

purpose of this stage is to consolidate what the students have learned. Students can use the information and language knowledge they hear in different contexts, and can connect this information and new language knowledge with the inherent language knowledge in their minds.

In conclusion, English listening learning strategies play an important role in foreign language learning. among the four language skills, including receptive skills (listening and reading) and productive skills (speaking and writing), listening has the function of receiving information. Therefore, we must pay attention to listening teaching strategies, so that students have English input and then they can output target knowledge in English.

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OPTIMIZING PRE-SERVICE ENGLISH TEACHER COGNITION THROUGH COGNITIVE CONFLICTS

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Cognitive conflict can be valuable for optimizing pre-service English teacher cognition. This paper firstly makes a review of the conceptualization of cognitive conflict. Then, it discusses the implications of cognitive conflict for English teacher education. Lastly, it introduces strategies to use cognitive conflicts to optimize pre-service English teacher cognition. A supportive and safe environment can facilitate the resolution of cognitive conflict by reducing the impact of negative affection and facilitating pre-service teachers to regulate their emotion, and encouraging self inquiry of pre-service English teachers.

Keywords: pre-service English teacher; teacher learning; teacher training; cognitive conflict; implication; teaching strategies.

Teacher cognition is “the unobservable cognitive dimension of teaching – what teachers know, believe and think” [1, p. 81]. As teacher cognition exerts strong influence on teachers' classroom teaching behaviors, understanding teacher cognition is central to understanding their teaching. There has been a repaid growth of teacher cognition research in recent decades. While substantial studies have been done on the conceptualization of language teacher cognition, its influencing factors and its relationship with language teachers' teaching practice, little attention has been paid to how language teacher cognition can be optimized through cognitive conflicts.

This paper aims at exploring the concept of cognitive conflict in the context of English teacher education. It makes a brief review of the conceptualization of cognitive conflict first. Then, it discusses the implications of cognitive conflict for English teacher education. Lastly, it introduces strategies to use cognitive conflicts to optimize pre-service English teacher cognition.

1. Cognitive conflict

Cognitive conflict is “a perceptual state in which one notices the discrepancy between one's cognitive structure and the environment (external information), or among the different components (e.g., the conceptions, beliefs, substructures and so on) of one's cognitive structure” [2, p. 585-586]. The

concept of cognitive conflict first appeared in Piaget's early writings of cognitive development. Piaget uses "disequilibrium" to refer to the state of cognitive imbalance that individuals experience when they encounter new information which conflicts with their existing schema. When there is cognitive disequilibrium, an individual resolves it by assimilation or accommodation. Assimilation refers to the process of making external stimuli conform to the individual's existing cognitive structure, which strengthens and enriches the existing cognitive structure, leading to quantitative changes. Accommodation is the opposite process, in which the internal cognitive structure changes or restructures to adapt to external environmental stimuli, resulting in qualitative changes to the cognitive structure. Disequilibrium is the driving force of cognitive development. When cognitive disequilibrium arises, an individual endeavors to regain equilibrium through assimilation or accommodation, leading to cognitive development.

Festinger uses "cognitive dissonance" to refer to cognitive conflict. According to Festinger, people need internal consistency or harmony. When there is discrepancy between components of individual cognition, or between individuals' cognition and attitude, behavior and external environment, contradictory psychology arises and leads to unpleasant psychological experience, such as tension and anxiety. The state of discrepancy and unpleasant psychology is cognitive dissonance in Festinger's term. Dissonance can be reduced by removing dissonant cognitions, adding new consonant cognitions, reducing the importance of dissonant cognitions, or increasing the importance of consonant cognitions [2, p. 5].

Lee et al. proposes a cognitive conflict processing model, claiming that when individuals are aware of situations inconsistent with their existing cognition, they will become interested in or anxious about cognitive conflict and reevaluate their cognition to decide their coping behaviors [3, p. 590]. In this way, cognitive conflict contributes to individuals' changes in behavior or belief, which can be either constructive or destructive, depending on the emotions and coping behaviors of learners. Therefore, properly coping with cognitive conflicts is of paramount importance for learner cognitive development.

2. The implications of cognitive conflict for English teacher education

In the context of English teacher education, when pre-service English teachers are faced with new and conflicting information from the learning and teaching environment, they may make different responses: changing their existing cognition about English teaching so as to reduce cognitive conflicts; changing their teaching behaviors to regain the harmony or consistency; collect more information which may be conducive for them to regain the harmony; undermining the importance of the conflicting factors to reduce or get rid of the discomfort caused by the cognitive conflict.

For example, when pre-service English teachers who hold the behavioristic view of language teaching finds out in their teaching practicum that students are not interested in the repetitive drills and are unable to use the drilled target language structure in communication as is expected, the unpleasant feeling of this discovery may drive pre-service teacher to reduce the conflicts. They may shift from the behaviorist view of language teaching to a more communicative view (changing the existing cognition), design and implement communicative activities to stimulate students learning interest and improve their learning outcome (changing teaching behaviors), learn more about English teaching theories (adding new cognitive factors), or undermine the importance of student interest and their learning outcome (reducing the importance of cognitive factors). The results can be either beneficial or harmful. When properly managed, cognitive conflicts can be valuable for promoting pre-service English teacher cognition development. Hence, facilitating pre-service English teachers to generate and resolve cognitive conflicts in a constructive way is of great importance in English teacher education.

