

# COMMUNICATIVE ACTIVITY AND TEAM METHOD TECHNIQUE AT THE FOREIGN LANGUAGE LESSON

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**Abstract.** In this article the role of team method technique for the development of communicative skills of students is considered. In the process of speaking learners improve efficiently their skills and their language command. Team method technique helps them to overcome the main handicap – fear to make a mistake. Such issues as the formation of teams, the choice of tasks, the appropriate material, the creation of positive atmosphere are analyzed in the paper.

Language is a vital means of communication and performs a variety of functions. But knowledge of the language is one thing and its use in real life situations is another. One does not automatically lead to the other. It is necessary to have an environment in which learners come to feel the need to use the language meaningfully. Moreover, the learners must be provided with opportunities to communicate. In this case the learner's attention is concentrated not so much in the language structures, but on the tasks or problems in question, in other words, in meaning. His main focus is on communication. And in the process of speaking the learner keeps on improving his skills and his language command day by day.

Unfortunately for a long time textbooks for technical students have been focused on reading comprehension, on lexis and grammar, on student's ability to construct correct sentences. But in real life we seldom use sentences as they are found in grammar books. We use utterances which have full communicative value. Techniques which are based on memorization have proved non-productive. Effective learning depends not so much on repetition of correct language structures and imitation as on the intensity of the need to communicate.

In large student groups it is quite difficult to create a foreign language environment which will encourage the students to communicate. It is particularly difficult in a mixed-ability group in which there are students who finished specialized

schools, lyceums and gymnasiums and have rather good command of the foreign language and students with a low level of knowledge. As a result students with a high level will dominate in the discussion and students with a low level will feel discomfort, difference in status and inferiority complex.

In order to overcome this handicap, the technique called Team Method Technique was developed. Its main purpose is to provide a forum so that every student will join in and participate effectively. In the process of communication language forms and structures are absorbed by the learners incidentally, thus ultimately leading to mastery over the language. This technique provides guided but unrestricted practice in using the foreign language in real and realistic situations and opens up possibilities for meaningful interaction. Students work in their teams on problems and tasks which are interesting and useful from the professional point of view. They help one another within a team and receive help from the other teams. It is an acknowledged fact that students learn the language not only from their teachers but also from their fellow students. Each student has a need to contribute something that has escaped the others. Even the students who keep silence sooner or later open their mouths. Feeling of inferiority disappears and the group becomes compact and functions as a single unit. Team Method Technique helps effectively to those students who don't take part in the discussion because they are afraid of making mistakes. There is very often a certain element of competition among the teams, but within the teams the spirit of cooperation prevails. As a result foreign language learning becomes a satisfying experience.

As for team formation it should be flexible and carried on according to:

- a) language proficiency of a student
- b) his ability;
- c) student's personality;
- d) individual learning needs.

The formation of teams based on the student's language proficiency helps us to avoid boredom and the feeling of being lost. Sometimes it is useful for students to move from one team to another. But this rearrangement should be done only to facilitate communication within the team and should not be very frequent.

When the teams are formed the teacher should give clear instructions and explanation of the immediate task and act as a person to be referred to in a difficulty, thus encouraging and helping the students. The teacher should not do what the students can do by themselves, should not interfere in the discussion without necessity, should not correct mistakes in pronunciation and language structures if they do not prevent general understanding of the utterance.

When conducting group work we face some basic problems among which are short periods of time available for group work and the assessment of student's work. Careful planning of group work by the teacher will make time adequate and efficient. As for student's performance it may be evaluated according to the following aspects:

- ◆ degree of participation;
- ◆ effective communication;
- ◆ general comprehensibility of the student;
- ◆ language accuracy, including grammar and lexis;

Careful choice of team tasks, suitable materials, appropriate coordination of team activity and cultivation of positive atmosphere will help to achieve the objective set by the teacher, that is, to increase the foreign language proficiency of students.

#### ВІДОМОСТІ ПРО АВТОРА

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