

## ОСНОВНЫЕ ПОДХОДЫ К ПРОБЛЕМЕ ГРУППОВОГО ОБУЧЕНИЯ ПРИ ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ ПО ИНОСТРАННОМУ ЯЗЫКУ

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## BASIC APPROACHES TO THE PROBLEM OF GROUP LEARNING IN THE ORGANIZATION OF INDEPENDENT WORK IN A FOREIGN LANGUAGE

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**Аннотация.** Данная статья посвящена проблеме группового обучения при организации самостоятельной работы по иностранному языку. Автор подчеркивает, что групповое обучение позволяет студентам сотрудничать, обсуждать различные точки зрения, что способствует более эффективному усвоению материала и развитию критического мышления. Автор делает вывод, что групповое обучение является одним из эффективных способов организации обучения, который способствует активизации знаний каждого студента, а также обогащает учебный процесс через взаимодействие и обмен информацией между учащимися.

**Ключевые слова:** групповое обучение, самостоятельная работа, построение знаний, взаимное обучение, познавательная активность, совместная деятельность, коммуникативные условия.

**Abstract.** The article is devoted to the problem of group learning in the organization of independent work in a foreign language. The author emphasizes that group learning allows students to collaborate and discuss different points of view, which contributes to more effective learning of the material and the development of critical thinking. The author concludes that group learning is one of the effective ways to organize learning, which helps activate the knowledge of each student and

enriches the learning process through interaction and information exchange between students.

**Key words:** group learning, independent work, knowledge building, mutual learning, cognitive activity, joint activity, communicative conditions.

Currently, in the theory and practice of education, there is a search for forms and methods that can create conditions for the development of communication skills and teamwork skills, in other words, the development of social competence and the ability to learn independently. Such forms and methods are based on the activity of each subject of the educational process, the ability to make decisions and make choices independently, as well as on the coexistence of different points of view and their free discussion.

Such a form of organization of the educational process as group work has great potential for the implementation of these ideas. Marvin Shaw, an expert in group work, argues that all groups have one thing in common: their members interact. Therefore, he defined a group as "a community consisting of two or more individuals interacting and influencing each other" [Майерс, 1996, с. 356]. Working in a group makes it possible to communicate more often with other members, formulate one's position, coordinate actions, which can contribute to the development of cooperation, interpersonal competence, and communicative culture.

The problem of more effective organization of independent work has existed for a long time, so it seems interesting and promising to consider its organization using the group learning method.

We would like to start with a statement of the French researcher Odette Bassis, the head of the association of French teachers "French Group of New Education". She believes that "it is possible to reflect and construct knowledge on one's own, because knowledge is formed in the course of real processes that produce thought and action. These processes should take place in a situation of an open collision of one's own doubts and contradictions with the doubts and contradictions of others – not with the purpose of displacing someone's opinion or thought, but in order to study together in a situation of non-violent conflict resolution, in such conditions that simultaneously bring together and differentiate, to learn to listen to oneself, to learn to think, argue, make decisions, not give up work on gaining knowledge, encountering numerous obstacles" [Майерс, 1996, с. 6].

There is a rich tradition of group learning in education. Thousands of years ago, the Talmud stated that one should teach another. Socrates taught students in small groups, engaging them in a dialogue with his "art of discussion." As early as in the first century, Quintilian argued that students could benefit from teaching each other. The Roman philosopher Seneca, defending group learning, said: "When you teach, you learn twice." John Amos Comenius believed that students would benefit both from what they learn and from teaching others.

In the Middle Ages, in craftsmen's guilds, apprentices worked in specific groups. The most skilled worked with the master, and then taught these skills to the less experienced.

In the late 18th century, Joseph Lancaster and Andrew Bell widely used group learning in England and India to bring education to the “masses”; the Lancaster School was opened in New York in 1806. This system was embodied in the so-called Bell-Lancaster system of mutual instruction. The essence of this system was that the older students, under the guidance of a teacher, first studied the material themselves, and then, after receiving appropriate instructions, taught those who knew less. This allowed one teacher to teach a large number of students at a time, i.e. to carry out mass training, but the quality of such training was extremely low. This explains the fact that this system has not been widely used [Johnson, 1998, p. 31-39].

In colonial Boston, young Benjamin Franklin, living in poverty, created training groups to obtain education. In the early 19th century in the United States, the emphasis in the General School movement was on group learning. In the 70s of the 19th century, the methods of group learning of Colonel Francis Parker were used in American education. In the first decade of the 20th century, John Dewey promoted the use of group learning as part of his project method.

A.G. Rivin and V.K. Dyachenko use the idea of mutual learning, without highlighting the current level of knowledge and abilities, including all students in a feasible dialogue-communication, using the form of dynamic (changing) pairs, in which the student alternately acts as a student, then as a teacher. In the interpretation of V.K. Dyachenko, the main feature of joint educational activity is missing – group training for each individual member of this group. According to the scientist, the implementation of this principle is impossible for the following reasons: a) most often it is not possible to put everyone in the position of a student; b) many students of this group are not ready for this function [Дьяченко, 1991, с. 56].

