

The Role of Collaboration Technology in Foreign Language Classes in Higher Education Institutions

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Abstract: The article is devoted to the role of collaboration technology in foreign language classes at a higher education institution, which helps to implement a student-centered approach to learning, ensures individualization and differentiation of the process of teaching foreign languages.

Keywords: collaboration technology, cognitive activity, communicative task, teamwork.

Introduction:

The objective need of modern language education is to find optimal ways to increase motivation for learning foreign languages and using them as a means of communication. The issue of increasing motivation, maintaining and developing students' interest in the subject "foreign language" is given much attention both in psychology and in the methods of teaching foreign languages in higher education. According to psychological studies of motivation and interest in teaching a foreign language, the teacher's efforts should be aimed at developing internal motivation for learning, which comes from the activity itself and has the greatest motivating power. If a student is encouraged to engage in the activity himself, when he likes to speak, read, perceive foreign speech by ear, and learn new things, then we can say that he has an interest in the subject "foreign language" and the conditions for successful mastery of foreign language speech are provided.

Main part:

One of the ways to increase motivation to learn a foreign language and communicate in it can be the technology of learning in collaboration. Collaborative learning is one of the types of student-centered approach to teaching a foreign language, which involves organizing groups of students working together to solve a problem, topic, issue. Training tasks are structured in such a way that all team members are interconnected and interdependent and at the same time quite independent in mastering the material and solving problems. The ideology of collaborative learning was developed in detail by three groups of American educators: R. Slavin from Johns Hopkins University, R. Johnson and D. Johnson from the University of Minnesota, E. Aronson's group from California State University, and S. Sharan's group from Tel. Aviva University [1]. The basic principles of cooperative learning are as follows: 1) interdependence of group members; 2) personal responsibility of each group member for their own successes and the successes of their comrades; joint educational, cognitive, creative and other activities of students in a group; 4) socialization of students' activities in groups; 5) general assessment of the group's work (descriptive, not always in points), consisting of an assessment of the form of communication of students in the group along with the academic results of the work.

The main idea of cooperative learning is to learn together, not just do things together. Studying together is not only easier and more interesting, but also much more effective. It is important that this effectiveness concern not only the academic success of students, their intellectual development, but also their moral development. Students learn to help a friend, solve any problems together, and share the joy of success or the bitterness of failure. Everyone feels relaxed. By working in small groups, everyone gets the opportunity to realize where they are strong and get help in areas where they are weaker than others.

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By collaborating, students learn to work without control from the teacher, together with their friends, striving for a goal, which significantly increases interest in educational activities. In a foreign language lesson, cooperative learning is used to involve each student in an active cognitive process at different stages of learning: in the formation of grammatical, lexical skills, in the formation of speech skills, taking into account the individual capabilities and abilities of the child. Students, their level of preparation. The effectiveness and expediency of using the methodology is determined by the logic of cognitive activity underlying the process of formation and development of communicative competence [6, p. 130].

Collaborative learning technology makes it possible to provide the necessary conditions for enhancing the speech activity of each group member [21, p. 20]. In practice, this is learning through communication, communication of students with each other, students with the teacher, as a result of which much-needed contact arises. This is social communication, since during communication students alternately perform different social roles - leader, performer, organizer, speaker, expert, researcher, etc. Of course, when using cooperative learning in foreign language lessons, the most difficult thing is to involve students in groups for communication in a foreign language. However, practice shows that with sufficiently persistent attention from the teacher, refusal to read out the results, if communication was conducted in the native language, this requirement is fulfilled at first with difficulty, and gradually with obvious pleasure.

Collaborative learning will be more successful if the following recommendations are taken into account when organizing it: To conduct the first lesson, the teacher should choose the class that is most favorable for the first experience. The teacher must act gradually, starting with small fragments. First, he should highlight 1-2 tasks that require group work after the usual explanation. Assignments should involve familiar skills that students have. At the first lessons, the class is divided into small heterogeneous (weak, strong; boy, girl) groups of 2-3 students. The teacher must determine the roles: organizer - monitors the activities of each student; controller – monitors the culture of communication and mutual assistance; editor – monitors the correct execution of tasks; leader – takes responsibility for all teammates. The composition of the group should change in the future.

The teacher must clearly formulate tasks in a language accessible to students. If there is only one task, then the teacher can write it on the board. If the tasks are different, it is better to write them on separate pieces of paper. Before completing tasks in a group, it is better to formulate the goal clearly. If a student works willingly and productively in a group, he does not have to be praised every time. Encouragement should be the same for all students. It is necessary to encourage students not only for academic success, but also for the psychological aspects of communication. They should be arranged so that students can communicate freely. Work in small groups is possible at every stage of the lesson: when monitoring students' knowledge, learning new material, consolidating. It is necessary to determine the time for preparing a particular task and strictly adhere to it.

It is better to give a shorter rather than a longer period to prepare. For those groups that finish work earlier than others, additional tasks should be provided. When offering tasks for groups, the teacher must rely on the students' real cognitive interests and desires to communicate in a foreign language. This is a mandatory prerequisite for foreign language speech activity, as for any activity in general. Motivation in students can be created by using a broad context of students' general cognitive and social motives (students' desire to give the correct answer, express their own opinion, and show their abilities in front of a peer). During group work, the teacher performs a variety of functions: monitors the progress of work in groups, answers questions, regulates disputes, maintains order and, in case of emergency, assists to individual students or the group as a whole. The organization of group communication should take place in an atmosphere of cooperation, friendliness and trust. The authoritarian style of the teacher only causes a negative reaction from students. It is very important not to interrupt students during the communication process and to pay attention only to those errors that interfere with the communication process. The teacher can note the remaining errors for himself in order to work later on them with students additionally.

Conclusion:



In conclusion, this technology provides the necessary conditions for enhancing the cognitive and speech activity of students, providing each of them with the opportunity to comprehend new material, obtain sufficient oral practice to develop the necessary skills and abilities, broaden their horizons and learn to think and work independently. Moreover, the use of learning technology in collaboration in foreign language lessons helps to increase students' motivation to master foreign language speech and, as a result, makes it possible to achieve greater efficiency in the educational process.

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