QR – Issue   QR – Article

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METHODS OF GROUP WORK AS THE BASIS FOR ENHANCING EDUCATIONAL PROCESS

Abstract: The article considers modern innovative methods of teamwork that are most effective, popular for teachers and students as the basis of improving their learning process. Also, the attention of teachers is provided with brief information on how to use and organize these following methods in an individual and group work effectively.

The types of cooperative learning may differ from each other in individual elements, for example, in the structure of the cooperative lesson, the features of group assessment, the ratio of individual and group educational and cognitive activity, etc. So this article also describes some of the most well-known in the practice of the American school methods.

Key words: cooperative learning, individual learning, training tournament method, dynamic didactic system, evaluation system, interactive multimedia, hypertext technology, interactive learning model, group assessment, formal, non-formal, group research method, laboratory method, searching method, mutual assistance, mutual support.

Language: English

Citation: Abzalbekuly, B. (2019). Methods of group work as the basis for enhancing educational process. ISJ Theoretical & Applied Science, 12 (80), 666-669.

Soi: http://s-o-i.org/1.1/TAS-12-80-127   Doi: crossref https://dx.doi.org/10.15863/TAS.2019.12.80.127
Scopus ASCC: 3304.

Introduction

UDC 811.512.122

As you know, there are many teaching methods, different types of lessons, which pursue one single goal - digestion knowledge by students. Encouraging is the introduction of innovations and their harmonious infusion into the well-established structure of the lesson. Training models are divided as passive, active and interactive [1].

Features of passive model are that students learn material from the teacher's words or from the texts of books, do not communicate with each other and do not perform any creative tasks. This model is the most traditional and quite often used, although modern requirements for the structure of the lesson are the use of active methods. Active methods involve the stimulation of cognitive activity and student autonomy. This model sees communication in the student-teacher system, the presence of creative (often home) assignments as mandatory. The interactive

model aims to organize comfortable learning conditions, in which all students actively interact with each other. The organization of interactive learning involves the modeling of life situations, the use of role-playing games, the general solution of issues based on an analysis of circumstances and situations. It is clear that the structure of interactive lesson will be different from the structure of usual lesson, it also requires professionalism and experience of teacher [2]. Therefore, the structure of lesson includes only the elements of interactive learning model — interactive technologies, that is, specific techniques and methods are included that to make the lesson unusual and more intense and interesting.

Organization of the educational process is a system of relationships and interactions between teacher and student, as well as a way of structuring the educational process, including educational material, teaching activity of teacher, and educational activity of students. It is necessary to understand that success, the effectiveness of educational process is determined,

ultimately, by the nature of the students 'activities, whatever the teacher, no matter how well he knows his subject, but if he failed to summon and organize the students' own creative activity, meaningful and reasonable communication, he will not achieve greater success. It is obvious that no matter how well the educational process is organized in full compliance with all principles, no matter how it is conducted, but if this student does not have desire to grow, develop, improve, there is no need to learn, then such an educational process may not be valid, not effective in relation to this student. Therefore, the most important task of teacher is the formation of each (without exception) student needs for learning, self-education and self-development [3].

In the past 10–15 years, academic teachers and practitioners have shown great interest in the forms and methods of group work, or as it is often defined, cooperative learning. It has now become one of the most popular methods at schools, colleges and universities. Not all training in small groups is considered cooperative. For this, according to American educators, first, the overwhelming part of classroom and extracurricular classes in a subject or cycle of disciplines (ideally, in all subjects of the curriculum) should be held in small groups that have the spirit of a single team, and each member of responsible for himself, for others and for the group as a whole. Secondly, it is preferable that the group membership is stable and permanent, and group work is included in the monitoring and evaluation system of educational achievements of both the group as a whole and each of its members [4].

The theoretical basis for cooperative learning is the work of J.J.Piaget, L.S.Vygotsky and other scientists emphasizing the special role in the process of the student's intellectual development of the factor of social interaction and interpersonal communication [5]. Studies of teachers and psychologists show that the cooperative form of education affects to the development of speech, communication, thinking and intelligence. In addition, it brings higher learning results compared with traditional frontal forms and methods [6].

The types of cooperative learning may differ from each other in individual elements, for example, in the structure of the cooperative lesson, the features of group assessment, the ratio of individual and group educational and cognitive activity, etc [7]. Let's consider some of the most well-known in the practice of the American school methods.

Training in teams of achievements. The scheme of implementation of this method can be represented as follows: lecture - group work with text - individual independent work. At the beginning of each lesson, the teacher gives an overview lecture on the new material with an emphasis on the points on which the teams will perform individual tasks. The lecture must be sufficiently capacious in content and at the same time practically directed. The use of visualization, modeling and learning experiments is recommended [8].

Next, students work in teams on lecture notes, helping each other to understand its content. That lecture notes are multiplied, and each team receives the required number of copies. Students can ask each other questions, clarifying incomprehensible moments for themselves. Questions to the teacher is allowed to ask only when none of the team members can answer them. After working through the lecture notes, students perform individual work. At this stage, help to each other is excluded, each member of the team works independently. The main feature of this method lies in the system of evaluation of individual works. The assessment is carried out on a progressive comparative basis: student can replenish the team's piggy bank only if his grade for this work is higher than his average mark for previous work. The team that scored more points after studying the topic is considered to be the winner: it deserves encouragement and inclusion on the special board of winners [9].

