

COOPERATIVE LEARNING AS AN INNOVATIVE TECHNOLOGY

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Аннотация. В статье рассматривается одна из современных технологий обучения: обучение в сотрудничестве. Описаны особенности и основные принципы обучения в сотрудничестве. Показаны преимущества данной технологии, как для студентов, так и для преподавателей, а также достоинства и недостатки обучения в сотрудничестве.

Abstract. The article deals with one of the modern teaching technologies, e. i. cooperative learning. Features and basic principles of cooperative learning are described. The benefits of cooperative learning for both students and teachers are given. Also, the emphasis is laid to advantages and disadvantages of the technology.

Ключевые слова: обучение в сотрудничестве, иностранный язык, навыки, компетенция.

Keywords: cooperative learning, foreign language, skills, competence.

Introduction

Learning English has continued to become ever more important for students of higher educational establishments. A prerequisite for the formation of students' professional competence is the development of communicative competence. The successful formation of the communicative competence of students of agrotechnical specialties is directly related to the formation of the student's educational competence, i.e. ability to manage their learning activities. Modern teaching technologies contribute to solving the problem. Different technologies of teaching foreign languages in higher educational establishments are used nowadays. Among the many student-centered instructional techniques employed in the classroom, cooperative learning has been extensively documented as an effective means for increasing learner retention, building communicative and social skills, and developing students' critical thinking ability.

Main part

Cooperative learning (CL) is one of the varieties of a student-centered approach in teaching a foreign language. It is a communal activity in which learning is carried out through the mutual exchange of information. Within this framework, group members are responsible for their own construction of knowledge, as well as for facilitating the learning of the other group members. CL also means the instructional use of small groups so that students can work together to maximize their own and each other's learning; students work together with positive interdependence and individual accountability in small cooperative groups. When properly organized, students in cooperative groups make sure that everyone in the group has mastered the concepts being taught. The main

idea of CL is to study together, and not just to carry out various tasks together, but to be aware of your successes and the successes of your groupmates.

Johnson and Johnson outline five features of cooperative learning: positive interdependence; face-to-face interaction; individual accountability; group processing; social skills. [4]

Basic principles of cooperative learning are as following:

1. Groups of students are formed by the teacher before the lesson, taking into account the psychological compatibility of students. Moreover, each group should contain students with different levels of learning opportunities.
2. The group is given one task, but when it is carried out, the distribution of roles among the members of the group is foreseen.
3. The interdependence of group members, based on a single goal that can only be achieved together; distribution of intragroup roles; unified educational material; common resources; one encouragement for all.
4. Personal responsibility for their own successes and the successes of their group mates.
5. Equal participation of each member of the group.
6. Reflection, e. i. the quality of work and the effectiveness of cooperation are discussed by the group with the intention of further improvement.

Cooperative learning allows the student not only to learn how to work in a group, in a team, but also to improve his level of training, since the success of the entire group directly depends on the success of each of its members. Accordingly, the other group members are also interested in seeing lagging weak students improve their own results. For a foreign language teacher, teaching in cooperation gives non-standard attitude to the organization of the educational process; multidimensional mastering of educational material; formation of motivational readiness for interpersonal interaction not only in educational, but also in other situations.

With a growing focus on communicative language teaching, numerous advantages of cooperative learning have been cited in the context of the foreign language classroom. For instance practicing speaking in groups helps students to explore the various structures of the language, allowing them to develop new patterns of thought. The drawbacks of cooperative learning are as follows not all students may participate equally in collaborative activities. Furthermore, students are less likely to pay attention to the structures of the foreign language when they feel their teacher is not involved, instead reverting to mother tongue usage when the instructor is not within hearing range.

Conclusion

The technology of cooperative learning contributes to an increase in the efficiency of mastering a foreign language and is one of the sources of intensification of the educational process. Cooperative learning works well in fostering the students' communicative competence in oral English communication. However, it is impossible to adopt a specific method to solve all the problems that

happen in the classroom settings and to suit for every individual so teachers should plan and adapt their teaching methods and procedures to a particular context for cooperative learning to be effective and useful in higher educational establishments. In general, most teachers of agrotechnical higher educational establishments feel deeply unsatisfied about students' poor academic performance and low motivation in English learning. So, cooperative learning techniques could offer those teachers an alternative to motivate their students to expend greater effort to improve their academic performance.

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УДК:101.8:316.3(043.3)

РЕФЛЕКСИВНЫЕ МЕХАНИЗМЫ РЕГУЛИРОВАНИЯ КОНФЛИКТОВ В АПК

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Аннотация. Актуальность исследования конфликтов обусловлена их деструктивным воздействием на функционирование социальной системы и поиск механизмов стабилизации социальной системы. Процесс разрешения противоречий осуществляется благодаря рефлексии, посредством которой возможна практическая модификация наличной проблемы. Специфической особенностью проявления эволюционных процессов в социальных системах является тот факт, что в них самоорганизация дополняется организацией.

Abstract. The relevance of conflicts study is due to its destructive impact on the functioning of the social system and the search for mechanisms for stabilization the social system. The process of resolving contradictions is carried out through reflection, through which is possible a practical modification of the existing problem. A distinctive feature of evolutionary processes in social systems is the fact that in it self-organization is supplemented by organization.

Ключевые слова: конфликт, рефлексия, урегулирование, стабилизация, социальная система.

Keywords: conflict, reflection, regulation, stabilization, social system.