

## ЎҚИТУВЧИЛАРНИНГ ИШ ТАЖРИБАСИДАН

### WHAT IS MOST WORKABLE FOR SUCCESSFUL CLASSROOM MANAGEMENT?



**Galina Arsenyevna KAN**

Senior teacher

Department of General Disciplines  
Uzbekistan University of Journalism and Mass  
Communications  
Tashkent, Uzbekistan

#### Abstract

Cooperative learning is one of the most useful methods of learning foreign languages. Facing each other in a roundtable talk the students develop their communicative and language skills. The teacher acts as a facilitator, so the success depends upon the students. Such interaction develops more effective students' skills and puts them into a positive working mood. You should take into consideration that the teacher is always present to guide the process, and the students learn to communicate in English and learn strategies for communication.

**Key words:** cooperative learning; round-table talk; interaction; group activity; effective motivation; group work.

### ҚАЙСИ УСУЛ АУДИТОРИЯ МЕНЕЖМЕНТИДА ЭНГ САМАРАЛИ МЕТОД ҲИСОБЛАНАДИ?

**Галина Арсеньевна КАН**

Катта ўқитувчи

Умум таълим кафедраси  
Ўзбекистон журналистика ва оммавий  
коммуникациялар университети  
Тошкент, Ўзбекистон

#### Аннотация

Интерактив ўқитиш методи – хорижий тилларни ўқитишда энг самарали усуллардан бири ҳисобланади. «Давра суҳбати» усулида талабалар юзма-юз ўтирадилар ва бу усул орқали уларнинг коммуникатив ва тил кўникмалари ривожланади. Бу ерда ўқитувчи талабалар учун «ёрдамчи» вазифасини бажаради. Интерактивликнинг бу усули талабаларнинг тил кўникмаларини оширишда самарали бўлиб, уларда бу метод ижобий ишчанлик кайфиятини уйғотади. Ўқитувчи бу жараёнда тўғри йўл кўрсатувчи шахс мақомида бўлади, талабалар эса инглиз тилида мулоқот қилиш кўникмаси билан бир қаторда коммуникация стратегияларини ўрганадилар.

**Калит сўзлар:** ҳамкорликдаги таълим; давра суҳбатлари; ҳамкорлик; гуруҳ фаолияти; самарали мотивация; гуруҳ иши.

## ЧТО НУЖНО ДЛЯ НАИБОЛЕЕ УСПЕШНОЙ РАБОТЫ В АУДИТОРИИ?

**Галина Арсеньевна КАН**

Старший преподаватель

Кафедра общих дисциплин

Университет журналистики и массовых коммуникаций Узбекистана

Ташкент, Узбекистан

### Аннотация

Метод интерактивного обучения – один из самых действенных в обучении иностранным языкам. В моей практике отдается предпочтение работе студентов за «круглым столом». Студенты видят не спину впереди сидящего, а смотрят друг другу в лицо; слышат и видят реакцию на свои высказывания. Преподаватель выступает в роли «дирижера». Такое взаимодействие студентов на занятиях более эффективно для получения конечного результата в поставленных целях обучения.

**Ключевые слова:** совместное (групповое обучение); беседа за круглым столом; взаимодействие; групповая деятельность; существенная мотивация; работа в группе.

Cooperative learning is most useful to develop motivation, to help the students promote critical thinking and stimulate problem solving, to encourage collaborative social skills.

The students should be taught to work effectively in groups. The students' activities must be built so that they can communicate and talk to each other. First, if they want to speak to someone they can't talk back-to-back, so they should sit making a round-table. My students like it seeing each other's faces. They see their faces, reactions, their emotions and it works much better in getting the target.

Now the teacher has to make every student determine to take an active part in the lesson process. There are always several “aggressive” students who would grip the attention and rule the minds. My duty as a good conductor is to make them respect each other and to give everyone an opportunity to speak out. The well-structured teacher guidance should bring the students to having a good school of cooperative skills.

