



# IMPLEMENTING TECHNIQUES OF PAIR AND GROUP WORK ORIENTED LEARNING LANGUAGE

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## ABSTRACT

*In this article describes techniques pair and group oriented learning how these technologies allow to adapt the learning process to the needs of students, teaching content of varying difficulty, the specific characteristics of each institution.*

**KEY WORDS AND EXPRESSIONS:** *oriented learning, communicative ability, mentality, technologies, learning process, video recorders, urinalysis, specific characteristics, dialogue.*

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## INTRODUCTION

The theoretical justification of this technology is based on the fact that the bulk of the differences in the level of students learning ability is reduced, first of all, to the time required for student learning. We studied the ability of students in a situation where the time to study the material is not limited, and these were allocated a category:

- Poor talent, who are unable to reach a pre-planned level of knowledge and skills, even at great expense of teaching time;

- Talented (about around 5%), and often on the forces with which can not handle all other;

- Students make up the majority (about around 90%), whose ability to assimilate knowledge and skills depend on the costs of training time.

If each student to take the necessary time to it, appropriate personal abilities and capabilities, it is possible to be sure that the development of a basic core curriculum. It requires schools differentiation, in which the student flow is divided into movable composition group seizes program material to a minimum (state standard), basic, variability (creative) levels.

Last years the imperative need of using a foreign language appears in all areas of a science, manufacture and culture. In present teaching foreign languages effectively with the innovative methods is the main task for our teachers. Researches of methods of teaching have shown, that all named problems will effectively solved, if we

apply elaborations of various innovators for amplification of a traditional technique of teaching that can increase essentially quality of teaching foreign (in particular English) language.

## MATERIALS AND METHODS

Imperfection of the existing approach to teaching foreign language, which is focused only on communicative purposes to the detriment of such kinds of language activity as reading and the writing, that has led to the low level of knowing a foreign language of graduates of high school. Hungyo & Kijai state that the “activities used by teachers in the integrated approach are real-life activities and situations and thus create an interactive learning environment. In other words, when using the Integrated-skill Approach, teachers face their students with communicative situations that have to as real as possible so that students realize the importance of learning the foreign language. In the given theoretical part of work, it is necessary to pay attention on those basic statements in which the most essential parts of activity are reflected and generalized.

The organizational model of a school includes three options for differentiating instruction.

1. Picking classes of uniform composition from the initial stage of schooling based on the diagnostics of dynamic characteristics of the person and the level of mastery of the general education skills.



2. Inside the class differentiation in the middle tier, carried out by the selection of teams to separate education at different levels (base and variable). In the presence of a stable interest group becomes a class with in-depth study of specific subjects.

3. Profile education in primary school and high school, organized on the basis of psychodiagnostics, peer review, recommendations of teachers and parents, students self-determination.

Collective mutual learning technology - has several names: "structured dialogue", "work in the removable structure pairs."

When working on this technology uses three types of couples: static, dynamic, variation and consider them.

Static pair. It optionally combine two students, the changing roles of "teacher" and "student"; so can engage two weak student, two strong, strong and weak under the condition of mutual psychological compatibility.

Dynamic vapor. Choose four students and offer them the job, which has four parts; after the preparation of his part of the task and the task of self-control student discusses three, t. e. with each partner, and each time it is necessary to change the presentation logic, accents, tempo, etc., and therefore include a mechanism to adapt to the individual needs of fellow.

Variation of steam: In it, each of the four members of the group gets its task, executes it and analyzes together with the teacher, conducts mutual learning on the circuit with the other three comrades, as a result, each learns to four servings of educational content.

The course of the lesson depending on the age, the content of lessons, teaching material and the amount of time allotted to study it, can be arranged in different ways.

Prepare to engage with such technology is the selection of educational material, and additional reference materials, distribution and assimilation of content units, the development targets.

The benefits of collective mutual learning technology:

- as a result of recurring exercises improving the skills of logical thinking and understanding;

- In the process of mutual communication includes a memory, being mobilized and updating of previous experience and knowledge;

- Every student feels at ease, working at their own pace;

- Increased responsibility not only for their success, but also for the results of collective work;

- Eliminating the need for curbing the rate of employment, which has a positive effect on the microclimate in the team;

- Forming an adequate self-esteem of the individual, their capabilities and abilities, strengths and limitations;

- A discussion information partners with several replaceable increases the number of associative relationships, and therefore provides a longer lasting absorption.

Technology cooperation: involves training in small groups. The main idea of training in cooperation - study together, not just to help each other, to recognize their achievements and successes of fellow.

There are several options for collaborative learning. Consider the most interesting of them.

Education team: We pose the group goal. Success can be achieved only by constant interaction of all members of the group (team) when working on the topic, problem or issue. The aim is that each team member has mastered the necessary knowledge, skills and abilities, and to the whole team knew what hit each.

