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THE ROLE OF COOPERATION IN ENGLISH CLASSES

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Abstract: Cooperation learning is one of the varieties of a student-centered approach in teaching a foreign language, which involves the organization of groups of students working together to solve a problem, topic, issue. Training tasks are structured in such a way that all team members are interconnected and interdependent, and at the same time quite independent in mastering the material and solving problems. The main idea of this technology is to create conditions for active joint learning activities of students in different learning situations.

Keywords: cooperation learning, student-centered approach, methods and techniques, didactic means,

Introduction

The ideology of cooperation learning was developed in detail by three groups of American educators: R. Slavin from Johns Hopkins University, Roger Johnson and David Johnson from the University of Minnesota, E. Aronson's group from California State University.

Cooperation learning is one of the varieties of a student-centered approach in teaching a foreign language, which involves the organization of groups of students working together to solve a problem, topic, issue. Training tasks are structured in such a way that all team members are interconnected and interdependent, and at the same time quite independent in mastering the material and solving problems. The main idea of this technology is to create conditions for active joint learning activities of students in different learning situations. Setting goals and objectives of pedagogical activity

The purpose of pedagogical activity is to ensure the positive dynamics of the formation and development of skills of independent activity of students in the study of English through the use of cooperation technology.

Achieving the planned results involves solving the following tasks:

- creation of conditions for active joint activity of students - in different educational situations;
- Encouraging students to independently choose and use the most significant ways for them to study educational material;
- the use of methods and techniques aimed at the formation of an active position of the student;
- stimulating the student to self-valuable educational activities and providing the opportunity for self-education, self-development, self-expression in the course of mastering knowledge.

Organization of the educational process

At the initial stage of the organization of the educational process, the level of formation of the skills of independent work of students is determined. According to the results of diagnostics, it is revealed:

- the level of learning diagnosed without relying on didactic means;
- the level of students' interest in learning English;
- the level of development of schoolchildren's independence in learning activities.

The purpose of the diagnostics: to determine whether the student does his homework on his own, whether he experiences difficulties, whether he uses didactic means.

To increase the level of independence, the teacher organizes the educational process, providing the necessary conditions for enhancing the independent activity of students, giving each student the opportunity to understand, comprehend new language material, get enough oral practice to form the necessary skills and abilities, observing the basic principles of learning in cooperation.

Content of education

The content of education based on the principles of learning in cooperation is characterized by the following:

- groups of students are formed by the teacher before the lesson, taking into account the psychological compatibility of children. Moreover, in each group there should be a strong student, an average and a weak one (if the group consists of three students), girls and boys. The composition of the group can be changed from lesson to lesson.

- the group is given one task, but during its implementation, the distribution of roles between the participants is provided (the roles are usually distributed by the students themselves, but in some cases the teacher can give recommendations);

- the work of not one student is evaluated, but the whole group, i.e. the assessment is one for the whole group;

not only knowledge is evaluated, but the efforts of students (each has its own "bar").

- The teacher himself chooses the student who must report for the task. In some cases, this is a weak student (in our subject, this applies mainly to linguistic knowledge, grammatical and lexical). If a weak student is able to report in detail the results of the joint activities of the group, answer the questions of other groups, then the goal has been achieved and the group has coped with the task, because the goal of any task is not its formal implementation (correct / incorrect decision), but the mastery of the material by each student of the group.

There are many techniques or options for cooperative learning.

Working with text in an English lesson in the classroom. In class, students read the text. Pre-text and text tasks are performed frontally. At the beginning of the work, the teacher divides the text into parts. The students are divided into groups. In 15 minutes, the group should prepare an expressive reading and literary translation of the passage. At the end of the work, one of the group members reports on the work, that is, reads and translates the text. The whole group receives the same marks. Thus, everyone is responsible for the overall result of the work. This, on the one hand, gives an incentive to strong students to explain the material to weaker ones, and on the other hand, weaker students receive additional motivation to learn. They work together, everyone can contribute to the common work. Similarly, you can organize other types of work with text.

Studying or repeating the topic "Sport", you can organize the work as follows. The teacher on the blackboard (or on cards that are placed in different corners of the class) writes the names of 3-4 sports (depending on the number of students). Each student chooses a sport that he knows more about, which he likes best. Thus, groups of 3-4 people are formed. For 15-20 minutes, the group members should discuss the chosen sport, trying to collect all the information. In addition, they should come up with questions for other groups. Thus, the material is generalized, the skills of oral speech are improved.

