

*Мурзахмедова Н.С., Давранова Г.Р., Мамасаидова А.И.*ТОПТО ИШТӨӨ ЧЕТ ТИЛИН ОКУТУУДА НАТЫЙЖАЛУУ
ЫКМА КАТАРЫ*Мурзахмедова Н.С., Давранова Г.Р., Мамасаидова А.И.*ГРУППОВАЯ РАБОТА КАК ЭФФЕКТИВНЫЙ МЕТОД
ОБУЧЕНИЯ ИНОСТРАННОГО ЯЗЫКА*N. Murzakhmedova, G. Davranova, A. Mamasaidova*GROUP WORK AS AN EFFECTIVE METHOD
IN FOREIGN LANGUAGE TEACHING

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Макалада студенттерди топто иштөөгө чогуу аракеттенип топтук иштөө жөнүндө сөз болот. Ар түрдүү окуу пландары ар кандай иш ыкмалары үчүн ар кандай убакытты өткөрүп берген; Топтук иштөө жеке жумушка салыштырмалуу студенттер кандайча мыкты окуйт деген ар кандай божомолдорго негизделет. Топтук иштин жүрүшүндө студенттердин билимди өздөштүрүүсү бааланат. Топтук иштөө көптөгөн жумуш ордуларында иштейт, бирок мектепте, ал Швецияда жана батыш дүйнөнүн башка бөлүктөрүндө окугандарга өтө аз колдонулат. Топтук иштөө студенттерди мотивациялоонун, жигердүү окууга, баарлашууга жана чечим кабыл алуу жөндөмүнө түрткү берген натыйжалуу ыкма болушу мүмкүн. Аз тажрыйбалуу студенттер мыкты студенттер менен топто иштешип, сүйлөө жана жазуу жөндөмдөрүн өркүндөтө алышат. Топтук иштин натыйжалуу иштешип көрүү үчүн окутуучу баардыгын алдын-ала даярдашы керек.

Негизги сөздөр: топто иштөө, чет тили, окутуу, демократия, социалдык-маданий, интернационалдаштырылган, эмгек, жеке, иш-аракеттер.

В статье рассматривается групповая работа, как метод обучения, который заставляет студентов работать, собираясь в группы. Разные учебные программы отводили разное количество времени для разных методов работы; Групповая работа по сравнению с индивидуальной основана на очень разных предположениях относительно того, как ученики лучше всего учатся. При групповой работе ценятся собственные поиски знаний учащимися. Групповая работа является методом работы на многих рабочих местах, в школе, однако она часто используется очень экономно с учащимися как в Швеции, так и в других частях западного мира. Групповые работы могут быть эффективным методом для мотивации студентов, поощрения активного обучения, общения и навыков принятия решений. Менее опытные ученики могут развивать разговорные и письменные навыки, работая в группах с лучшими учениками. Чтобы видеть эффективную групповую работу, учитель должен все подготовить заранее.

Ключевые слова: групповая работа, иностранный язык, обучение, демократия, социокультурная, интернационализируемая, труд, личная, деятельность.

The article is considered a group work is a method of instruction that gets students to work to gather in groups. The different curricula have all conveyed different amounts of time for the different work methods; group work compared to individual work is built on

very different assumptions as to how students' best learn. Within group work it is the students' own search for knowledge that is valued. Group work is the *modus operandi* at many workplaces, in school, however, it is often used very sparingly with students both in Sweden and in the other parts of the western world. Group works can be an effective method to motivate students, encourage active learning, communication and decision – making skills less accomplished students may develop speaking, writing skills working in groups with best students. Too see an effective group work a teacher should prepare everything beforehand.

Key words: group work, foreign language, education, democracy, socio, cultural, internationalized, labor, intra-personal, actions, implemented.

Through all the different curricula in Sweden except the latest one, three different types of teaching methods have been able to be discerned. Individual work, group work and classwork are all discussed. The different curricula have all conveyed different amounts of time for the different work methods; group work compared to individual work is built on very different assumptions as to how students' best learn. Within group work it is the students' own search for knowledge that is valued. Group work is the *modus operandi* at many workplaces, in school, however, it is often used very sparingly with students both in Sweden and in the other parts of the western world. As group work becomes more and more important within many occupations, being able to cooperate with others also becomes more important. After a discussion with my parents about how much money the company they work for spends on teaching their employees how to work in groups within projects and how much it would be worth to them that they would know this before they are hired I wanted to explore how group work is used within Swedish language teaching. Background «Democracy forms the basis of the national school system. This is the first line in the curriculum for the compulsory school system. It conveys the most integral part of how Swedish schools should base their design. The former president of the United States Abraham Lincoln defined democracy as a «Government of the people, by the people, for the people». Democracy deals with the basic human rights of

