

THE ORGANIZATION OF GROUP, PAIR AND INDIVIDUAL WORK AT THE ENGLISH LESSON

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Abstract: this article about system of teaching English at the Russian schools and universities. Changes which will promote the best training of language at English lessons are considered and offered. Methods of group, pair and individual work between students are also presented in detail. In article, influence of computer technologies on educational process in a learning of foreign languages is affected. This article raises the questions of a role of the teacher, creation of the language environment on lessons, also about motivation of students.

Keywords: method «Case-study», method «Brain storm», method «Coop-coop», method «Command support of individual training», method «Focus group», method «Contextual learning».

ОРГАНИЗАЦИЯ ГРУППОВОЙ, ПАРНОЙ И ИНДИВИДУАЛЬНОЙ РАБОТЫ НА ЗАНЯТИЯХ ИНОСТРАННОГО ЯЗЫКА

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Аннотация: статья посвящена системе изучения английского языка в российских школах и университетах. Предлагаются и расписываются изменения, которые повысят качество изучения языка на уроках английского. Авторы статьи затрагивают вопрос о влиянии компьютерных технологий на образовательный процесс. Также подробно рассматриваются методы групповой, парной и индивидуальной работы между студентами. В статье также не остаются без внимания вопросы о роли преподавателя, о способах погружения в изучаемый язык и повышении мотивации студентов.

Ключевые слова: метод «Кейс-стади», метод «Мозговой штурм», метод «Кооп-кооп», метод «Командная поддержка индивидуального обучения», метод «Фокус-группа», метод «Контекстное обучение».

The knowledge of foreign languages and, first of all English, is integral for a modern expert in any area of legal activity. It expands borders not only in geographical, but also in information space, facilitates to the expert extraction of necessary material from foreign-language sources, maintenance of contacts with foreign partners. One of the main tasks of higher education in modern society is the principle of activity of the student in educational process.

Recent development of complex educational technologies brought into being a new category - the high educational technologies (HOT) which assume integration of the most effective educational technologies into a complete system. HOT cover psychological, pedagogical, didactic and methodical procedures of interaction of teachers with students when using in educational process of the most modern technical means [1, p. 30].

Among main principles of their realization are:

- 1) constant cooperation of the teacher and students;
- 2) interrelation of a scientific and educational research of students with the content of educational process;
- 3) optimization of maintenance of lecture courses for the purpose of reduction of volume (on time) classroom occupations;
- 4) increase in volume of independent work of students;
- 5) individualization of training of the students;

- 6) close connection of theory and practice;
- 7) controllability and possibility of correction of process of training;
- 8) achievement of high intellectual and cultural level of the graduate.

The organization of educational process shall solve one of the main tasks of higher education – creation of conditions for transformation of the management of studying from an object in a subject and other participants of educational process. It means that the main characteristic of the pupil as subject of activities is his activity, initiative and the creative attitude towards surrounding reality and to.

Activity of the student shall be caused by the high level of the motivation realized by requirement of knowledge acquisition, aspiration to good result. The foundation of active training was laid in a domestic technique at a boundary of the 70th years of the 20th century when works of researchers of problem training, such as A. M. Matyushkin, V. Okon, M. I. Makhmutov, I. Ya. Lerner appeared. At this time there are methodical benefits containing educational business games, a method of the analysis of specific everyday or production situations, playing of roles, a seminar discussion, that is creation of the mini-situations helping students to make active and set the gained knowledge, skills and also in practice to simulate future working moments.

Many techniques which gained recognition in our country were entered and successfully tested in the USA and the Western European countries [2, p. 109]. For example, Case-studies is considered the method homeland Business school of Harvard University, and the Six Hats method is based on the ideas of the American researcher of creative thinking E. de Bono.

Let's consider some technics of training which can be successfully applied at a foreign language lesson.

Method “Case-study” is a business game in a miniature, which assumes the analysis of both simulated and the valid problems and teaching materials [3, p. 117].

Method “Brain storm” is applied for group research or search work with great volume of material and allows to receive the greatest possible quantity of decisions of the set problem.

Method “Coop-coop” assumes both collective and individual work: each member of the group does not simply hand over his material into the team, but addresses it with a mini-report. Finally the group is put some general estimation, as well as each member of the group gets a mark for his work.

Method “Command support of individual training” consists in granting to small groups of possibility to move ahead on the curriculum in their individual rate. In such groups students who need more time and efforts to preparation can be allocated. Control in such groups can be entrusted more prepared students, and also to offer tasks for self-checking and mutually control in variable, dynamic or static couples. In this case the educational and methodical complex for these students shall contain the block of the simplified tasks within the training program of a rate.

Method “Focus group” assumes concentration on a problem situation and its all-round discussion. It is desired to form a group of equal force participants, but also it is interesting to work with alternative groups where both more and less prepared students can be presented.

Problem situations for the groups can be following types:

– “a choice”. There are several ready-made solutions, and students need to choose the most optimal solution. It is suitable for grammar tests;

– “an uncertainty”. The students work in the conditions of lack of data;

– “an offer”. The teacher offers new ideas and original solutions. It is suitable for working with incomplete semantic passage or text;

– “a refutation”. Students need to refute any idea or position. It is suitable for checking grammar exercises, which containing obvious mistakes, or working with the erroneous conclusions after any text.

An explicit plus of this method is teamwork: interdependence, collective responsibility and results. Team members can be appoint to different roles: group chairman, creator of ideas, work organizer etc.

Method “Contextual learning” is one of the most promising methods for studying a foreign language. Students motivating for study increases when the teacher builds a connection between the specific knowledge and its application, ie there is integration and connection of the various activities of students, for example, playing, learning and working.

At the lesson you can't do without pair work of students where alternative, dynamic, transitive, static pairs are cooperating, each of which carries out a certain task with subsequent auto- and mutual control.

A great role in development of speech skills in a foreign language belongs to role-playing games. Students can engage in the scoring of films of a professional orientation, creation of genre sketches on legal subjects, for example, session in court as with in advance known scenario, and only with short definition of roles of its participants [4, p. 60].

It is necessary for the students to be individually immersed in the sphere of a foreign language: studying culture, history, traditions and customs, distant communication with native speakers, watching films, reading books, listening to audio records in the foreign language with following discussion, exchange programs with other countries. It is useful to pay special attention to collecting of the professional vocabulary of the law

students, studying texts on their future profession. It is necessary to be gradually concentrate on the training model, which will form not only theoretical basis, but also practical skills proficiency.

The students begin to learn the specifics of their profession in terms of foreign language teaching and research activities, when they get a basic knowledge of a foreign language [5, p. 58].

The role of the teacher is organize a dynamic model of the educational process. The teacher is students' assistant, who have to considers their abilities and chooses optimum educational form. The teacher should encourage students to research work, writing scientific articles and reports, to stimulate their interest in mastering specialized courses of legal translation, business English, preparation for getting the international certificates, etc.

An innovative paradigm of higher education means education, which is aimed at the students' self-realization, their interests in a future career. The students take responsibility for their own learning.

An individual cognitive activity, focused on "learning throughout life", comes first. The purpose of the teacher is the motivation of the students in learning and achieving their purposes. Ordinary student is able to become a highly qualified specialist with teacher help.

Realities of a postindustrial society force to refuse hierarchical and authoritative methods, to choose new forms of teaching and learning English, guided by practical use of the language, to select problems taking into account the future trade of the student [6, p. 145].

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