

2023 수능 특강 영어 24강 - 1 - 문장 배열 [2차]

- 1 Solo players aren't receiving the negative message that they are alone in their confusion or experiencing the boredom of waiting for a class full of others playing the same game to catch up to their level before proceeding.
- 2 The video game experience models effective learning and thus offers a guide for effective teaching strategies that educators can replicate to enhance the learning of their students.
- 3 Through experience, they find that despite frequent errors, if they act on feedback and persist, they will eventually improve and make gradual progress toward their goals.
- 4 Players receive constant feedback as they play; they can then use that feedback to immediately make adjustments, alter their actions, and find out if these are successful.
- 5 Without those stressors, they remain comfortable trying other strategies or building skills needed for the designated task.
- 6 Gamers certainly make errors (incorrect predictions) on the way to mastery, but the most compelling games give feedback and unlimited chances to try again without pressure or the stress of boredom or hopeless frustration.
- 7 A central feature of video games is their feedback system.
- 8 When their choice or prediction is wrong, they know they will always have another chance.
- 9 This cycle reinforces a growth mindset.

- 1 That requires knowledge to see and having that knowledge already in place, the learners can then skillfully engage with it and attention can be more meaningfully captured.
- 2 It would be far wiser to hold off on that particularly compelling question so that, when posed, it is compelling not just because it is provocative but because the learner actually sees what makes it interesting.
- 3 The unequal access to knowledge creates power imbalances in groups - and this relates directly to how much power they have to apply the relevant skills enhanced by that knowledge.
- 4 Often, people find it engaging to ask a provocative question at the beginning of a lesson before any information about a phenomenon is known.
- 5 However, having students spend time dwelling on something that they lack sufficient background knowledge to think about is not a very efficient use of time.
- 6 Additionally, by asking these questions after building knowledge we help ensure that we are equipping all our students equally.

- 2 Frequently there is a note of exaggerated ambition in such a striving which is easily overlooked because we are accustomed to regard ambition as a virtue and to stimulate the child to further effort.
- 3 There are children who want to excel others and who manifest a suspicious intensity in their struggle to surpass.
- 4 We cannot be completely satisfied with such a development since a child cannot thrive mentally and physically under such circumstances.
- 5 Such children frequently avoid other problems solely on account of their eagerness to be ahead in school.
- 6 A swollen ambition produces a state of tension which the child can bear for a while, but inevitably there will be signs that the tension is growing too great.
- 7 This is usually a mistake because the development of a child suffers from too much ambition.

- 1 At the end of the game, many children are upset and only one child is happy - the winner.

 - 2 When the music stops, each child tries to sit on a chair, and when the music begins again, no additional chair is removed, so that no one is eliminated.

 - 3 Musical chairs could become more appropriate by starting with one less chair than the number of children.

 - 4 Now the game of movement and listening is fun, and the children joyfully participate in the activity.

 - 5 Young children are not ready to play games with rules. During their early years, they are unable to understand or abide by rules.

 - 6 At this age (1-6) young children need games with non-losers.

 - 7 Each time a chair is removed and a child is eliminated, the child cries.

 - 8 For instance, watching a group of preschoolers playing musical chairs demonstrates their frustration with set rules.
-
-
-
-
-
-
-
-
-
-