every individual person, and their entitlement to equal rights; in a democracy everyone has a say. Sweden has a long tradition of being ruled by the people, that Sweden is ruled by a democracy is seen by most people as given⁶. This, however, is not true; we all have to take responsibility to uphold democracy by using our right to vote. Nowhere in the world exists a definition of democracy that everyone can agree upon, there are, however, some points that many people agree represent what defines a democracy. One example of this is the notion of equal natural rights based on equal human worth as well as the right to have your own opinion «The school has the important task of imparting, instilling and forming in pupils those fundamental values on which our society is based. Curriculum for the compulsory school system, the pre-school class and the leisure-time centre change as our society changes what is considered important by society is also considered important in school.¹⁰ states that the reform of the Swedish school system that was implemented after world war two was a result of the belief that the school system would be able to make critical and reflective members of society with a democratic way of thinking. Further he states that a teacher cannot act, or plan his or her lessons, in the classroom without making certain through conscious or unconscious speculation on what would be worthwhile activities. The role of group work is in the current Swedish curriculum concealed; at no point does it state that students should work in smaller groups. It can be read between the lines, and understood that group work can be a way to reach the goals that students are to achieve. In the Curriculum it is stated «...achieved by means of a varied and balanced combination of content and working methods. When looking at learning through Vygotskij's sociocultural view, the act of communication and interaction between students becomes important. Group work leads to many interactions both between students and the teacher, but also - and most importantly - between students. Aim and research questions The aim of this paper is to describe and analyse the use of group work by teachers in the subjects of English and Modern Languages. The study is conducted with teachers at a school in a suburb to Stockholm, with the intention of investigating how the teachers of English and Modern Language teachers use group work in their lessons. With this in mind three research questions have been formulated: Why do teachers use group work in their lessons? What do teachers think about group work? How do teachers use group work in their lessons? After this introduction with the aim and research questions of the essay a theory section will be presented. This, the second, section will discuss the theoretical perspective, previous research. The definition of group work will also be

defined and analysed. In addition this section will also discuss how «group work» is found in the school curriculum and the syllabi for English and Modern languages. In section three the different methods used in this study will be presented, methods of data collection, and procedure as well as a presentation of my informants. The following sections (4 and 5) will give a presentation and analysis of the results. The essay will be concluded with a discussion in section. Curriculum for the compulsory school system, the pre-school class and the leisure-time centre. Theoretical and Philosophical Considerations Sociocultural Perspective 12 states that children become a part of knowledge through getting to know the way other people communicate and think about the world. This way of thinking means that learning will be different through time and in different places. According to Vygotskij thought of learning as first understanding something in a general way and thereafter being able to apply it to something specific. Further this leads to that the most important part of learning is not to be able to find specific information but to be able to practise being a member of society,⁶ states that this way of thinking has become more important in the last decade when it has become accepted that it is not only in school that students learn. 13 states that new ways to work and produce things place demands on other skills. These skills can be the ability to work with other people, listen, communicate, and coordinate. He goes on to state that cooperation between members with different abilities working together within a group is now a common occurrence. Lindberg¹⁴ states that the changes in the way languages were taught that occurred during the 90's were the result of the language research that had been done in recent years. The social (interaction with others), interactive (the effect that one person has on another), pragmatic (being able to understand the underlying meaning of what is said), and cultural (what society is like were the language is spoken) aspects of a language are what has been the focus of second language and foreign language learning and what students acquire. Furthermore Lindberg states that the concept of communicative competence was introduced by the sociolinguist Hymes. Communicative competence means that the person speaking should not only be grammatically correct but also be able to use words in situations when they are appropriate. Vygotskij has had a great impact on the sociocultural perspective, and when mentioning Vygotskij it is impossible not to mention the zone of proximal development. The ZPD is a «metaphorical location»¹⁵ where a student learns together with another student and they achieve something that they would not have been able to do on their own. Lightbown and Spada explain that the difference between the people within the sociocultural perspective

