

## Team Building in the Didactic Aspect Interactive Method in The Field of Teaching Languages: Problems of Research

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**Annotation:** Due to the modernization of the education system, the role of interactive forms in the educational environment has become more active. Using the example of the team building methodology, the author explores the learning component of an innovative educational model in the aspect of an effective learning method, from the point of view of the motivational component of the educational process.

**Key words:** Team building, problem-based learning, interactive learning, motivation, team play.

In modern science, the term "team building" has found wide application in the field of business and management as a means of managing a team, during psychological trainings and corporate events aimed at team building, in order to improve the efficiency of employees. Analyzing the concept of business, I. E. Shpilevskaya and T. S. Anisimova conclude in their article that business is a relationship between market participants regarding their joint activities that generate income and are legally formalized when using capital a businessman who bears full responsibility for a possible risk (2, p. 4). Iskhakova S. G. defines the place of team building in the business sphere: "The term "team building" is usually used in the context of business and is used to create an organization by forming efficient and cohesive teams" (1, p. 17).

If translated From English, the term stands for "team building". Team building is another way. These are activities that are designed to unite the team and improve its performance. As a result of the use of team thinking, the level of labor efficiency increases, a comfortable working environment is created, and psychological problems of personal interaction are eliminated. "Today, team building is becoming more and more popular, and is used by managers of large companies to improve the quality of specialists' activities, however, there are also elements in educational organizations team building, but they produce an effect like any unfinished action," Shpilevskaya I. E. and Anisimova T. S. come to this conclusion (2, p. 6). The system of modern education, which has risen to a new stage of development, sets tasks for a modern teacher to expand students' cognitive activity, creative potential, introspection, interest the ability to learn, the ability to think logically. Today, the teacher solves complex tasks: on the one hand, to improve teaching methods using interactive technologies, on the other – to create a comfortable psychological atmosphere. In this regard, the team method, which has positive results in the business space, can become a solution to such pedagogical tasks in the educational environment.

The practice of using the team building method is reflected in the educational process of the Russian Academy of Transport. The first stage in the implementation of the program was the definition of goals, as well as prospects for further development of a new teaching method. The results of the introduction of the team method into the educational process should be: increasing the level of knowledge acquisition, involving everyone in the work a participant in the process, and, as a result, a qualitative increase in efficiency (the time allotted for studying a particular topic increases due to the involvement of a group component in solving the problem). To study the basic potential and the level of readiness of the student body to work in a team system, a study was conducted based on an anonymous questionnaire. In total, 112 people from among the 1st year students of various specialties took part in the study. The results of the survey showed that 47% of students have a high readiness for

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teamwork, and 22% of university students have a high level of training. The average level of teamwork was found in 53% of the student body, 13% showed a low level of knowledge. There were no respondents with low willingness to work in a team among students. Based on the conducted research, it can be concluded that there is an interest in team working methods on the part of the student audience.

At the second stage, the task was to improve the team building method in relation to the new educational environment. The forms of implementation of the method proposed in the field of business management, they did not correspond to the format of classes in the field of language learning. Therefore, it became necessary to develop didactic tools that meet the general requirements: educational, modeling a new teaching method. For example, at the stage of defining a group, you can use the task "Find out who you are talking about? » Students, using their vocabulary potential, describe appearance, give personal and age characteristics, hobbies of the alleged classmate. It is recommended, as a didactic material, to give students cards with a plan for describing the personality and suggest using specific vocabulary that corresponds to the specified topic. Students, unbeknownst to them, are involved in the learning process, which is now becoming interesting for them: the proposed portrait must find the addressee. In addition to educational tasks, the teacher removes the psychological language barrier, because the lesson turns into a fun game where each member of the team is involved in an active search.

Thus, we saw that the teambuilding method is based on a game aimed at creating a team. This type of educational work allows the teacher to remove the psychological language barrier, reveal the inner potential and interest in the prospect of a more in-depth study of the language, showing its practical application in the process of speech communication. To succeed, the student needs to discover new things in himself qualities: communicative, organizational, team. It is very important to create an atmosphere for trusting relationships among team members. It is not easy to solve this problem, first of all, it is necessary to take into account the individual personality characteristics of each member of the group, the relationships that have developed since the beginning of the formation of the team. The stage of team spirit consolidation plays an important role for further qualitative assimilation of the material. This is the main link in the course of the lesson.

