

визначення тих, що були окреслені в ході дослідження явища білінгвізму в освіті («білінгвальна особистість майбутнього викладача», «білінгвальна комунікативна компетенція майбутнього викладача»).

Таким чином, вважаються доцільними подальше вивчення і розробка актуальних питань білінгвізму в освіті, як універсального феномену, який дозволить збагатити, урізноманітнити і прискорити розвиток теоретичних та прикладних аспектів педагогічної науки і стане базовим елементом розробки концептуальних засад та принципів створення моделі формування білінгвальної комунікативної компетенції у майбутніх викладачів.

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TECHNOLOGY OF COOPERATIVE LEARNING AND GROUP WORK IN THE ESL CLASSROOM

The article is devoted to relevant problems of cooperative learning technology in the ESL classroom at language departments of tertiary institutions. Different points of view on the problem of the cooperative learning technology in teaching foreign languages are analyzed. General assumptions about cooperative learning, as well as principles, goals and types of group and team work are considered. Significant strategies for group dynamics and essential steps in teaching cooperative skills are characterized. Four levels of cooperative skills can be categorized: forming skills, functioning skills, formulating skills, fermenting skills. Benefits from using cooperative techniques at language departments of tertiary institutions are described. Certain useful methodological guidelines as for the organization of cooperative learning and group work are provided for English language teachers.

Key words: *cooperative learning, group work, project-based learning, English language teacher, language department students, tertiary institution.*

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ТЕХНОЛОГІЯ НАВЧАННЯ У СПІВПРАЦІ ТА ГРУПОВА РОБОТА НА ЗАНЯТТЯХ З АНГЛІЙСЬКОЇ МОВИ В МОВНОМУ ЗВО

Стаття присвячена актуальним проблемам сучасної технології навчання у співпраці, яка широко використовується на заняттях з англійської мови у мовному ВНЗ. У статті аналізуються різні точки зору вітчизняних та зарубіжних лінгвістів і методистів на проблему навчання у співпраці; визначаються принципи організації, цілі і типи групової (командної) роботи на практичних заняттях з англійської мови. Виокремлюються етапи навчання умінь та навичок співпраці та групової роботи; характеризуються чотири основних рівні зазначених навичок та вмінь з точки зору сучасних методичних підходів. Пропонуються методичні рекомендації викладачам англійської мови щодо планування та організації навчання у співпраці на практичних заняттях у мовному ВНЗ.

***Ключові слова:** технологія навчання у співпраці, групова робота, проектна технологія, викладач англійської мови, студенти мовних спеціальностей, вищий навчальний заклад.*

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ТЕХНОЛОГИЯ ОБУЧЕНИЯ В СОТРУДНИЧЕСТВЕ И ГРУППОВАЯ РАБОТА НА ЗАНЯТИЯХ ПО АНГЛИЙСКОМУ ЯЗЫКУ В ЯЗЫКОВОМ ВУЗЕ

Статья посвящена актуальным проблемам современной технологии обучения в сотрудничестве, которая широко используется на занятиях по английскому языку в языковом вузе. В статье анализируются различные точки зрения отечественных и зарубежных лингвистов и методистов на проблему обучения в сотрудничестве; определяются принципы организации, цели и типы групповой (командной) работы на практических занятиях по английскому языку. Выделяются этапы обучения умениям и навыкам сотрудничества и групповой работы; характеризуются четыре основных уровня указанных навыков и умений с точки зрения современных методических подходов. Предлагаются методические рекомендации преподавателям английского языка по планированию и организации обучения в сотрудничестве на практических занятиях в языковом вузе.

***Ключевые слова:** технология обучения в сотрудничестве, групповая работа, проектная технология, преподаватель английского языка, студенты языковых специальностей, высшее учебное заведение.*

Problem statement. In modern methodology the concept «technology of teaching foreign languages” is understood as a whole complex of specially selected and ranged in a definite order techniques of the teacher’s activity in the classroom. With the help of these techniques the tasks of forming intercultural communicative competence in university students are accomplished with the most efficiency within the minimum possible period of time [1, p. 77].

At present the most popular technologies in teaching foreign languages are the following:

- Technology of cooperative learning;
- Project-based technology;
- Learner-centered technology;
- Language Portfolio technology;
- Module technology of teaching;
- Technology of distance learning etc.

In recent years cooperative learning is becoming more and more popular in the ESL classroom. Cooperative learning can be defined as a strategy for the classroom that is used to increase motivation and retention, to help students develop a positive image of self and others, to provide a vehicle for critical thinking and problem solving, and to encourage collaborative social skills [8, p. 140].

There is no real limit to the way in which teachers can group students in the ESL classroom, though certain factors may make things problematic. Nevertheless, teaching a class as a whole group, getting students to work on their own, or having them perform tasks in pairs, teams or groups all have their own advantages and disadvantages; each is more or less appropriate for different activities, teaching stages, students' age or their language and cultural background [5, p. 144].

