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## **GROUP WORK IN THE ENGLISH LESSONS AS A MEANS OF DEVELOPING THE COMMUNICATIVE AND EDUCATIONAL SKILLS OF SCHOOLCHILDREN**

**Yerbol Ainur**

[ainura.erbol99@mail.ru](mailto:ainura.erbol99@mail.ru)

a 4-year student with a major in “Foreign Languages: Two Foreign Languages”  
the L.N. Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan  
Scientific supervisor – A.E. Darmenova

Teaching a foreign language at school pursues the main goal: the development of students’ communicative and educational skills in foreign language lessons, that is, mastering a foreign language as a means of communication. One of the ways to achieve this goal is a group form of work. Group work is an organizational form of collective work in which three or more students simultaneously carry out joint activities aimed at solving the task. It is important to draw the attention of all group members to the fact that success depends not only on the well-coordinated work of the entire group as a whole, but also on the personal contribution of each student. The teacher should clearly set the task, limit the time frame for completing this task.

It is on the principle of cooperation that group training is built. Students, working in a group, try to jointly complete the task.

Another advantage of group learning is the ability to implement a multi-level approach to teaching a foreign language. Teachers who use group work can easily provide students with different potential and abilities with multi-level tasks.

Communicative learning activities occupy a significant place in the learning process of secondary school students, for whom interpersonal communication becomes the leading activity. The use of group forms of work in foreign language lessons activates the speech-thinking activity of schoolchildren and contributes to the formation of communication skills.

The six components of communication actions:

1. communication and interaction with partners for joint activities or information exchange (participation in a collective discussion of issues, taking into account the opinion of the interlocutor);
2. action taking into account the position of another person and the ability to coordinate their actions (understanding the possibility of the existence of opinions and points of view that may not coincide with their own; the ability to argue your point of view);
3. organization and planning of educational cooperation with peers (initiative in joint work; ability to resolve conflicts situations; control and correction of the partner’s actions);
4. working in a group (integration into a group of peers and productive interaction with them; ensuring conflict-free collaboration in a group);

5. following the moral, ethical and psychological principles of communication and cooperation (respect for the personality of partners; providing assistance and emotional support to partners; establish a trusting relationship);

6. speech actions as a means of regulating one's own activity (the use of adequate language and speech means for expression their thoughts, feelings, motives; speech display (explanation, description) of the actions performed both in the form of internal speech and in the form of loud socialized speech)

For successful group work, it is necessary to select the composition of groups that can be completed according to different criteria, for example:

- optional (the joint task will be more interesting and productive if students work with those with whom they want, but this process can become chaotic, as students of the introverted personality type may remain outside the group);

- according to the uniformity and heterogeneity of educational abilities (it is advisable to form homogeneous groups only from strong students or from secondary students, as the group, consisting only of weak students reach a positive result; the formation of heterogeneous groups is the most successful one in the learning process, as a strong students can help the weak in mastering a foreign language, thereby strong students themselves better start to understand a foreign language, benefit from the cooperation get all students);

- randomly (students sitting next to each other are grouped together; the teacher calls the letter (A-L) corresponding to each student; students are grouped according to certain characteristics: color of clothing, month of birth, etc. – this option of completing groups is considered the simplest and does not take a lot of time);

- according to the content of the task (students are divided into groups according to the task: for example, the first group looks for ways to solve the problem, the second group analyzes the advantages and disadvantages of ways to solve the problem, etc.)

Thus, when planning group work in foreign language lessons, the teacher needs to take into account the individual characteristics of students and anticipate possible difficulties in the process of group work and how they can be minimized.

In the stages before and during and after group work:

- set rules of behavior during group work;
- help students set goals for the exercise;
- give students the opportunity to ask questions;
- discuss the time limit;
- monitor groups, encourage educational and cognitive activities, monitor time and noise;
- choose the teacher role that corresponds to the exercise;
- conduct a reflection, sum up the results;
- conduct self-assessment and mutual evaluation of students.

At the end of the lesson, the teacher must:

- analyze the results of group work;
- analyze students' reflection;
- make a plan to improve group work for a particular class.

The development of speech should proceed systematically. The conditions for maintaining consistency are as follows:

- 1) sequence of exercises;
- 2) the perspective of the exercises;
- 3) a variety of exercises (and an understanding of the specific, narrow purpose of each type of exercise);
- 4) the ability to select various types of exercises, but subordinate them to a common goal

It is generally accepted that communication in the process of learning a foreign language can be “one-sided” and “multi-sided”. In the first case, we mean the organization of the educational process with the predominance of frontal forms of work, when the teacher asks / encourages the student to speech activity – the student answers.

As for “multi-faceted” communication, for him, the typical forms of work are group and collective, in which each student has the opportunity to express himself as an independent and full-fledged participant in a certain activity.

