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## **LEARNING STRATEGIES: HELPING STUDENTS BECOME BETTER LEARNERS**

**Introduction.** In the modern educational landscape, learning strategies play a crucial role in helping students enhance their academic performance and overall cognitive development. Effective learning strategies are essential, particularly in second language acquisition, where students must adopt methods that facilitate comprehension, retention, and application of new knowledge. This article explores various learning strategies, their benefits, and how they contribute to better learning outcomes, particularly in studying English as a second language.

**Literature Review.** Over the years, numerous studies have been conducted to identify and analyze effective learning strategies. According to Oxford (1990), learning strategies can be categorized into cognitive, metacognitive, social, and affective strategies (Oxford, 1990). Cognitive strategies involve direct manipulation of information through techniques such as summarization and note-taking, whereas metacognitive strategies focus on planning, monitoring, and evaluating learning processes. Social strategies emphasize interaction with peers and teachers, while affective strategies deal with managing emotions and motivation in learning. Research by Chamot and O'Malley (1994) further highlights the importance of strategy training, demonstrating that students who actively engage in structured learning strategies tend to achieve higher academic success (Chamot & O'Malley, 1994).

**Benefits of Learning Strategies in Studying English.** The use of effective learning strategies provides multiple advantages for students learning English. Firstly, **improved retention and recall** is one of the most significant benefits. Techniques such as mnemonic devices, spaced repetition, and visualization help students remember vocabulary and grammar rules more efficiently. Secondly, **enhanced comprehension skills** enable students to grasp complex reading materials and spoken

language, leading to improved communication. For instance, employing active reading strategies, such as skimming and scanning, allows learners to extract relevant information quickly. Thirdly, **greater self-regulation and motivation** arise when students use metacognitive strategies to monitor their own progress. Goal-setting and self-assessment help learners stay engaged and motivated to improve. Lastly, **increased confidence and fluency** develop through the use of social strategies, including group discussions, role-playing, and language exchange programs, which provide real-life practice opportunities (Конотоп, 2025).

**Drawbacks of Studying Strategies in English Language Learning.** However, there are also drawbacks. First, some students may find learning strategies **difficult to implement effectively**. Second, the application of strategies can be **time-consuming**, slowing down progress. Third, not all strategies work equally well for every learner. Fourth, over-reliance on strategies may **reduce spontaneity** in language use. Fifth, some strategies require **additional resources or guidance**, making them less accessible. Sixth, focusing too much on strategies might **divert attention from practical language practice**. Seventh, improper use of learning strategies may lead to **frustration and decreased motivation** (Конотоп, 2025).

**Conclusion.** Incorporating effective learning strategies into education is essential for students to maximize their potential and achieve success. By utilizing cognitive, metacognitive, social, and affective strategies, learners can develop better retention, comprehension, and confidence, especially in learning English as a second language. Educators should focus on training students to adopt and apply these strategies to foster independent and effective learning habits. As future research continues to explore innovative approaches to learning, the role of strategic instruction will remain vital in shaping competent learners.

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## **VISIBLE THINKING ROUTINES IN THE ENGLISH LANGUAGE CLASSROOM**

According to "The Future of Jobs Report 2025" presented at this year's World Economic Forum (2025), by 2030 the most critical skills for future employers will include, among others, analytical and creative thinking. Undoubtedly, the ability to think analytically and creatively is essential in our constantly changing world as it helps to effectively analyze information and make sensible decisions in both professional and personal life situations. However, thinking abilities do not evolve by themselves. They can and should be developed in the course of the educational process including the English language classroom. The problem is that when it comes to activities requiring thinking, a teacher may never be completely sure that their students are really thinking about the given topic and not daydreaming. Therefore, visible thinking routines (VTR) can be helpful for teachers in "tracing" their students' thoughts.

It all started at Harvard Graduate School of Education in 1967 within a huge research called "Project Zero". Its mission was "to understand and nurture human potentials – such as learning, thinking, ethics, intelligence and creativity – in all human beings" and "examine the nature of such potentials, the contexts and conditions in which they develop, and the practices that support their flourishing" (Harvard Graduate School of Education, 2020). One of this research's multiple projects was dedicated to visible thinking which is defined as "a flexible and systematic research-based conceptual framework, which aims to integrate the