Overview of the recent researches and publications. Various aspects of the problem of cooperative learning and organization of group work in the ESL classroom have been studied by many native and foreign linguists and methodologists, among them S. Nikolaieva, Y. Polat, O. Ustymenko, S. Bassano, M. Christison, J. Harmer, D. Johnson, R. Johnson, T. Kral, H. Shachar, S. Sharan and others. Practically all scholars, researchers and foreign language teachers agree that cooperative learning and group work is more likely to go well if it is properly planned and organized. Both planning and organization require an understanding of the principles that lie behind successful cooperative learning, goals of group work and types of group work with various combinations of the arrangement. Several factors work together to result in cooperative learning where every student is interested, active and thoughtful. Foreign methodologists distinguish five significant factors in this respect: 1) the learning goals of cooperative learning and group work, 2) the task, 3) the way information is distributed, 4) the seating arrangement of the members of the group, 5) the social relationships between the members of the group [4; 8].

Purpose of the article is to analyse and compare different points of view on the problem of the technology of cooperative learning and group work in today's ESL classroom; to consider general assumptions about cooperative learning, as well as principles, goals and types of group work; to characterise strategies for group dynamics and steps in teaching cooperative skills.

Research course. Technology of cooperative learning is based on the following general assumptions:

1) Cooperative skills must be learned. In the classroom, students will not automatically start cooperating as soon as you put them into small groups. That's why, cooperative group skills must be taught.

2) Physical and spatial arrangement of the classroom affects cooperative work. Activities must be structured so that students can cooperate and talk to each other. If they want to have a conversation with other students, they need to talk face-to-face.

3) Peer support and group dynamics are the keys to successful group work. The members in the group are the ones who determine how well the group will function. There must be a careful balance between pressure for learning cooperative skills and support for doing so. Thus, cooperative learning must be organized under well-structured teacher's guidance [6; 7].

Foreign scholars and methodologists [4] have identified several vital strategies for helping teachers understand group dynamics and promote peer support in the second language classroom:

1) Restructuring. Restructuring activities usually require students to interact physically as a group. Students are giving specific instructions for carrying out the task. There is a minimal participation by the teacher (for example, the popular technique of the so called «line-ups»).

2) One-centered strategy. These activities put one student in the spotlight for a few minutes. Activities are structured so that each student is given individual attention for a limited period of time (for example, a «spotlight interview»).

3) Unified group. Unified group activities promote cooperation in the group. Students begin to think about group goals instead of individual goals. Praise and positive reinforcement are provided to promote group success (for example, a popular activity of a «strip story»).

4) Dyad. These activities give students the opportunity to work one-to-one with others in the class. Information-gap activities with grids and charts are favourite activities for many students.

5) Small group strategy. Small-group activities are more loosely structured than pair activities. They require patience, good listening habits and, certainly, motivation. The teacher acts only as a facilitator. These activities help students develop techniques for fair group interaction.

6) Large group strategy. Large-group activities are similar in their objectives and structure to small-group activities. The only difference is the inclusion of a large number of students [4].

There are four steps that foreign language teachers must follow in teaching cooperative skills. They are adapted from D. Johnson and R. Johnson [6].

Step 1. Students must see value in group work. If teachers want students to react positively to their first experiences in cooperative learning, students must understand at least some of the many rationales for this kind of classroom experience. Teachers may use various techniques: a brainstorm session, posters around the classroom etc.

Step 2. Students must be aware of the necessary skills for successful

group work in order to know what they are supposed to do. The teacher should demonstrate and model the skill to further clarify the points to the students. Concentrate on one skill at a time.

Step 3. Students must practice the skill. The main responsibilities teachers have in cooperative learning are to design and set up practice situations. Students need to have a chance to practice the skills long enough so they can integrate the skills into their daily interactions with their peers. Once is never enough!

Step 4. Students need to process the skills they have practiced. Processing means that students need to become aware of what exactly it is they have practiced and to evaluate how successful they have been in the practice of the skills.

What cooperative skills teachers choose for practice will depend on what skills students have not mastered. Foreign methodologists [6] identify four levels of cooperative skills that second language teachers can focus on:

1) Forming. Forming skills are directed towards organizing the group and establishing behavioral norms.

2) Functioning. Functioning skills are directed towards completing tasks and maintaining good relationships within the group.

3) Formulating. The skill of formulating is directed towards helping learners develop a deeper understanding of the material being studied and to develop better reasoning strategies, as well as to aid in maximum retention of the material.

4) Fermenting. The highest-level skill for cooperative groups is fermenting. This skill involves helping learners explore more thoroughly the material they have been exposed to [8, p.145–146].

Group or team work can help learning foreign language in many ways:

1) Negotiation of input: Group work provides an opportunity for learners to get exposure to the foreign language that they can understand (negotiate comprehensible input) and which contains unknown items for them to learn. There has been considerable research on the possible sources of this input and the processes of negotiation, with the general recommendation that group work properly handled is one of the most valuable sources.

2) New language items: Group work gives learners exposure to a range of language items and language functions. This will often require preteaching of the needed language items. Group work provides more opportunities for use of the new items compared to the opportunities in teacher-led classes. Group work may also improve the quality of these opportunities in terms of individualization, motivation, depth of processing, and affective climate.

