

## TEACHING ORAL ENGLISH IN SECONDARY SCHOOLS BASED ON GROUP FORMS OF WORK

**T.M. Toktorova**, *Instructor*

**D.M. Makanbaeva**, *Instructor*

**Kubanychbek kyzy Nurzhanat**, *Master program student*

**A.K. Zulpukarova**, *Associate Professor*

**Osh State University**

**(Kyrgyzstan, Osh)**

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**Abstract.** *In the modern world, there have been qualitative changes in the degree of dissemination of foreign languages and their social relevance. Not only knowledge of the basics of a foreign language, but also proficiency in one of the most common foreign languages is an important condition for permanent personal development. This leads to increased requirements for the level of language training of schoolchildren and a new understanding of the quality of educational results, which allow us to talk about the formation of foreign language communicative competence. From this point of view, group forms of students' work are of particular relevance, providing a new format of oral-speech allowing students to stimulate learning a foreign language, aiming them to achieve real results.*

**Keywords:** *communicative competence, oral speech, language, schoolchildren, interaction, didactics, linguistics, psycholinguistic.*

In the modern world, due to changes in the social sector and the economy, there is an increasing need for mastering foreign languages, the development of which is a certain criterion, as well as an important condition for the constant development of personality. Thus, the demand for a foreign language by society and the management of multilingualism in a multipolar world puts forward requirements for educational processes, the organization of which is based on effective socio-cultural interaction, complicated by situations of intercultural communication, through the development of linguistic space, which involves the use of modern solutions through group forms of work. Within the framework of the proposed article, we will try to reveal the features and prospects of the group form of learning an oral foreign language.

As you know, the quality of teaching in the field of foreign languages depends on many factors, including the qualifications of the teaching staff; the quality of teaching and the use of methodological materials, the material and technical base, and more. Thus, a foreign language is a complex, constantly developing and multilevel system, for the development of which the routine accumulation of a proper

amount of knowledge that allows you to understand and generate statements in accordance with a specific communication situation is not enough. Individualization and differentiation of learning, as well as active oral practice, are a condition for effective assimilation of foreign language reality by a person, which will allow achieving the necessary level of communicative competence.

The presentation of one's own thoughts in a foreign language is the result of complex psycholinguistic work organized through the integration of the subjects of the educational process.

When considering speech activity as an object of learning and mastering in the process of teaching a foreign language, we will limit ourselves only to the basic provisions. The first thing to pay attention to is that speech activity can be considered as an independent type of human activity. What is generally an argument in favor of independence of activity? Firstly, the presence of one's own needs inherent in this particular activity. We believe that the source of speech activity in all its forms is a communicative and cognitive need. This is a "necessity", a "need" to express thoughts and receive speech infor-

mation. This need, "finding" itself in the subject of speech activity - thought, becomes, accordingly, the communicative and cognitive motive of this activity. Moreover, this need can be included or combined with other needs, for example, self-expression. The second argument in favor of the independence of speech activity is that, like any other activity, it has a professional embodiment in each of its types: for example, speaking defines professional activity. Therefore, it can be argued that speech activity acts as an independent "professionally recorded" human activity. According to this, on the basis of a personal-activity approach, speech activity is an independent type of activity. It is an active, purposeful, mediated by the language system and conditioned by the communication situation, the process of transmitting or receiving a message, i.e. the process of production and reception [1].

In the process of searching for effective methods for the formation of foreign language communicative competence, we note that group work or work in pairs allows you to bypass the fears of participants and motivates them to speak more in a foreign language, which means they become active participants in the language environment through cooperation with other members of the group.

Group work should be understood as such a form of organization of activities – in pair work or work in micro groups, the main purpose of which is to develop the thinking of students, the formation of their communication skills, cooperation and mutual assistance [2]. The role of the teacher during group work is not only reduced to observing the work of the group, but also consists in actively participating in a group discussion, with which he can enter from one group to another, talk with group members, polemize.

In comparison with the frontal form, working in groups allows students to devote more time to the practical application of the language, since several groups work simultaneously. In addition, the group members develop independent work skills, as well as the ability to work in a team, which is important not only for learning a foreign language, but also for further professional development. Thus, the potential of group work in the de-

velopment of foreign language reality is revealed in the motivational, cognitive and activity abilities of the training participants.

As David Block notes, "learning is not just the acquisition of language forms, it consists in the fact that students actively develop and get involved in relationships with other participants during practice" [3]. Since the composition of the group in any given situation is likely to be heterogeneous in terms of language gaps, learning styles, interests, it is important for the teacher to provide such a group space that allows students to take the initiative in learning and learn to rely on each other in terms of knowledge, feedback and support in the process of interaction. Thus, group interaction will be meaningful on the part of all participants in the learning process, and cooperation in the group will be satisfactory.

Mastering a foreign language is a complex process consisting in the development of language abilities, the complication of speech acts and the improvement of personality in many aspects.

For the development of oral speech, the formation and functioning of the communicative skill of communication in a foreign language, it is important that the formation of a natural speech position of the utterance presupposes an influence on the personality of the student, i.e. the formation of his educational, moral, volitional and other character abilities, which occurs through direct contact between the teacher and students in group work. Thus, group work in foreign language classes promotes cooperation with each other, improves social skills and strengthens group ties, which makes the audience a more productive, calm and friendly place for foreign language practice. Considering the numerous advantages of group work, we find it a worthy form for mastering foreign language oral speech [4].

The organization of work in groups should take into account certain principles of learning. In the methodology of teaching foreign languages, there are various approaches to highlighting the principles of teaching. According to linguists, one of the possible approaches to the classification of teaching principles is the content of the basic sciences

for the methodology, which the teacher focuses on in his work: didactics, linguistics, psychology. In our article, we will use this approach and consider the principles of group work in relation to these sciences.

