

COLLECTIVE FORMS OF WORK IN THE ENGLISH LANGUAGE LESSON

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Technology of training is a systematic method for creation, application and definition of the entire process of learning and training, taking into account technical and human resources and their interaction, which is aimed at optimization of the educational process. Collective or group form of training implies the form of organization of activities, in which, the class is divided into small working groups (5-7 students) for jointly performance of the training task.

One of the leading principles of teaching a foreign language is the principle of collective interaction, which is based on the student's active role in the process of forming skills and abilities when students actively interact, exchanging learning information that facilitates the development of knowledge, improving the skills and abilities of each student. Characteristic relations are established between the participants of the interaction, when the success of each depends on the success of the team as a whole and vice versa. The learning process is a communicative phenomenon that takes place in the social interaction between the teacher and the students, as well as among the students themselves. However, such a form of interaction has a number of disadvantages, such as the occurrence of a student's habit of not paying attention to what his friends do and say, as well as what the teacher says, when she does not directly address the student. The communicative approach to learning involves creation of natural situation of communication at the lessons [1].

Since communication is impossible without the interaction of its members, so the mini-group or team, and not just the person is considered as a subject of joint activity. In addition, without collective interaction, it is impossible to develop qualities that are necessary for the successful training such as defining goals, planning, control and evaluation. Therefore, based on the principle of collective interaction, even with the intensive studying of foreign languages, the collective forms of learning activity are preferred, namely: work in groups, pairs, teams, etc.

Of course, collective forms of work will justify themselves only after following the certain conditions that are necessary for the activity of students. To work in groups successfully the following factors should be taken into account, i.e. students choose their roles themselves depending on the topic of a conversation. Everyone receives a certain speech task – to convince, explain, answer, clarify, etc. And the teacher is periodically

intrudes in the work of one or another group, but tactfully, supporting the conversation, without breaking it with a sharp correction of language mistakes.

In group work, activity occurs when a group of 3-5 students is formed by the teacher or by the students themselves depending on the task: it may be a homogeneous group or heterogeneous, in terms of interests, level of knowledge, ability to work. The roles in the group are distributed in accordance with the goals of the work and the individual characteristics of the students. The success of each depends on the work of all members of the group. Collective forms of work can be used practically at any stage of the lesson [1].

Work in pairs can act as a means of control when the first student performs the task in the first sentence, the second follows the correctness, then the second student works with the following sentence, and such exercises can be arranged so that it would be impossible to go to the next sentence without correctly completing the previous one. When working on a new vocabulary it is also necessary to make extensive use of work in pairs. After introducing a certain number of new words and phrases, students are asked to close the books and copybooks and write as many words and phrases as they can remember together. This technique works well if you introduce the aspect of competition between pairs or groups [2].

Also, collective work can be used at the pre-text stage when reading or listening, when students can exchange thoughts about what is going on in the text. Through work in groups, learners are involved in various forms of activity, namely: cognitive (i.e. receiving and transmitting necessary information), transforming (preparing projects, speeches, reports, staging, evaluation, discussion of the results of the tasks performed, the importance of the information received, problems that concern students).

Consequently, group work is an effective form of communication organization in English lessons. Practice proves that this form organizes each student, engages in collective work and also reveals individual abilities.

Literature:

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