТИГРАНУИ АКОПЯН

Сравнительный анализ деятельности основателей детских садов в Армении и России в 19-ом веке..... 350

NARINE GASPARYAN

The importance of encouragement in the process of learning 355

ANAHITE HOVHANNISSIAN

Comment utiliser un dictionnaire encyclopédique 361

ՍՅՈՒԶԱՆՆԱ ԱԶԱՐՅԱՆ

Կրթության հիմնախնդիրները Հայաստանի հանրապետությունում(1991-1999 թթ.) 365