Training tournament method. The main characteristic of this method is that after studying a new material in a tournament duel, there are students from different teams with the same level of academic achievements. As a rule, this kind of tournaments are held once a week after studying a major training topic. The procedure is as follows. Students from different teams are distributed according to the level of academic achievements: strong students are the first subgroup, middle ones are the second subgroup, weak are the third subgroup. Each subgroup receives about thirty numbered cards with questions located on the table in random order in an inverted form. Each student in the subgroup alternately selects a card and answers the question recorded on it. You can answer both verbally and in writing. The remaining members of the subgroup evaluate the answer, for example - on an alternative scale: correct (1 point) and incorrect (0 points). In case of a situation of controversy, students resort to the help of a teacher. On average, each student has three cards. Thus, teacher needs to prepare for the tournament about 90 question cards of three difficulty levels. After the tournament in subgroups, students return to their teams and summarize the scores received. The team with the most points is recognized as the winner [10].

Method of team support for individual learning. The essence of this method is to enable small groups to advance through the curriculum at an individual pace. Students work in a small groups on individual tasks, during which they can turn to each other for help and advice. Students can also check each other's works, help correct mistakes. Teacher, in turn, oversees the work of the groups, and also alternately explains the new teaching material to the groups that have finished working on the individual tasks on the

previous material. Individual tasks are checked by specially appointed teacher students - "monitors" from different groups. They are supplied with answer sheets for prompt verification of individual work. At this time, teacher has the opportunity to work individually with each small group. At the end of the week, a summary is made of how many topics each group has studied and what is the total educational result of the group on individual tasks.

"American mosaic" (Jigsaw) method is implemented according to the following scheme: teams are formed by 4–6 people on a heterogeneous basis. The new teaching material is divided into 4-6 parts, which are distributed among the team members, and each student independently learns his part. Then, members of different teams who have studied the same part of the training material come together for a 10–15-minute discussion. After that, they return to their teams, and each of them alternately (according to the logic of the educational material) explains the content of his part to the rest of the team members. The level of assimilation of educational material for each student is assessed according to the results of individual independent work on all new material. The winner is the team that is gaining the highest cumulative score.

The method of cooperative mutual learning consists of constant mutual assistance and mutual support of students through mutual checks of independent work, joint homework, telling each other the material under study, mutual corrections of mistakes, joint preparation for tests and exams, etc. In mutual learning, the basic rules of cooperative learning are followed. This method can be used in the work of various educational groups: formal (formed according to special criteria for solving a specific educational task), non-formal (staffed according to the principle of sympathy or friendship or simply "territorial principle" - sit at the same desk), basic (formed for the solution of long-term educational tasks throughout the academic quarter, half year).

Group research method. The peculiarity of this method lies in the fact that teams formed on informal grounds examine a question of a training topic in order to prepare a group report and a speech to the whole class. Questions on the topic are distributed among the teams so that, as a result of the presentations, they will cover the entire educational material of the new topic. Inside the team, each student examines his part, gathering the necessary material, submits it to the group, and then a general group report is formed on the basis of the assembled parts. For the prepared report and performance each team receives a group assessment.

Method "coop-coop". This method is very close in content to the method of group research, but with one difference: each member of group not only delivers material on his part to the team, but also gives a mini-report in front of her. After the final report of

the team is formed, the speaker of the group first speaks with him in front of the team, and only then (taking into account changes and corrections made by the group members and teacher) - in front of the whole class. In addition, students perform individual independent work on the entire topic. Final assessment of group includes both the total score for the report and individual points for independent work.

Laboratory method. If there are 32 people in a class, for example, students are calculated from the 1st to the 8th, and then they form small groups of "first", "second", and "eighths". Goal of the teacher is to create a friendly and productive learning atmosphere in the randomly equipped groups. That is why the start of work in such groups is recommended to organize with the identification of common interests, with the search for a common goal, with the formation of team spirit, etc. This method is recommended to use for training novice teachers to work in a cooperative learning environment.

Searching method. The specificity of this method lies on the formation of search groups of students to solve any practically oriented educational task or to perform an applied project. The implementation of this method requires the formulation of tasks of a high level of problematic nature and the provision of small groups of complete independence in search activities. That is why it is allowed to form groups on an arbitrary (often informal) basis, the purpose of which is to conduct a mini-study that requires creative, inventive approach, collect empirical material, carry out statistical processing of the research results, formulate the novelty of the results, issue a study in the form of a report, and finally, go through the "protection procedure" of the main provisions and the results of research before a special expert council consisting of teachers from various disciplines, parents, students [11].

Methods discussed above are far from exhausting the entire arsenal of cooperative learning. These are just the most popular ones. However, in general, they give an idea of the procedural characteristics of such training. Naturally, they can be combined and used in combination with traditional methods. Moreover, cooperative learning is an open and dynamic didactic system, it is constantly enriched with new findings by teachers and practitioners.

The greatest attention is currently in various educational systems in connection with the above-mentioned strategic directions of development are used: the project method and student cooperative activity and the teaching methods associated with these approaches: research, search, brainstorming, data collection and processing, analysis of reference and literary sources, experiment and trial work, analysis and synthesis.

The main means of education are becoming more and more NIT, in the first place: a text-based

computer editor; telecommunications; hypertext technology or interactive multimedia.

If we use computer technology, in particular telecommunications, then students and teachers of not only one school and not only schools of this region, but also various countries of the world can be involved in this process. In this case, we are talking about global telecommunications, which represent a fundamentally new approach to learning.

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