



# Zbiór artykułów naukowych



**Filologia, socjologia i kulturoznawstwo.  
Priorytetowe obszary nauki.**

**29.11.2015 - 30.11.2015**

ZBIÓR  
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I KULTUROZNAWSTWO.  
PRIORYTETOWE  
OBSZARY NAUKI

Zakopane

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И КУЛЬТУРОЛОГИЯ.  
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### GROUP WORK AS AN ESSENTIAL PART OF LEARNING FOREIGN LANGUAGE

**Key words:** group work, intercultural communication, creative activity, psychological climate,

It is known, while learning foreign language, it's very productive to work in small groups. Why? Because students are very different: one is quick to grasp the teacher's explanation and lexical material, others require not only more time for understanding the material, but also additional examples during explanation. That's why the groups should be formed by the teacher and should include students of mixed abilities, on the principle that they will help one another in various ways.

If in such cases to unite the students in small groups (about 3-4 persons), give them the same task and discuss every student's role in this task fulfillment, there appears a situation in which every student is responsible not only for his own, but for the entire group's activity. That's why weak students try to clear up difficult questions, but bright students help all the members of the group to understand the material completely. So, joint efforts help to put an end to drawbacks. The basis of this approach is not only to do something in common, but to study together. Collective work increases the responsibility of each student involved in this process; all this positively influences the collective microclimate and gives excellent results. Group work motivates and builds up student's self-esteem of capabilities and dignities. The discussion of the same information when the partners can be changed increases the number of associative links and mastering of skills.

The leading criteria of dividing students to this or that group are: 1) psychological learning compatibility which is shown in their relationship and desire or refuse to work together; 2) identical number of boys and girls and also representatives of ethnic minority and children with disabilities in order to influence the psychological climate of the group through their activity; 3) nearly identical rate of the group members work (namely in reading).

It is preferably to nominate or select the leader who could be addressed to explain the aim, the process and expectable result of joint cooperation and to put the group into action; the leader must be the first in fulfilling the task and in involving everybody into the active work. The leader could be the student who is a leader by character and who has

experience in concrete task fulfilling or sometimes just a bright student. Initially leader can be appointed by the teacher, but since he must be changed from time to time, the students may later be allowed to choose their own. The function of the group leader is not dominating the group, but to coordinate their activities and to serve as a link with the teacher.

The teacher acquires a new role – to be an organizer of independent educational, cognitive, communicative and creative students' activities. He can differentiate the learning process and use students' interpersonal communication activities in the process of their work to improve speech skills. Divided into groups, students are able to sit together facing one another in a small circle and talk freely. The students' roles are inquirer, researcher, problem solver, thinker and active subject of learning. The students must have such seats in class so that they could see each other well. The students can be allowed to stand up in order not to prevent communication.

The roles the teacher plays in the attitude to the students are quite different. He can be a manager, an educator, a motivator, a challenger, a consultant and monitor at the same time. The teacher should follow the group activity, help this or that group, detect identical speech mistakes, remove them and participate in collective work. The mutual control among groups is typical for this stage. The teacher must provide the students with an environment within which they can communicate easily and freely and within they can work together independently with only minimum amount of directions from the teacher.

All this form gestures technique to mistakes correction, from introductory talk to summarizing lesson result, stimulates not only students information obtaining, but cognate themselves, their capacities and capabilities. The culmination of group activities always takes place within the context of the class as a whole.

Group activity will form skills, capable to operate in the Intercultural communication; it is possible to inspire culture of intellectual labor, to create the atmosphere of mutual aid and thus the students' need in getting and developing their knowledge and language skills by themselves will be satisfied. In future it will help to improve students' mastering of foreign language and will make their knowledge in different branches of science and public life much deeper.

As group activity is the process of sharing ideas, information and knowledge, so it unites people and getting important for the global communication. For many learners group activities offer the only opportunity of putting the language to a real usage.

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