It is when organizing “multi-sided” communication in a foreign language lesson that all participants in the educational process interact, and opportunities are created for the disclosure of the personal potential of each student. Mutual express surveys and interviews in the study group, exchange of information, search for your mate, group decision-making, coordination of joint actions, discussion “according to the rules” and other tasks allow you to teach students to practically use a foreign language.

The disclosure of the communicative function of the English language for the student is to teach him to plan, to express his ideas with the help of linguistic means, to anticipate the possible reaction of the interlocutor, to control his speech activity.

In English lessons, the teacher opens up wide opportunities for the formation of communicative educational actions in schoolchildren. Just working with a foreign text, as the most common form of work in foreign language lessons, forms students’ logical learning actions

In foreign language lessons, first of all, students’ speech skills are formed: a foreign language teaches students to correctly use clichés (stable expressions), formulate classical questions and answers to them, prove the correctness and infidelity of statements, justify the stages of building a monologue and dialogue

At the final stage of group work, you can invite students to complete a test. The results are summed up and the whole group is rated, or the best group is named. The use of this technique is also possible when working with vocabulary or with educational text.

The purpose of using interactive methods and techniques in teaching foreign languages is the social interaction of students, interpersonal communication, the most important feature of which is recognized as the ability of a person to “accept the role of another”, to imagine how it is perceived by a communication partner, to interpret the situation and design their own actions.

It should be noted that interactive methods and techniques develop communication skills, help to establish emotional contacts between students, teach them to work in a team, listen to the opinions of their friends, and establish closer contact between students and the teacher. The use of interactive methods and techniques in a foreign language lesson relieves students’ nervous tension, makes it possible to change the forms of activity, switch attention to the key issues of the lesson topic.

The quality of the presentation of the material and the effectiveness of its assimilation, and, consequently, the motivation to learn a foreign language on the part of schoolchildren, significantly increases.

Working in groups develops students’ communicative thinking skills, increases their self-esteem and confidence in their abilities, correctly give and perceive a positive, objective assessment from classmates and create a situation of success for themselves – one of the components of group work.

The use of group work forms will have a positive impact on the success of students in learning, on their self-expression and increase their interest in the subject. The group form of work gives an impetus to the creative expression of students and their communicative interaction in the process of educational content.

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## EFFECTIVE WAYS TO LEARN ENGLISH

**Yerbolatkyzy Inkar**

[inkar171099@gmail.com](mailto:inkar171099@gmail.com)

a 4-year student with a major in “Foreign Languages: Two Foreign Languages”  
the L.N. Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan  
Scientific supervisor – S.A. Doldinova

The modern pace of life, whether we want it or not, sets its own time frame, keeps us in the eternal "rhythm of the dance", not following which knocks us out of the rut. Today, the vast majority of people are engaged in learning a foreign language. Each of them has its own purpose of study, some of them have their own purpose of study these are eternal business trips, for others-travel. Every day, people are more and more eager to learn a foreign language in a short period of time and the first thing they do is go to various language learning organizations for help. But we decided to simplify the task and get acquainted with the most effective ways to learn a foreign language.

Learning a foreign language (especially new words and expressions) is hard and painstaking work that requires constant cramming and spending a lot of time. Is it true? Is there really no way to avoid these unpleasant moments for us [1]?

To answer the questions, we would like to draw your attention to a rich list of modern techniques that around the world every day. The first method that I want to introduce is the method of Marina Mogilko, the founder of the author’s English language courses. She refers to her methodology as strategies. So, let’s look at its strategies.

**Strategy 1.** “Use the power of emotions”. The author advises you to associate English words with something important, positive for you, with something that concerns you. That is, when learning new things, we must first of all "pass it through ourselves". This is going to help us survive a particular language situation if to learn aimlessly because there is the word “need”, it will be not easy.

Thus, Marina Mogilko advises: “Before you remember a word, think about how important and necessary it is for you. Would you like to use it further in your vocabulary?” Be able to filter out the information you do not need in the future [2]!

**Strategy 2.** “Believe in your abilities”. Do you have a good memory? Is it easy for you to memorize English words? Thoughts are material. Stop trying to convince yourself that languages are hard for you or that it’s not your thing. We do not notice this, but our brain absorbs information like a sponge, both positive (which was mentioned earlier) and negative. That is, telling yourself that you can not, you thereby program your brain to resist learning (by the way, this applies not only to learning foreign languages, but also to any other activity).

**Strategy 3.** “Remember forever”. Many people today are concerned about the question that “Will I not forget what I have learned if I do not have the opportunity to reinforce the knowledge? Can I wait for self-learning and wait for the moment when the language will be useful to me in practice?”