and other people who think it is important to interact during second language learning is that in the sociocultural perspective it is believed that knowledge begins as an external activity and then becomes internalized, instead of internal and later external. Blomdahl¹⁶ talks about the risks that knowledge becomes a sum of facts and truths that others have determined and not something that each individual student contributes to design. Blomdahl goes on to say that Dewey wants all learning to be meaningful for the person learning. He states that it has to be based on what the student already knows or can associate to, otherwise it becomes detached and confusing for the students. The students should be allowed to understand and use their earlier experiences. Through reflection on these experiences they can be generalised and used in new situations. Dewey means that it is the experience gained through the learning process that is of greatest value. Furthermore Blomdahl states that different environments give different experiences with the students. It is the teachers' responsibility to give the students an environment where they can achieve the best results. Although this is the teachers' responsibility it is the students' responsibility to gain knowledge through active participation. Blomdahl¹⁷ goes on to describe how Dewey defines the learning process as something that continues throughout life as it is a constant reorganisation and reconstruction of earlier experiences. For this reason you can never stop learning as it is a part of life. With this way of thinking schools should try to incorporate this into their way of teaching, using the students' experiences instead of forcing them to learn in a forced and unnatural way. Dewey¹⁸ brings up a teaching method based in four phases. In the first phase a problem is created from a situation in the child's experience. During phase two the students search for the information that is needed to solve the problem, this information can be found in many different places and it is up to the teacher to guide the student in the correct direction. In phase three the students use the information found to solve the problem, using the information now gained in a new way to solve a new problem. During phase four the students are given the opportunity to test their new knowledge and through this understanding the worth of the knowledge. According¹⁹ to Dewey the main goal of education in schools is to socialise the student to participate in a democracy, see the value of a democratic society and through dialog with others contribute to developing society in a democratic way. Dewey sees democracy as more than a way to rule a country but also as «a form of life in association with others of a joint and shared experience» (my translation). Further Dewey describes education as a life process and not a preparation for the future. The fact that school

focuses on things that are to come and far removed from the students' practical understanding is the reason that education is failing. School should instead mirror everyday life. Dewey²⁰ discusses the fact that the way schools divide subjects is unnatural. Outside of school the things we meet are integrated with each other, and being able to do something similar in school makes it easier for students to learn. Group work in the curriculum and syllabus Curriculum The curriculum emphasises the fundamental values of democracy and cooperation as shown in the following two quotes learn to carry out research, learn and work independently and together with others «show respect for the individual pupil and organise daily work in democratic ways Syllabus. When reading the syllabi for the two subjects there are several points where group work can be useful or beneficial in reaching the goals. There are more situations in the subject of English as the students are expected to have come further in their studies, however, several of them are relevant for modern languages as well as seen in the table below. Comparison of the syllabi for English and Modern languages English Modern Languages «The subject aims at developing an all-round communicative ability and the language skills necessary for international contacts, and an increasingly internationalised labour market, in order to take advantage of the rapid developments taking place, as a result of information and communications technologies, as well as for further studies». «The subject of Modern languages aims at pupils developing an all-round communicative ability» «develop their ability to use English to communicate in speech and writing» «deepen their understanding of spoken English in different situations and contexts» «develop their ability to actively take part in discussions and written communication, express their own thoughts in English, as well as understand the views and experiences of others» «develop their ability to actively take part in discussions and written communication, express their own thoughts in the language, as well as understand the views and experiences of others» «develop their ability to use English orally in different contexts in order to relate, describe and explain, as well as give reasons for their views» «be able to carry out short, simple oral and written tasks in cooperation with others and on their own» «be able to carry out short, simple oral and written tasks in cooperation with others and on their own» «be able to actively take part in discussions on familiar subjects and with the help of different strategies communicate effectively» «be able, on their own and together with others, to plan and carry out work tasks, as well as draw conclusions from their work.» «develop their ability to plan, carry out and evaluate tasks on their own and in co-operation with others. Skolverket, Curriculum for the compulsory school

system, the pre-school class and the leisure-time centre. Curriculum for the compulsory school system, the pre-school class and the leisure-time centre « The different competencies involved in all-round communicative skills have their counterparts in the structure of the subject. Amongst these is the ability to master a language's form, i.e. its vocabulary, phraseology, pronunciation, spelling and grammar.» «The different competencies involved in all-round communicative skills have their counterparts in the structure of the subject. Amongst these is the ability to master a language's form, i.e. its vocabulary, phraseology, pronunciation, spelling and grammar» «develop their ability to analyse, work on and improve their language in the direction of greater variation and accuracy». Definition Cohen²³ defines group work as “students working together in a group small enough so that everyone can participate on a task that has been clearly assigned”. The fact that the different members of a group bring different knowledge to the gathering indicates that the more members that there are in a group the more knowledge they have available. Sjödin²⁵ also points out that as the group gains more members the difficulties in communicating also grow. According to Stensaasen and Sletta²⁶ there are different kinds of groups. People standing in line waiting for something are a group of people, this type of group they define as a non-social group. This is not the type of group meant when discussing group work they define this type of group as a social group. An example of their definition of what a

social group is (my translation): «A group consists of two or more people who have a mutual influence on each other and are mutually dependant on another in the sense that that they have to trust each other to get their needs satisfied and achieve their goals.

What should teacher do to see an effective group work?

Give clear instruction!

Put the important words and grammatical constructions on the board!

Divide students into groups correctly!

Tell your students what is the time limit!

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