Evaluation of group activity depends on the type of work and didactic purposes. After the assignment the teacher gives all groups of test to check understanding of new material. Test targets students perform individually. At each group its particular task score exhibited one at all. When performing each individual member of the task team exhibited score. In this case, stimulated by helping a teammate in the understanding and assimilation of the material.

## DISCUSSION

Pair work is a much-loved, much-used teaching technique—and with good reason. It reduces teacher talk time, lets students working with a variety of classmates, gives you the freedom to monitor, and gets all students talking (not just the most outgoing!). Plus, because it takes the focus off their individual contributions, introverted students enjoy pair work too. Because you can never have too many ideas, we've rounded up a list of our favorite pair work activities. Enjoy!

1. Interview: An oldie but a goodie. Mix interviews up with unusual or funny questions, or by changing the content to suit the unit you are currently studying

2. Speed conversations: Anyone who knows anything about speed dating can imagine how this one works! Arrange chairs in two lines, facing each other. Now pose a question, and tell your students that they must talk with their partner about that topic or question for two minutes straight. When you call time, line A will move along one chair to their right, therefore giving each student a new partner to talk with. Repeat.

3. Picture dictation: Pairs sit back-to-back, each with a piece of a paper. Student A starts drawing something, and describes what they are drawing while doing it. Student B must try to follow



Student A's instructions. When they've finished, pairs compare pictures to see how similar or different they were. Ask students to discuss the differences with their partner. This activity can be used to practice different ways of asking questions, giving instructions, discussing similarities and differences, and other grammar constructions.

4. Guess who? : A great way to use board games in class! Student A chooses a character from a series of available character pictures. Student B partner asks about A's character's appearance in order to reveal who they chose. This is a great way to practice asking and answering the "Wh-questions". You can use the Guess Who? Original board game, download a printable available online, or create your own by cutting and pasting pictures of well-known people.

5. Pen and paper games: Think hangman and picture. Playing these games in pairs requires students to listen and respond effectively. You can also add a content review twist to classic tic-tac-toe, in which students answer questions from their exercise book (such as those found at the end of chapter review sections), and win the chance to add an "X" or "O" to the board for each correct answer.

6. Memory: A twist on the classic game, in this version you'll need to first create a set of cards in which each correct pair forms a question (use color-coding to aid students as they play). When a student correctly matches a question, their partner must answer it. This activity works well at the start the semester, to find out students' feelings about a new subject, and to introduce controversial or interesting topics.

7. Forbidden words: Sometimes called Yes/No, in this activity pairs ask and answer questions, though are not allowed to say the words yes or no. When they do, the other student scores a point and play repeats. You may choose to create a championship style activity where winners of pair Yes/No matches play together, until class's ultimate winner is revealed! (Other words to "forbid" are maybe, um/urh/eh, I, and you.)

8. Storytelling: Tell your class a story, making sure there are several important plot points throughout. In pairs, students must then retell the story. You may like to extend the activity by asking students to write the story out in bullet points, identify questions they would ask the characters, illustrate it, act it out, record it, or create a script.

"Saw": Students are organized into groups of 4-6 people. Studying the materials to work on, which is divided into fragments (logical or semantic units)? Each in groups fulfills its part of the job. Then the students studying the same question in different groups meet and exchange information on experts this issue so - called experts meeting.

Then they returned to their group and teach new things they have learned themselves, other

members of the group. Those, in turn, report on their part of the job (as the teeth of a saw).

Because the only way to master the material throughout the theme - it is to listen carefully to his team-mates and to make records in notebooks - no additional effort on the part of the teacher is not required. Students want their comrades faithfully fulfilled their task, because it will affect their final grade. Report on the whole subject in each individual and the team as a whole. At the final stage the teacher can ask any student team to answer any question on this subject learning together. The class is divided into homogeneous in terms of training groups of 3-5 people. Each group receives one job - a part of a large topic. As a result of the joint work of individual groups and of the assimilation of the material is achieved as a whole.

Within the group of students the role distribute themselves to perform general tasks, and the group has a dual task: the achievement of cognitive, creative goals and implementation in the course of the assignment of a certain culture of communication and organization of joint activities.

Group receives awards depending on achievement of each student. The basic ideas common to all three options described the organization of small groups - common goals and tasks, individual responsibility, and equal chances of success. Consider the basic steps of the teacher, who decided to try his hand in organization cooperative learning.

1. He needs to think about placement of children of workers places, so they can see each other's faces (or tables to put an angle to one another (to work in threes), or by the two together, arranging chairs on the two opposite each other).

2. In preparation for the occupation to allocate one - two tasks that require certain actions after understanding. Group on mastering new material.

3. Divide the class into groups of 2-3 people. and provide an opportunity for students themselves to define the role of each in the quest.

4. When working in groups on the new material is necessary to formulate two or three questions to each student group. When the student answers the first, one of the remaining two have to find confirmation or refutation of his answers, and the third student records, for example, come up with the answers or examples to support the idea expressed. Then circle the students switch roles.