There is another precaution that the students got used to the teacher's intervention into the activities, so there should be minimum of the teacher's participation while the students are carrying out their task as they have got specific instructions. These activities will make the students get used to working in groups and work out cooperative experience.

Joint student activities promote cooperation in the group. Students begin to think about group goals instead of individual goals. The teacher's role is to come up to each group and praise or help them with some problems, thus the teacher promotes group success. Here the students gather information: ask each other questions and get the answers. One student may be in focus. He gets a problem and must ask questions about it, so that to get the needed answer. The students take focus in turns.

I prefer group work to pair work. If you compare small group activities to pair activities they are more working as they require good listening habits, patience, motivation. The teacher acts as a facilitator, so the success depends upon the students. Such interaction develops more effective students' skills and puts them into a positive working mood.

The groups may be given different tasks and by the deadline each group presents their work which may bring to another task, now causing to solve a bigger problem. And this task involves all the students into a bigger group which is to work on a more global problem.

On the primary stage the students are taught to brainstorm and generate ideas for being brought to group work. After having got the cooperative skills they will be more informative and responding to questions. It will make them clarify the points and take appropriate decisions. By the end of performing the task the students should be aware of what exactly they have been doing, what skills they have been practicing.(3) They should evaluate how successful they have been in solving the problem and practicing the cooperative skills. The students should have a chance to practice the skills long enough so that they can put the skills into their daily interactions.

The teacher must have full responsibility for the results of cooperative learning. First the teacher makes the groups, knows the character, norms of behavior of the students, and their language level. Groups may be formed at random, without taking into account student abilities and personalities. Random groups are frequently formed for brainstorming, process writing activities. The students may make the groups based on their common interests or friendships. The teacher may organize the groups based on ability levels or mixed ability levels and that depends on the teacher's goal. During the work the groups may be changed.

The teacher knows which group needs more attention of his, encourages participation of each student within the group. The teacher clarifies the task, the students shouldn't feel helpless as it is wasting time. The task should be formulated so that it develops a deeper understanding of the material being studied. The teacher helps the students develop strategies for learning the language better, giving them more information to what they knew for bettering the activities and skills. The highest point is achieved when the students can make further thorough research of the material by themselves, they can challenge each other's ideas and explore different ways of looking at and seeing the material.

Cooperative learning makes the students to measure their self-esteem. Working in cooperative groups the students feel more confident among their classmates for their increased interactive opportunities. They feel successful in their academic learning as

they make good contributions to the group process and it is valued by their classmates. Improved self-esteem is an outcome of cooperative activity. (1) What are good results from a change to cooperative methods? What information was most helpful? What phrases did you hear most often?

Now the US are having midterm elections: voters are choosing members of the Congress. Midterm elections tend to act as a referendum on the president and that’s usually bad news for the party that controls the White House. The students are to use their background knowledge and discuss the situation, and how the US media cover it. The students may watch a video clip: “Live: Polls open in US midterm elections 2018.” (4). Then they are organized into small groups for encouraging to practice their language skills. The students may be provided with a worksheet with questions about the procedure of the US midterms, information about the candidates, etc. The students now must pool their information to complete the task. Another task is to think of a headline to the election story or to describe the results of the elections.

Cooperative groups may generate the students’ own strategies. Within small groups the students will have greater opportunities to practice oral skills. Student-to-student interaction helps them to feel free and interact with less excitement. Cooperative grouping gives the teacher a chance to guide the students only if it is requested. The students are expected to do most of the work all by themselves. There may be arguments that students do not receive the appropriate language input when speaking to one another. You should take into consideration that the teacher is always present to guide the process, and the students learn to communicate in English and learn strategies for communication. Moreover, the students may feel comfortable correcting mistakes and helping each other with the language.

Students work together sharing information while practicing their language, negotiating and critical thinking skills. Through cooperative learning techniques students are asked to do things in the academic lesson that they are asked to do in real life.

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