Self-control and self-correction play an important role in the formation and development of students' independence skills. For the development of self-control and self-correction in the classroom, students are given the opportunity to check their work, check it with a sample. In this regard, the problem of the teacher's attitude to mistakes arises. When learning a foreign language, mistakes are natural and inevitable. Students should be given

the opportunity to correct their own mistakes. In this case, the error will not be an inhibitory, but a developing factor in the learning process. Mutual control contributes to the development of self-control skills. By learning to see errors in the speech of others, students will be better able to control their speech activity.

Forms, methods and means of educational work, their optimal choice in accordance with the goals and objectives, the technology of their application

In accordance with the goals and objectives of pedagogical activity, various methods, forms and means of educational work are used within the framework of the experience provided. The formation and development of skills of independent activity of students is implemented primarily within the framework of:

traditional forms of education (in the mode of subject-lesson teaching or according to the usual classroom system);

individual or group lessons;

self-study;

lesson - business game;

lesson - competition;

lesson - presentation of projects.

Other forms of study

The technology "Learning in cooperation" provides for the use of such active forms as: debate, press conference.

Debate methodology.

Students are divided into 2 groups of opponents and 1 group of the editorial board. The leader can be a teacher or a well-prepared student.

Students are given 15 minutes to prepare for the discussion.

Group 1 reviews and selects positive statements.

Group 2 - negative. Both groups recall life examples from their experiences.

Group 3 (the smallest 2-3 people) prepares a poster with the name of the topic, a badge for the presenter.

The role of the facilitator is not only to start and end the work of the dispute, but also to be a link, ask questions, be able to direct this or that group in the right direction, and sum up.

Methodology for the lesson "Press conference". All students are divided into 3 groups according to the lottery principle.

1 group - guests (from the USA, Great Britain)

Group 2 - representatives of the press, conference participants

Group 3 - editorial board. The leader is selected (teacher, the most prepared student).

15 minutes to prepare:

Group 1 looks through and checks the material of the topic covered, writes out individual words, phrases.

Group 2 prepares interesting questions for invited guests.

Group 3 prepares a badge for the host, data plates for guests, plates with magazine names.

The remaining 20 minutes are the conference itself. The host opens the conference, names the topic, goals, introduces the guests and the names of the publishing houses whose representatives participate in the work. He ends the conference.

A variety of forms of work, repeated repetition of lexical and grammatical material, game moments help to increase students' motivation to learn English.

Teaching methods

In the organization of the educational process, several variants of the teaching method in cooperation are used.

Jigsaw "openwork saw, machine hacksaw".

This version was developed by Professor Elliot Aronson in 1978.

Students are united in groups of six people to work on educational material, which is divided into fragments (logical and semantic blocks). The whole team can work on the same material. But at the same time, each member of the group receives a topic that he develops with particular care and becomes an expert in it. Meetings of experts from different groups are held. Then everyone reports to their group on the work done. Everyone needs to listen carefully to each other, take notes. At the final stage, the teacher can ask any student in the group a question on the topic. Or students pass an individual control section, which is evaluated. The results are summarized. The team with the most points will be awarded.

Learning Together

This approach to cooperation learning was developed at the University of Minnesota in 1987.

The class is divided into heterogeneous (according to the level of training) groups of 3-5 people. Each group gets one task, which is a subtask of some big topic, on which the whole class is working. As a result of the joint work of individual groups, the assimilation of the entire material is achieved. The basic principles - a reward for the whole team, an individual approach, equal opportunities - work here too. Within the group, students independently determine the role of each in the implementation of a common task. Thus, from the very beginning, the group has, as it were, a double task: academic - the achievement of a cognitive, creative goal; social, or socio-psychological - the implementation in the course of the task of a certain culture of communication. The role of the teacher is control.

Research work of students in groups (Shlomo Sharan, Tel Aviv University, 1976).

The emphasis is on self-employment. Students can work individually or in groups of up to six people. They choose a subtopic of the general topic that is scheduled for study by the whole class. In small groups, this subtopic is broken down into individual tasks for individual students. Everyone contributes to the common task. A single report is jointly compiled, which is subject to presentation in the lesson in front of the whole class. More often this variant of work is used in project technology.

The combination of all these options for solving specific didactic tasks allows you to most fully implement a personality-oriented approach in various pedagogical situations.

Methods of stimulation and control:

- Mutual control.
- Cyclic peer review. Students are invited to check each other's assignments according to the principle "you - with me, I - with another";
- Relay check. The teacher checks the task with the student who completed it first. This student, in turn, checks the completed task with another, then together they check the next, and so on.
- Self-control (self-assessment). The class does the task on its own.
- Use of accumulative points. Over the course of several lessons, for small answers that do not deserve a mark, the student receives separate points, which are then summed up.

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