

Значение и преимущества группового общения на уроках иностранного языка

Абенова А.А., Ибрагимова К.Е.

Евразийский Национальный Университет им.Л.Н.Гумилева

Астана, Казахстан,

E-mail: a_aidyn@bk.ru

Аннотация

Статья посвящена актуальным на сегодняшний день проблемам группового общения на среднем этапе изучения иностранного языка. Показано что в настоящее время одной из главных целей обучения иностранным языкам является формирование и развитие коммуникативной культуры школьников, обучение свободному и практическому овладению иностранным языком. Целью статьи является анализ изучения протекания процесса коммуникации на уроках английского языка. Выявлена и обоснована необходимость решения возникающих трудностей в процессе общения. Показано что возникновение проблем коммуникации является естественным фактором проявления страха обучающихся. И задачей учителя является помочь понять смысл обучения на совершенных ошибках, а также помочь построить языковые навыки естественным способом, исключая искусственные фразы и выражения, которые в большинстве случаев не применяются в реальной жизни. В данной работе представлены преимущества использования методики групповых работ на уроках преподавания иностранного языка.

Ключевые слова: групповое общение, обучающиеся, проблемы, трудности, обучение, речевое взаимодействие.

The value and benefits of group communication in foreign language lessons

Abenova A. A., Ibragimova K.E.

L. N. Gumilyov Eurasian National University

Astana, Kazakhstan

E-mail: a_aidyn@bk.ru

Abstract

The article is devoted to the actual problems of group communication at the middle stage of learning a foreign language. It is shown that currently one of the main goals of foreign language teaching is the formation and development of communicative culture of learners, teaching fluent and practical foreign language. The purpose of the article is to analyze the study of the process of communication at the English lessons. Identified and justified the need to solve the difficulties in the process of communication. It is shown that the appearance of communication problems is a natural factor in the demonstration of fear of students. And the teacher's task is to help understand the meaning of learning from mistakes as well as to help build language skills in a natural way, excluding artificial phrases and expressions, which in most cases are not used in real life. This article presents the advantages of using the methods of group work in the lessons of foreign language teaching.

Keywords: group communication, students, problems, difficulties, teaching, speech interaction.

Introduction

Foreign language lesson is characterized by high intensity requires a large concentration of mental and physical stress on the part of students. Commonly there is lethargy, loss of interest, decreased activity after 20 minutes of work in foreign language lessons. It's a signal of fatigue. Group work will help to prevent mental overload, maintain efficiency and relieve tiredness. It forms students' new ability to evaluate their work, compare it with the work of classmates, activates their initiative and independence. One of the most important problems is teaching students speech interaction in lesson. Speech interaction is the complementarity of efforts of the participants of the communication to determine the approach and achieving communication goals and results. Speech interaction is an essential condition for the organization of educational work of students in a foreign language lesson with which they can use the learning time efficiently, activate speech-thinking activities, and increase the developmental effect of learning. One of the most important tasks facing the teacher of English in a modern school is teaching communication ensuring maximum activation of communicative work of students in the classroom under the guidance of the teacher. Working in a group, students show speech independence. They help each other successfully correct the statements of interlocutors, despite the absence of such a task. In order for group speech cooperation to be effective, it was found out the need to purposefully teach students communication technologies clearly observing the basic principles of learning in cooperation. In the formation of speaking skills at the English lesson, it is important that the learning process takes place in the target language, but at the same time it should not focus only on language problems. Modern pedagogical technologies such as training in cooperation, project methodology, the use of new

information technologies help to implement a personality-oriented approach to learning, provide individualization and differentiation of learning.

I. Difficulties in the organization of group communication

Unfortunately, the work of the group is still not widely used in the practice of teaching a foreign language, which can be explained by a number of difficulties in the organization of group communication related to the activities of students, namely:

- unwillingness of students to such a form of work in the classroom (they are accustomed to the traditional form of communication " teacher-student");
- low level of language training of students, the use of students ' native language in the discussion of tasks;
- students ' lack of understanding of their role in group communication;
- fear of students speaking a foreign language in the presence of others, reluctance of some students to work in a group with certain classmates (for example, girls and boys);
- different rate of work (some students perform the task earlier and begin to interfere with others);

Thus, the success of collective work depends on the professional and personal qualities of the teacher and on the desire and ability of students to work together and consistently. Teachers and trainees should be psychologically ready to work in a group and to organize the work of groups. In other words, first you need to find time to teach children to work in a group and only then offer them in a group form to solve educational problems.

I. Advantages of group work in a foreign language lesson

It is possible to minimize undesirable effects (noise in the class and the weakening of discipline in the simultaneous speech of several students) if before commencing work to give students clear instructions so they understand exactly what they have to do. The important advantages of group work in a foreign language lesson before the frontal and individual forms include the following:

- there is a favorable, trusting, emotionally-positive atmosphere for learning in the conditions of group work: the fear of academic failure disappears (together it is easier to find a solution, if you do not know- classmates will explain or help), increases the confidence of students in their own abilities ("I also know and can do it").

- the problem of shyness, stiffness of some students is solved because they feel more comfortable in the conditions of mutual learning and control, when students working in groups, when they can consult or seek help from classmates.
- this interaction contributes to the increase of communicative and cognitive motivation, the emergence of the desire to learn as a whole.
- group learning is a treatment model for those children who are emotionally depressed and behaviorally disorganized. It helps the student to break the isolation, to transcend self-centeredness, to overcome feelings of shyness with the language of interaction with different partners, to offer cooperation to other students and to feel unity, comfort and safety.
- training based on group communication breaks the traditional scheme: the initiative of the teacher - learner response - the reaction (evaluation) teacher. Working in a group convinces students in practice that learning a foreign language involves not only active communication with the teacher, but also intensive independent work on the accumulation of knowledge, improvement of skills and abilities.
- the procedure of control of the work done by students by the teacher is simplified (instead of 10 - 14 written works or oral statements of individual students, it is enough to listen to 3-4 group reports); moreover, representatives of other groups can actively participate in the discussion of what they heard, supplement, clarify, correct the answers of classmates;

As practice shows, students learn more deeply and in a greater volume of material, spend less time on the formation of skills than in individual learning. In Disciplinary difficulties are reduced (the number of students who do not work in the classroom is reduced), students get more pleasure from learning, feel more comfortable in the classroom, their anxiety is reduced, cognitive activity and creative independence increase.

Conclusion

Group learning contributes to the development of cognitive abilities that are not inherent in individual learning, namely: successful problem solving, the ability to cooperate, the development of creative abilities, such as the ability to take risks, productive dispute, debate, successful performance of its role. Thus, group work is an indispensable form of organization of interaction of students in foreign language lessons. The advantage of group work is not only quick feedback. Participation in teamwork forces each student to more actively identify the causes of their mistakes, and in the case of insurmountable difficulties quickly get help from other members of the group, or from the teacher, who in this formulation of the work is more

able to help the weak. . In conclusion, the difficulties associated with teaching speaking at the middle stage were considered, as well as some ways to overcome them, based on the opinions of methodologists. But let's not forget that the main task of an English teacher is to create a comfortable atmosphere in the classroom, in which learners are willing to take risks and experiment with the language. Above all, it seems pertinent to remember that the ability to communicate, motivated, logically consistent and coherent language to express thoughts orally is the meaning of mastering a foreign language.

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