1. The principle of positive interdependence means that the results of students are interconnected, the group cannot achieve success without the participation of everyone. It is important for the teacher to ensure the course of the lesson in such a way that each student understands that he is connected with the rest of the group in such a way that he will not be able to achieve successful completion of the task until they make their contribution [5].

2. The principle of individual responsibility assumes that the student feels personally responsible to his classmates. The teacher promotes the development of individual responsibility by organizing work in such a way, for example, that the material is divided among all members of the same group and the assessment is carried out through individual testing.

3. The principle of intellectual and emotional interaction of students includes verbal and nonverbal reactions of other members of the team, providing important feedback to students' activities. The teacher, firstly, can encourage the success of students, and secondly, he can provide students with meaningful supports when communicating in a foreign language.

4. The principle of voluntary participation presupposes the student's desire to work in a particular group and perform a common task. Therefore, an important task of a teacher is to

create conditions under which students themselves strive to participate in the proposed activity.

5. The principle of activity means that in the course of group work, students are involved in active speech-thinking activities, the sources of students' activity are their interests and desires. As a result, it is important for the teacher to select exercises aimed at activating the activity of students.

6. The principles of visibility, feasibility and accessibility are closely related to the selection of material for group discussion. The implementation of these principles involves the selection of material that takes into account the age characteristics of students, corresponding to their intellectual level; the use of visual-auditory images in the process of interaction, for example, supports, sound recordings, computer programs, illustrations, diagrams.

7. The principles of taking into account the individual psychological characteristics of students and motivation have a connection with the individualization of learning at school. The teacher needs to select the material for group discussion in accordance with the students' learning abilities, as well as with their interests, for this purpose various forms of group work and various topics of communication should be used [5].

Based on the above principles, we can classify them according to the basic sciences for methodology: didactics, linguistics and methodology. We will supplement his classification with the first four principles. The results are presented in figure 1.

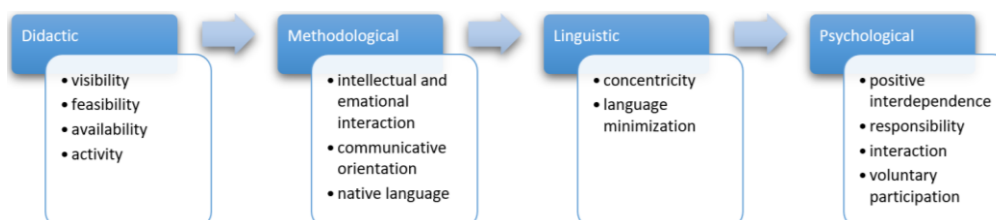


Figure 1. Principles of group learning

The child's communicative competence is effectively formed in specially organized group work based on cooperation. Educational cooperation acts as a meaningful and productive interpersonal interaction of

schoolchildren, ensuring the formation of social qualities of personality and including: combining the knowledge of all participants to achieve a common goal by enriching everyone while dividing functions, roles and

responsibilities between them; reflection on the process and result of interpersonal interaction; using the knowledge of the teacher as one of the sources of information. "Educational cooperation" as a concept is close to the concept of "cooperation" [6].

Basic principles of learning in collaboration:

1. The interdependence of the members of the group, which can be created based on:

- a single goal that can only be achieved together;

- distributed intra-group roles, functions;

- unified educational material;

- shared resources;

- one reward for all.

2. Personal responsibility of everyone. Each member of the group is responsible for their own successes and the successes of their comrades.

3. Equal share of participation of each member of the group. Joint educational, cognitive, creative and other activities of students in a group on the basis of mutual assistance and support are achieved, as a rule,

either by the allocation of intra-group roles, or by dividing the general task into fragments.

4. Reflection – discussion by the group of the quality of work and the effectiveness of cooperation in order to further improve them [7].

Thus, communicative universal educational actions that form competence in communication occupy a special place in the process of educational and cognitive activity of schoolchildren, since interpersonal communication is their leading activity. The subject "foreign language" has a significant potential for the formation and further development of communicative universal educational activities due to the possibility of widespread use of group forms of work and active involvement of students in speech activity. Various forms of group work in the English lesson they can contribute to the formation of communicative universal educational actions. Group work planning should be focused on the principles of working in a group and the individual characteristics of the team.

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## ПРЕПОДАВАНИЕ УСТНОГО АНГЛИЙСКОГО ЯЗЫКА В СРЕДНИХ ШКОЛАХ НА ОСНОВЕ ГРУППОВЫХ ФОРМ РАБОТЫ

Т.М. Токторова, преподаватель  
Д.М. Маканбаева, преподаватель  
Кубанычбек кызы Нуржанат, магистрант  
А.К. Зулпукаров, доцент  
Ошский государственный университет  
(Кыргызстан, г. Ош)

***Аннотация.** В современном мире произошли качественные изменения в степени распространения иностранных языков и их социальной значимости. Не только знание основ иностранного языка, но и владение одним из наиболее распространенных иностранных языков является важным условием постоянного личностного развития. Это приводит к повышению требований к уровню языковой подготовки школьников и новому пониманию качества образовательных результатов, которые позволяют говорить о формировании иноязычной коммуникативной компетенции. С этой точки зрения особую актуальность приобретают групповые формы работы студентов, обеспечивающие новый формат устной речи, позволяющий студентам стимулировать изучение иностранного языка, нацеливая их на достижение реальных результатов.*

***Ключевые слова:** коммуникативная компетентность, устная речь, язык, школьники, взаимодействие, дидактика, лингвистика, психолингвистика.*