Let's call the next step a transition from an individual result to a collective, general one. The team building method sets joint goals for students. At this level of the organization, each participant will have to determine their place in the overall structure, correctly applying their own cognitive capabilities taking into account the educational situation. Orientate a video material on working with text will help the student to take on the role assigned to him in the team. The teacher invites students to watch and listen carefully to the video "The Christmas address of Queen Elizabeth II" and complete the task: retell the text of the speech. To complete the task, team members must choose a leader who can protect the honor of the group and bring points. Competing groups should evaluate the level of text reproduction, according to the scale proposed by the teacher, which reflects the main components of speech quality. The rest of the roles are assigned by the students in the process completing a task based on individual abilities. By drawing lots, the teams are distributed to organize a discussion where all members of the training staff can participate: the queen's speech is being discussed, questions are being asked, the text is being worked out for the communicative qualities of speech. At the stage of creating a group structure and identifying team roles, training tasks are solved. The psychological language barrier is erased by being involved in a game situation and introducing a competitive component: A point-based knowledge assessment system helps to activate interest. The desire to earn as many points as possible and become a winner in a team competition is the goal that allows you to develop interest and significantly save time allocated for practical work.

The final stage of preparation is the laying of the foundation for a friendly working environment, where each team member – this is a link of a single organism: the leader is the brain, the nervous system is assistants, ordinary team members are organs. This is how you can figuratively imagine a model of group work. This level reflects the "Invitation to Travel" task well. The teams are implementing a marketing program to attract tourists to different countries of the world. Each group of



students is a travel company of a particular country, which should create a business project to attract foreign travelers. To complete the task, it is advisable to prepare didactic material with the necessary set of lexical and grammatical structures, the use of unfinished phrases, expressions, a list of geographical names, political figures, historical and cultural monuments is proposed. The task of the team is not only to present their own an advertising project, and to interest members of other groups to go on a trip, only in this case the link receives evaluation points. When drafting a project, each member of the student body is responsible for their area of work: culture, politics, geography, history and is included in the defense during the performance of the team. This task can be given for self-preparation at home, and protection can take place in a practical lesson, demonstration of a jointly prepared presentation of the project is especially welcome. Team members after the presentation of the advertising the project should ask questions formulated in accordance with the given time structures, so there is a process of active perception of information not only from the speaker, but also from the audience. The result of the presentation should be a positive assessment of colleagues, confirming the desire to go on a tourist trip. Thus, the educational model using the team building method is based on a game situation, group work and a specially created psychological environment. Let's present the obtained data in the form of structural components:

- Formation of teamwork skills: setting a single goal – to achieve the best result in the process of joint activity, role allocation – situational leadership, taking into account the task, constructive interaction and skillful self-management, the ability to coordinate solutions.
- Formation of a set of psychological phenomena: creating motivation for joint activities, creating experience of highly effective joint actions, increasing the informal authority of leaders, developing loyalty of program participants towards the group.
- Team building – team building. Functional role distribution: effective use of the strengths of the team, distribution of roles for optimal achievement of results, formation of a new structure during mergers,
- Acquisitions, restructuring of the group, creation of a working environment during the formation of project teams, establishment of horizontal links within the team.
- The intra-collective process: the formation of skills for successful interaction of team members in various situations. Increasing the level of personal responsibility for the result; transition from a state of competition to cooperation; increasing the level of trust and care between team members; switching the participant's attention from himself to the team; increasing team spirit; getting a positive mood charge; bringing the team to a leading position at the end of the lesson.

The team building method integrates powerful educational resources, it is able to provide an environment for the formation and manifestation of key competencies, which primarily include communication and information. The didactic material should represent real-life multivariate tasks that graduates will face in their professional activities.

When using the team building method in the educational process, it is necessary to observe the principles of continuity and consistency. The team building method is based on a versatile perception of information and system analysis, which allows the use of problem-situational tasks involving the development of real projects and presentations by students, tables with unfilled databases.

Educational and didactic material should be aimed at further application in professional practice. Today, a teacher operating within the framework of a traditional system is significantly inferior to his colleagues who teach classes using the latest interactive learning technologies.

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