This point of view is reflected in other studies. These researchers see a more complete use of the possibilities of joint cognitive activity in the pair-group technique, the essence of which is the formation of groups of four to ten people with periodic transitions of students from one group to another.

On the contrary, H.J. Liymets understands the group method of learning as the joint activity of a teacher and a student, a student and a student, which by its very organization and features of the methodology ensures high cognitive activity of everyone [Лийметс, 1975, с. 32]. Presenting the researcher's experience in organizing activities in small groups, K.N. Volkov, in turn, interprets it as a joint educational activity [Волков, 1994, с. 60 - 80].

As for E.D. Margulis, he believes that while organizing group activities in the classroom, it is necessary to form permanent groups. The work in the classroom has a personal-role orientation associated with students performing various roles [Маргулис, 1990, с. 87]. At the same time, the author notes the possibility of their combination and modification.

B.I. Pervin's research is interesting from this point of view. He identifies the following levels in group work:

- 1) simultaneous work in the classroom aimed at achieving a common goal;
- 2) work in pairs with one-sided or two-sided character;
- 3) work in a group;
- 4) intergroup and frontal-collective activities.

According to the researcher, group work with proper pedagogical guidance "allows the most complete realization of the basic conditions of collectivity: awareness of a common goal, appropriate division of responsibilities, mutual dependence and control" [Первин, 1985, с. 19]. В.И. Pervin calls group work in the learning process a form of organization of training sessions that involves setting a single educational and cognitive task, the solution of which requires the combined efforts of all group members and their close interaction.

I.M. Cheredov divides the group forms of organizing educational activities into: link, brigade, cooperative-group, differentiated-group [Чередов, 1988, с. 56]. He considers the cooperative-group form to be a type of joint activity, which is characterized by the achievement of a common goal of the joint activity carried out on the basis of mutual responsibility. I.M. Cheredov formulates this conclusion based on the fact that "each group obtains a part of knowledge, enriching itself; then this knowledge is communicated to other groups. This is how knowledge is exchanged between groups of students [Чередов, 1988, с. 58].

The Czech scientist J. Lingart considers joint actions not only the emotional, interested joint activity of individuals (without direct mutual assistance), but also mutual cooperation (imitation, teaching, information transfer) [Лингарт, 1970, с. 354].

We adhere to the following position: a variety of organizational forms of educational work can acquire a joint character if there is a language of communication, common goals of activity that are most important to partners, with the same understanding of their tasks.

It follows from the above that the group learning method is one of the most effective ways of organizing educational activities in any class. It should also be noted that the idea of learning in a group is extremely humane in nature, and therefore pedagogical. The teacher does not have enough time in class to provide assistance to each student. Students themselves will be able to accomplish this task if they work in small groups, begin to be responsible for everyone's success and learn how to help each other. Of course, one can study in a team (with a predominance of frontal types of work), where the strongest student always wins: he "grasps" new material faster, learns it faster, and the teacher relies more on him. Meanwhile, a weak student becomes even weaker over time, because he does not have enough time to clearly understand what is being explained; he lacks the character to ask a question; accordingly, he cannot answer quickly and correctly and only "slows down" the rhythmic progress towards common success. You can study individually using appropriate techniques and educational material. But in this case the student closes in on himself, on his successes and failures. He is absolutely not interested in how his groupmate manages to do it. If the student has trouble understanding the material, then this is only his problem. But you can learn in a different way when you have your friends next to you, whom you can ask if something is not clear; you can discuss with them every-

thing that is interesting. And if the success of the whole group depends on the success of one, then each student cannot fail to realize responsibility for his own affairs and for the success of all members of the group.

Based on this, for modern higher education, the experience of group learning as a general didactic conceptual approach seems quite interesting, especially considering the fact that the use of this teaching method fits quite organically into the classroom-based system, without affecting the content of learning, and allows you to most effectively achieve the predicted results of learning and reveal the potential capabilities of each student, as well as teach students to independently obtain knowledge.

Psychologists (T.A. Mathis, G. Mead, V.V. Rubtsov) working in the same direction and having certain developments of the group learning method, attach great importance to the concept of pedagogical agreement. Students take cognitive and social responsibility in building their own knowledge, and the teacher, in turn, should take care of the gradual development of knowledge in his students, determine the boundary of this knowledge and evaluate it. Therefore, under such conditions, it is group work that becomes decisive, and the main function of the pedagogical agreement is the creation of communicative conditions in which the teacher, with his remarks, comments and actions, participates in the creation of so-called "critical situations" (the term of V.V. Rubtsov) leading to the analysis and understanding of educational content; the teacher directs interacting students representing different positions and cognitive capabilities. V.V. Rubtsov believes that in "group work it is important not so much to choose a point of view understood by the majority of students, as to organize and coordinate the proposals they make" [Рубцов, 1989, с. 55].

Taking into account the specifics of the subject "Foreign language", this method can provide the necessary conditions for activating the cognitive and speech activities of group members, giving each of them the opportunity to comprehend new language material, get sufficient oral practice to form the necessary skills and abilities, since the purpose of group learning is to make each student stronger in his own position, to develop certain communicative qualities of a person. The group members learn together what they will be able to use individually in the future.

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