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METHODOLOGICAL APPROACHES TO USING SOCIO-POLITICAL TEXTS IN SECONDARY SCHOOL

Teaching socio-political texts in secondary school is an important aspect of the curriculum as it helps students develop critical thinking, understand the complexities of society and become informed citizens. However, the usage and methodological approach to teaching such texts can have a significant impact on student engagement and learning outcomes.

An effective approach to teaching socio-political texts is the thematic approach. This includes the selection of topics or issues relevant to the student's life. Climate change or social justice and the use of texts that examine this issue from multiple perspectives. Students are faced with different perspectives and encouraged to critically examine the issue at hand.

Another approach is to supplement the text reading with multimedia materials such as videos and podcasts. This approach works particularly well for students who struggle with reading comprehension or who learn better through auditory or visual means.

Methodologically, using collaborative learning strategies also makes sense when teaching socio-political texts. Students work in small groups to analyze and discuss texts under the guidance of a teacher [Babansky 1985: 53]. This approach increases student engagement and encourages the development of critical thinking skills.

Teachers should also consider using experiential learning activities such as debates and simulations to help students understand complex issues and develop empathy for different perspectives. This approach is especially effective when teaching controversial issues or helping students gain a deeper understanding of the complexities of society.

Finally, teachers should pay attention to the language and tone used in teaching socio-political texts. It is important to create a safe and inclusive learning environment where different points of view are heard and respected. Teachers should also be aware of their own biases and strive to provide a balanced and objective view of the issues at hand.

The role of methodological approaches in teaching socio-political texts cannot be overstated, as it is an essential aspect in enabling students to develop a deep and nuanced understanding of complex issues [Antonov 2018: 256]. Methodology refers

to the systematic process of designing, delivering and evaluating the content and learning outcomes of an educational program or course. Teaching socio-political texts requires methodological approaches that ensure they are effective, meaningful and engaging for students.

One of the key roles of methodological approaches in teaching socio-political texts is to provide a clear and organized framework for teaching content. Teachers should plan and structure lessons in a way that is accessible and engaging for students. This may involve the use of different teaching methods such as lectures, discussions, case studies, simulations and multimedia resources, depending on the student's learning goals and needs [Lukyanova 2006: 9]. By using a thoughtful and effective methodological approach, teachers can ensure their teaching is focused, purposeful and coherent.

Another important role of methodological approaches in teaching socio-political texts is to encourage critical thinking and active learning. Socio-political writings are often complex and multi-layered, requiring critical and reflective examination of the material [Alekseeva 2017: 285]. Teachers should create opportunities for students to question, analyze, and evaluate the text and develop their own perspectives and opinions on the issues presented. By encouraging active learning and critical thinking, teachers can help students develop the skills they need to become informed and active citizens [Onischuk 1981: 98]. A methodological approach can also improve student engagement with the material. Using a variety of teaching methods and resources helps teachers make content more relevant and meaningful to students. This may involve relating the material to current events, personal experiences, or social issues and encouraging students to reflect on their own values and beliefs. In this way, teachers can foster a sense of connection and ownership among students and motivate them to become more involved with the material. Moreover, methodological approaches can support different learning styles and needs. Students learn differently and teachers need to be able to accommodate these individual differences. A thoughtful methodological approach can offer a range of activities and resources that cater to different learning preferences, such as: B. Visual, auditory, or kinesthetic learners. Teachers can also provide opportunities for students to collaborate. This is beneficial for students who prefer learning in a social and interactive environment.

To teach socio-political texts effectively, teachers need to consider several factors, including the age and background of the students, the complexity of the text, and the teacher's own biases and perspectives. Here are some key considerations and strategies for teaching socio-political texts in secondary education:

Start with related topics:

Choose topics that are relevant to your student's life and experiences. For example, if your students are interested in environmental issues, use texts on climate

change or conservation. This allows students to connect with the material and make it more meaningful.

Using different materials:

Use a variety of materials to teach socio-political texts, including articles, speeches, essays and books. Make materials more accessible to students with multimedia materials such as videos, podcasts, and infographics.

Encourage critical thinking:

Encourage students to think critically about the material by asking open-ended questions and encouraging discussion. For example, have students consider the perspectives and biases of the author and encourage them to consider multiple perspectives on the subject.

Use collaborative learning strategies:

Encourage collaborative learning by analyzing and discussing texts in small groups. This helps students develop critical thinking and delve deeper into the material. Dealing with prejudices and perspectives:

Be aware of your own biases and perspectives when teaching socio-political texts:

It provides a balanced and objective view of an issue and encourages students to consider multiple perspectives.

Studying socio-political texts is essential for students to understand the political, social and economic issues that affect their lives [Antonov 2018: 155]. However, to ensure effective learning and engagement, teachers must take a systematic approach to teaching these texts.

A methodological approach is a systematic and structured teaching method that enables educators to design, implement and evaluate educational programs. This approach is essential in teaching socio-political texts as it provides a framework for designing engaging lessons that meet the learning needs of students. In addition, the systematic approach enables teachers to implement effective teaching strategies and helps students develop critical thinking, problem-solving skills and social awareness [Shklyeva 1961: 156]. An important aspect of a methodical approach is lesson planning. Lesson plans are important for teachers to ensure that all aspects of the socio-political text are covered and presented in a consistent and engaging manner [Gez 1982: 196]. Lesson plans should be designed around the learning styles and abilities of the students and should incorporate a variety of teaching strategies such as group discussions, debates, role-plays and multimedia resources.

Another important aspect of the methodological approach is the use of technology. Technology can be a powerful tool in teaching socio-political texts as it provides access to various resources such as online databases, websites and multimedia resources. Additionally, technology can be used to create interactive and engaging lessons that meet the learning needs of your students and to facilitate

communication and collaboration, fostering active learning and critical thinking [Bukharkina 2003: 51]. Thereby, we can say that the methodological approach is an important aspect in communicating the socio-political text. It offers a structured and systematic teaching approach that enables educators to effectively design, deliver and evaluate educational programs. A methodical approach encourages critical thinking, active learning, and the use of technology, giving students the skills they need to inform and engage with the public. Therefore, when teaching socio-political texts, educators should ensure that students are equipped, motivated, and equipped with the necessary skills to understand and engage with complex socio-political issues. To do so, it is important to adopt a systematic approach.

In summary, teaching socio-political texts in secondary education can be a challenging but rewarding experience for both teachers and students. By using thematic approaches, incorporating multimedia materials, and implementing collaborative experiential learning strategies, teachers engage students and help them develop critical thinking, empathy, and an understanding of the complexities of society.

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