

Diamond as reception of pedagogical equipment

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Despite the rapid development of informational and educational technologies and the use of digital didactics in the educational process, no doubt, the techniques of pedagogical techniques are still relevant and in demand. They are used both on conventional lessons and as part of remote learning. In the conditions of the overabundance of information, it is very important to use the didactic techniques of critical thinking to better navigate the abundance of conflicting facts, events, theories and phenomena. Among the teachers, the original reception is increasing, which is a peculiar continuation of the silkweight admission (five lines).

The reception of the pedagogical technique of diamond is often referred to as a double syncivine.

As in the case of synquins, it is also a poem. But this time it consists of seven lines, each of which defines the number of words and part of speech. The final result of the diamond is the establishment of similarities and differences between two opposite facts, events, phenomena, historical figures or literary characters. What is the diamond scheme?

The first and seventh strings are given themes.

The second and sixth strings of the definition, the most significant features associated with these themes.

The third and fifth strings of the action, the most important, key processes occurring with these topics.

The fourth line of the association, comparing two topics, expressed by four noun or two phrases.

Some teachers believe that diamond is more complicated than synissive. In my opinion, on the contrary it is easier. Especially if it is made simultaneously from the beginning and from the end. The student begins to describe each of the nouns. Two concepts are found on the fourth string.

Examples

More often diamond apply in literature and history lessons. But each supposed teacher will be able to find their ways to use this reception. Literature

Chemistry

Using the reception of diamond is already in elementary school. Already then, the ability of students to compare, to allocate the main thing, essential in each of the concepts, phenomena, etc. Critically rethought read.

In high school classes, you can offer students when drawing up diamonds to independently pick up the second theme-antipode.

Examples of diamonds I found on various sources. I propose to use in the diamonds of the image as a reminder of the student about the reference, opposition. Looking into a drawing or photo, he will remember the signs, the processes occurring with the subject of the description.