5. Giving students the opportunity to discuss the material in pairs before to give individual job. It provides the opportunity to train in pairs than control work is carried out or test.

6. Students should be able to (before giving their notebooks with the control (independent) work to the teacher) to check each other's work in a group and be sure to get proper informed of the assignment of each student.



7. Clearly communicate the purpose in the beginning of the lesson and to work in groups.

8. The throughout the work to monitor the activity of the students and help to group if required.

It appears to us that the wisest course of action under present circumstances is to concern ourselves less with theory and more with finding out what techniques succeed best with our students. What we have in mind is nothing so formal as a method or so well developed as an approach. It might be more accurate to think of it simply as an attitude toward language teaching.

The chief purpose of my research work is to try to spell out some of the possible implications of such an attitude. For the sake of clarity, I would like to tell that teaching is more of an art than a science.

Language teaching has always been, and remains, more of an art than a science. That is to say, it is largely intuitive and dependent on the personal abilities and convictions of the teacher. It appears that most of the teachers' success is the result of such qualities as enthusiasm, intelligence and love for students. The present may well be one of the most unusual periods the twentieth century has seen in the development of methods of language instruction. It is probably the time when there is least agreement as to what method should be preferred. One method has succeeded another.

Enacting the stories is stories form an integral part of teaching a language. These stories help teach the students about the formation of sentences and how to express their thoughts and a lot of other things and plus they help in keeping the students interest alive as the story's end is something that every student wants to know. It appeals to the inquisitive nature of the students.

Any unfinished story always keeps the mind of the reader agitated.

Although this method of using stories has been implemented the procedure of teaching the language through it is generally not right. The evaluation procedure of testing the students in their proficiency over the language is through questions based on the story. This is generally not that effective.

Due to this the students generally tend to take up the stories as a chapter rather than looking at it as an interesting read. A story is supposed to appeal to the creative part of the brain. It helps us be more imaginative, by trying to visualize the things that are happening inside the story. It should not only teach them the language but it should also help them in extracting a lesson from the story. Keeping questions for evaluation kills the entire idea of imagination for the students look at the story as something that they need to learn for answers.

There is a better way of using the stories to English using stories. The students can enact the stories or the plays. In this way the students are

personally engaged with the stories. They can bring their own interpretation of the character to life. It is interesting for the students to understand the characters and put themselves in their positions. It engages their creativity by allowing them to create the entire set, assign the characters and play it out according to what they had imagined. It also helps them understand other people's interpretation of the story and helps them have a healthy conversation about it which again helps them in learning the language. It removes the dull aspects and makes the learning more colorful without maximizing the learning of the language. It may not be perfect but it will leave a deep impression on their mind.

The story will help them learn the language, as they will be enacting it by dialogue, which they will themselves extract from the stories and also modifications can be made to the plays to help the students be more interactive and creative. They can add more lines, characters change the ending, bring in an interesting twist etc. The more creative the modification, more are the points awarded to the team. This also leads to personality development and helps them work as a team player and all the way the student was learning the language.

For example: if Julius Caesar was taught using the traditional methods of questions and answers the student would never understand the deep emotions of Brutus, the cunningness of Cassius, the loyalty of Antony, the tragedy of war, the brilliance in Antony's speech and many other such aspects of the story for which the Carol, Harry Porter, and all the epic stories. Emotions help define the story and they form a very important aspect of the language and one's personality. If these emotions are left out then it would be very difficult to express ourselves. On the other hand if such stories are enacted then every intention of the story becomes clear. The students have to immerse themselves into the atmosphere of the story and they have to put them in their positions.

This entire process has many benefits besides being a very effective method of teaching the language; it helps preserve the literature, which is nothing but our culture.

This method brings about the total learning experience that was meant to be provided by the story and in the end the student will definitely be able to answer questions without even preparing for it as an exam, besides the entire process is fun and not at all boring. Hence, it ensures the learning process is complete.

Teaching through conversations. Conversations are by far the most useful ways of teaching the language. When a child learns his or her mother tongue it is by the conversations made by the others. The child is never taught the language but is still able to percept the meaning and learns it



automatically to use it in day to day life. No one ever teaches the kids the characters of the language or how to make sentences or the grammar of that language.

## CONCLUSION

The sentence construction and the grammar is not something that can be entirely taught by rules. They have to be taught intuitively. That can only happen through a lot of reading and a lot of listening. This can be taken care of easily as every conversation needs a topic. The topic can be given to the students in form of written documents which they have to first read then form an opinion and then have a conversation about it or it can be spoken out and then they can listen, understand and also take part in the conversation.

Educational game is the method that consolidate the material by different games. They are recreational activity. Games are an important part of a teacher's repertoire. Although they are recreational activities by nature whose main purpose is enjoyment, in the language learning process their purpose is to reinforce what has already been taught. In the course of a game, learners are engaged in an enjoyable and challenging activity with a clear goal. Often, students are so involved in playing the games that they do not realize they are practicing language.

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