Promoting critical thinking. When pre-service English teachers are confronted with cognitive conflicts, they need such critical skills as observation, analysis, reflection, evaluation and problem solving to examine, question and expanding their existing beliefs, assumptions, and knowledge about English teaching, so as to make well-informed and sound decisions about how to react. Careful and intentional observations provide opportunities for pre-service English teachers to notice the difference between their own teaching and other teachers' teaching. Reflection, analysis and evaluation enable

them to examine and question their own teacher cognition and identify the inconsistency or gaps in their understanding of language teaching. Problem solving provides the key for them to resolve conflicts. Therefore, opportunities should be created for pre-service English teachers to develop these critical skills and the ability to transfer them to other areas of teaching and learning.

Encouraging collaboration and interaction. Cognitive conflict not only arises within individuals' cognitive structure, but also among individuals. "According to Vygotsky, the development of an individual's cognition emerges in participation in social interaction that is mediated by people, concepts, and interaction" [4, p.118] . Therefore, it is necessary to engage pre-service English teachers in collaborative and interactive activities, exposing them to different perspectives and ideas, stimulating their cognitive conflicts, and driving them to resolve the conflicts. This can ultimately lead to the development of their teacher cognition and their ability to teach English.

Fostering self-inquiry ability. For pre-service English teachers to notice and cope with the inconsistency within their own teacher cognition or between their own and other people's, it is important for them to be able to pose, investigate an answer questions related to the conflicting cognitive factors. It is also necessary for them to regulate emotion properly. Friendly and supportive classroom atmosphere, more time for free discussions, carefully designed question chains, free exchange of ideas may create conditions for nurturing inquiry and emotion regulation ability.

3. Strategies to make use of cognitive conflict in pre-service English teacher education

Various strategies can be used to stimulate and facilitate cognitive conflicts of pre-service English teachers. Service learning, teamed teaching model and positive and supportive learning environment are a few useful ones.

Engaging pre-service English teachers in service learning. Service learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development [5, p. 5]. It is also a pedagogy that is being used in higher education courses around the world. [6, p. 69].

For pre-service English teachers, service learning may be engaging in the practice of teaching English in primary or secondary schools where English teachers are in scarcity. Through exposure to the real-life environment of teaching and learning, and hands-on experiences of teaching and interacting with students, pre-service English teachers can gain new perceptions, understandings, concepts or beliefs about English teaching, which may be in conflict with their existing teacher cognition gained through previous English learning experiences and language education courses, thus driving them to resolve their cognitive conflicts and regulate their emotions.

Constructing and adopting a teamed teaching model. As teacher learning is a social practice and teacher cognition is socio-culturally situated, service learning needs to be intentionally and properly designed to encourage interaction among team members and between team members and the environment. A teaching team for service learning can be constructed, composed of pre-service English teachers, a mentor teacher from the university, and a primary or secondary school English teachers. Under the guidance and monitor of the mentor teacher and the school teacher, pre-service English teacher members in the team plan and deliver lessons collaboratively, conduct peer observations, and make reflections after teaching.

The mentor teacher and school teacher's responsibility is to stimulate pre-service English teachers' thinking, provide scaffolds and feedback to facilitate pre-service English teachers. The interaction and activities in the teamed teaching can serve as psychological tools for promoting pre-service teacher thinking, enabling them to make theoretically and pedagogically sound responses to cognitive conflicts with their own cognitive factors and among team members.

Creating a supportive and safe learning environment. When faced with cognitive conflicts, pre-service teachers may undergo such feelings as confusion, anxiety, discomfort, uncertainty, etc. A supportive and safe environment can facilitate the resolution of cognitive conflict by reducing the impact

of negative affection and facilitating pre-service teachers to regulate their emotion, and encouraging self inquiry of pre-service English teachers.

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THEORETICAL ANALYSIS OF THE TRADITIONS AND INNOVATIONS IN TEACHING MURAL PAINTING IN CHINA

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The incorporation of technology in the practice of teaching mural painting is not only a factor of how the painting is being done, but also subject of other aspects like the display of the art work, the audience, the distribution as well as interactions with it. In the process, the changes through which audiences of media interactions have changed have necessitated the need of adopting modern teaching approaches to promote adaptability as well as flexibility of the arts that are being created. That is important because it also increases the audience and the viewership of the arts.

Keywords: mural painting; mural teaching; technological mural teaching; innovation; expressionism.

Teaching mural painting in China and across the world is a tradition that has been handed down through many generations. In the same way, it is one of the practices that is influenced by modern technology and innovations. That is because as modern approaches of doing things emerges different perspectives and understanding on how to conduct the process of teaching mural paintings are also adopted.

The incorporation of technology in the practice of teaching mural painting is not only a factor of how the painting is being done, but also subject of other aspects like the display of the art work, the audience, the distribution as well as interactions with it. In the process, the changes through which audiences of media interactions have changed have necessitated the need of adopting modern teaching approaches to promote adaptability as well as flexibility of the arts that are being created. That is important because it also increases the audience and the viewership of the arts. Qiong claims that the need to adapt the teaching approaches of mural painting to modern approaches is also an aspect of increased audience of the arts [2, p. 21]. That is because the mural arts are no longer produced for a specific culture only. Instead they are produced for a global culture which in itself is diversified and more integrated.

In this respect, the teaching approaches for mural painting need to adapt to the fact that the audiences of the arts are no longer homogeneous. Instead it has changed significantly and this has to be