

FORMS OF WORK IN THE ASPECT OF LEARNING IN COLLABORATION

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Annotation: *The article is devoted to the basic concepts of learning in cooperation, the advantage of this technology; the theoretical material is accompanied by examples of tasks from the experience of teaching English in the aspect of cooperation technology.*

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A bad teacher presents the truth, a good teacher teaches you to find it. Learning in collaboration (Collaborative Learning) is one of the most effective technologies of teaching foreign languages, the purpose of which is to create various learning situations that motivate groups of students to reveal their creative potential when solving an educational task, that is, when creating their own intellectual product. When forming groups, the teacher should take into account the psychological compatibility of students, the level of training of each student, as well as the degree of his sociability [1].

The teacher in this type of activity performs the functions of a motivator, organizer, coordinator, consultant, expert. Advantages of technology training in cooperation undeniable: – each student is aware of their own importance and understanding the fact that the result depends on its contribution to the joint work stimulates to acquire more knowledge to improve the quality of the final product, increases self-esteem; – the student is freed from the fear of mistakes, as it is possible to consult more advanced in the field of language classmate, or as a teacher, that undermines the psychological barrier in the development of language;

– a student reveals the creative abilities as the task set, the atmosphere of competition encourages the maximum use of intellectual and creative potential; - each student, regardless of the level of language acquisition, is involved in the activity, "break in the chain" is not allowed; - the student has the opportunity to show the qualities of a leader, the ability to work in a team and be an individual, to defend their ideas.

I suggest several, in my opinion, successful forms of work in this aspect from my personal teaching experience.

1. «The Magic World of Cinema».

As a material for this type of work, I use short videos from the series of films about Mr. Bean. Tasks: fixing the lexical material on the topic "My day", training the grammatical material-the present indefinite time, working out the construction "had better". Students are invited to view a fragment of the video "Morning of Mr. Bina". Three groups of students are formed from three to six people: the first group describes the morning of the hero of the film, the second group makes a report on what Mr. Bean does not do in the morning, the third group advises what the hero needs to do to make his day more interesting. In each group, choose responsible for: a) the choice of lexical units (if there are many students, then responsible for the choice of verbs, adjectives, and so on); b) the preparation of sentences; c) the presentation of the final product.

2. "Talk Show" (grades 9-11)

When studying the topic "Family ties" in the 11th grade, I use the clip of the singer Pink "Family Portrait". Here is a fragment of this song:

Mother, please, stop crying
Daddy, please stop yelling
I can't stand the sound
I can't stand the sound
Your pain is painful
Make mama stop crying
And it's tearing me down

'cause I need you around
I hear glasses breaking
My mother she loves you
As I sit in my bad
No matter what she says it`s true
I told Dad that you did not mean
I know that she hurts you
Those nasty things you said
But remember I love you, too
You fight about money
It isn`t easy growing in the World War III
About me and my brother
Never knowing what love could be
And this I come home to
Well I`ve seen I do not want love to destroy
Me This is my shelter
Like it did my family
It isn`t easy growing up in the World War III
Can we work it out?
Never knowing what love could be
Can we be a family?

Students watch the video, determine the main idea of the song, discuss the content and perform tasks in groups. The first group describes the situation from the point of view of the mother. The second group-from the point of view of the daughter. The third group – psychologists-make an algorithm to help the heroines of the song.

3. "Peppa's Friends" (grades 5-7)

The material for this type of work is a cartoon about Peppa Pig, namely, "Peppa's Birthday". Students watch the cartoon and in groups describe the situation from the point of view of a) parents (how they prepared for the holiday); b) friends

(describe how the holiday went); c) Peppa (what you liked, what you gave, general impressions).

4. «Ramblers»

The class is divided into two groups, one of which sits in its seats, and the second walks around the class. Each student has a fragment of a sentence: the beginning is the circumstances of the time, for example, the grammatical basis, the ending, the subordinate clause (at the discretion of the teacher). The task is to find all the fragments of the sentence. Students approach those who are sitting, trying to find the continuation of their sentence, thus combining in pairs, threes. Then each pair or three reads the sentence, other groups translate it, you can give the task to change the sentence. For example, students put together the sentence "That gloomy morning we did not swim, because we were afraid of catching a cold", another group changed this sentence: «We were afraid of catching a cold and that is why we did not swim that gloomy morning». Sometimes I call this type of work "Donkey's Tail" ("Donkey's Tail"). This technique has proven itself very well when working with proverbs. Students are divided into two groups and connect the parts proverbs in a single whole. Then, in pairs, the equivalent in Russian is selected. Then they are grouped into groups of four or five people and make up a story, for which the proverb serves as the main idea. Students themselves choose whose story turned out to be the most successful, explaining their choice.

So, these examples of exercises confirm the effectiveness of the technology of training in cooperation. It is extremely important for the teacher to set the task in such a way that the students learn together, and not just perform the exercise together.

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