3) Fluency: Group work allows learners to develop fluency in the use of language features that they have already learned. The arguments supporting group work for learning new items also apply to developing proficiency in the use of these items.

4) Communication strategies: Group work gives learners the

opportunity to learn communication strategies. These strategies include negotiation strategies to control input (seeking clarification, seeking confirmation, checking comprehension, repetition), strategies to keep a conversation going, strategies to make up for a lack of language items or a lack of fluency in the use of such items, and strategies for managing long turns in speaking.

5) Content: Particularly where English is taught through the curriculum, a goal of group work may be the mastery of the content of the curriculum subject the learners are studying [8, p. 161].

Foreign methodologists suggest various possible types of group or team work in the ESL classroom [8, p.161–162].

A useful way of classifying group-work activities is to look at the distribution of the information needed to do the activity. In many group-work activities learners have equal access to the same material or information and cooperate to do the task. In methodology of teaching foreign languages this is called the *cooperating arrangement*. In the *superior-interior arrangement* one member of the group has information that all the others need. In the *combining arrangement* each learner has a different piece of information that all the others need. In the *individual arrangement* each learner has access to the same information but must perform or deal with a different part of it. These four different types of group work achieve different learning goals, are best suited to different kinds of tasks, require different kinds of seating arrangement, and draw on or encourage different kinds of social relationships. In order for group work to be successful, each type of group work must have its most suitable choice of other factors. These factors are presented in the following table [8, p. 162]:

	Combining	Cooperating	Superior-Inferior	Individual
Distribution of information	Each learner has unique essential information	All learners have equal access to the same information and to each other's view of it	One or more learners have information that the others do not have	All learners have the same information but use a different part
Seating arrangement	Learners sit at an equal distance from each other, facing each other	Learners sit beside each other facing the information	The knowers face the seekers	The learners face each other
Social relationship	Equality, mutual dependency	Equality	Inequality, the knowers are in a superior position	Equality, but with focus on individual performance

Most suitable learning goals	Negotiation of input Mastering content Fluency	New language items Fluency	New language items Mastering content	Fluency New language items
Most suitable tasks	Completion Ordering Providing directions Matching, classifying, distinguishing	Ranking, ordering, choosing Finding implications, causes, uses Solving problems Producing material	Data gathering Completion Providing directions	Solving problems Completion
A typical example	A strip story	A ranking exercise	An interview	A chain story or roleplay

To more recent examples of learning activities within the framework of group or team work can be referred typical tasks of web-quest: compilation tasks, mystery tasks, journalistic tasks, design and creative product tasks, consensus building tasks, persuasion tasks, self-knowledge tasks, analytical tasks, judgement tasks, scientific tasks. All these tasks are widely used in project-based learning in the ESL classroom, which is closely interrelated with cooperative learning [3, p. 57].

Benefits from using cooperative techniques leave no doubt. Most of the recent researches show that higher-order cognitive skills are best improved by the more open-ended methods used in cooperative learning. Several research studies on cooperative learning have included measures of student self-esteem. It is assumed that students in cooperative groups feel more liked by their classmates because of the increase opportunities to interact. When students feel they are making significant contributions to the group process and these contributions are valued by the group members, they are more likely to feel successful academically. Improved self-esteem is also an outcome of cooperative activity [7].

Cooperative learning encourages broader skills of cooperation and negotiation. It promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher.

Conclusions and perspectives of further research. Thus, through cooperative learning techniques, students can become real partners in the learning enterprise. Since most consequential problems are solved via collaboration, students who learn to work together in an educational setting are better prepared to meet life's obligations. Through cooperative learning techniques learners are asked to do things in the ESL classroom that they are asked to do in real life – take charge of and responsibility for their own success in learning.

To sum up, further research on the cooperative learning technology

and various arrangements of group work will provide useful guidelines for English language teachers. Experience and experimentation in the ESL classroom is equally viable and relevant.

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НАЙВАЖЛИВІШІ ОРІЄНТИРИ НА СУЧАСНИХ ЗАНЯТТЯХ З НІМЕЦЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ (німецькою мовою)

Статтю присвячено визначенню найважливіших орієнтирів на сучасних заняттях з німецької мови як іноземної. У роботі проаналізовано методологічні принципи, яким слід приділяти у увагу у процесі викладання німецької мови. Наголошено, що не існує єдиного ефективного методу, але серед найпопулярніших слід назвати наступні методичні орієнтири: орієнтир на завдання, орієнтир на дію, орієнтир на взаємодію, міжкультурні орієнтири, орієнтир на компетентність, орієнтир на освіту, багатомовний орієнтир. Зазначені методичні принципи називаються орієнтирами, отже викладач на своїх заняттях може / повинен спиратись на ці принципи / орієнтири, пристосовуючи їх до особливостей та потреб студентів.

Ключові слова: методичні орієнтири, успішне навчання іноземної мови, німецька мова.

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