

Effectiveness of group work of junior students

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Abstract. In this paper, the author explores the benefits of group work of students in the process of education and upbringing. According to the author, the successful result of the modern learning process lies in interactive group work, which allows solving multifunctional problems that meet the requirements for university graduates. Interactive forms of education meet the psychological characteristics and values of the modern generation of students.

Keywords: group work, interactive learning, games, project activities.

Group work is not a new method of pedagogy. However, as a rule, in recent years it was used exclusively in the educational process, its upbringing function played an auxiliary role. Moreover, this tendency was observed both in the general education school and in universities. Modern freshmen are erudite, possessing high cognitive activity, awareness, and at the same time a bright personality. All these positive characteristics often affect the choice of a profession, many of them prefer to be freelancers, prefer not to depend on other people, do not want to work in a team. Unfortunately, this trend is spreading to the teaching sphere as well. Young teachers do not always understand their role in upbringing the younger generation, limit themselves to teaching their subject, and are ready to change jobs when faced with some organizational difficulties. All this is a consequence of the rating systems, the decrease in the role of upbringing in the training system.

On the other hand, at the present stage of development of society, the role of joint labor in various spheres is increasing. A demanded specialist must have the skills of goal-setting, forecasting, decision-making, organization of execution, control and evaluation of results, as well as the skills of a business communication style [4]. Therefore, one of the requirements of our days is the forgotten for decades the need to unite the team, the ability to work together on the task at hand. Unfortunately,

teaching schoolchildren to work in a team is a long process, and teachers of junior courses in universities, forming educational, general cultural and professional competencies, should focus on the development of communication and upbringing competencies. The generation of today's students belongs to the so-called generation Z, whose values and psychological characteristics should be very different from the attitudes of previous generations. The modern teacher is forced to take these circumstances into account in the educational process. Many of the old forms of conducting classes do not find a response among today's freshmen, which makes them look for other ways of presenting the material and activating the work of students.

In recent years, the emphasis in teaching has been on interactivity, i.e. on the ability to communicate and interact with the learning process [10, 11]. A lot of interactive methods have been developed, this is the method of "brainstorming", solving case problems, modeling situations, project activities, etc. [6, 9]. For junior students, play activities, visual information and the speed of its change, multitasking are of great importance. Some teachers are actively introducing distance courses on the Moodle platform into the educational process. Indeed, it allows you to accompany the lecture material with presentations, video materials, game elements. But the section related to practical exercises, in our opinion, is not very successful. He is deprived of the possibility of "live" discussion, joint search for a solution. Interactive tests, of course, can increase the reliability of assessments of educational achievements [1], but for students test tasks are, first of all, a form of control, they weakly motivate cognitive activity, in contrast to practical exercises.

Therefore, it is better to conduct seminars for freshmen in such an interactive form as role play, quiz, reviewing and discussion of video materials, etc., that is, in a dynamic lesson format. Most modern students are comfortable with interactive teaching methods, because they spend a lot of time in cyberspace - a new environment for young people, and it, in turn, is also a space of interaction [5, p. 65].

Interactive methods are better suited to the personality-oriented approach [3, p. 2]. But in addition, many interactive methods imply group work of students in one form or another. Namely, in the game, in group work, the role of team coherence increases, the ability to distribute tasks and end conflicts, i.e. developing those competencies that will be necessary for the graduate in his future life and profession. It is worth remembering the principle formulated by L. S. Vygotsky [2], which the teacher should always be guided by: in order for the student to really get involved in the work, it is necessary that the tasks that are set in the course of educational activities are not only understandable, but also internally accepted or so that they become meaningful to the student and resonate in his experiences.

Also in group work: the effectiveness of joint work will be in the event that the goal is clear to each participant, accepted by him, if there is a successful distribution of responsibilities and mutual control is in place. Naturally, to teach a junior student to cooperate, come to a compromise, adequately respond to criticism, etc. it is possible, but not within the framework of one or two disciplines, but by joint actions of the teaching staff. And the use of an interactive format for conducting classes is exactly what meets these tasks. Its main feature is the initiative of students in the educational process, which is stimulated by the assistant teacher, then the learning outcome becomes significant for all participants in the process and develops students' ability to independently solve a problem [7].

The role of the teacher in this format of teaching not only does not decrease, but becomes important - the educator. After all, maintaining the norms and rules of interaction in groups, the formation of a comfortable atmosphere of communication at the first stages becomes the task of a competent organizer. It is he who orients students to achieve a result. Because for Generation Z, the question "why?" (Why do I need this or that action? Why participate in the event? Why do I need group work, if I can do it alone and get an assessment?), Then it is the teacher who is called to answer this question. At the same time, the explanation cannot be reduced to obtaining an estimate; such an answer will not contribute to the solution of upbringing problems. It should not be forgotten that the group must go through several phases of its development: 1) the stage of acquaintance, 2) the stage of conflict (struggle for a place in the group), 3) the stage of cooperation and 4) the productive stage, when motivation, focus on results and performance are formed [9]. And the participation of the teacher-moderator at these stages is mandatory.

Of course, not every practical lesson should take place in the form of a game, such extremes should also be avoided, but the group form of work can become the leading one and supplemented by the individual one. Interactivity in these classes will be realized through the interaction of participants in the process with each other, exchange of information, joint problem solving, assessment of the actions of others and their own behavior, immersed in a real atmosphere of business cooperation. Excitement in such classes should be given by complex and extraordinary tasks [9].

However, one cannot ignore the small percentage of students who still prefer individual types of work. Therefore, the work at the seminars should be structured in such a way as to optimally combine different types of work. To create a comfortable working atmosphere, at the end of the lesson, together with the teacher, the results on the topic are summed up, and the advantages and disadvantages of the performances are analyzed. At the same time, everyone has the opportunity to critically assess their

knowledge, compare it with the knowledge and skills of other students. Here it is appropriate to use the PRES formula [8, p. 35]:

P – Position ("I think that...")

R - Reason ("Because...")

E – Example ("An example can be...")

S – Summary ("Based on this, I conclude...")

Of course, the grading system plays an important role for freshmen. Here it is recommended to use a point-rating assessment: for the main answer or written work or active participation in the discussion, as well as additional points for additions, writing a synopsis, drawing up a table, and other individual tasks that a student can complete. This will allow both to take into account the psychological state of students, and to increase their motivation to work. At the same time, such a system will allow you to combine collective work with personal achievements. The student will not feel his dependence on the group, if he does not agree with some aspects of the work, he can always prove himself or add his points. At the same time, the group form of training and the general goal of the group - to win, to get high scores - stimulates the formation of upbringing competencies.

Thus, seminars will be more effective if they are carried out in the form of a variety of group works, complemented by individual ones. This format of conducting classes will solve several important tasks: deepening knowledge about the subject being studied, developing creative and communicative abilities, forming extraordinary thinking, and the ability to work in a team.

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