

предпочтения «от средств массовой информации до политики и вне ее».

С приходом поколения Z сформировался совершенно новый, прагматично-здоровый взгляд на окружающий мир, карьеру, лидерство, политику, успех. Они другие, и мы должны это признать.

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COMMUNICATIVE LANGUAGE INSTRUCTION AND GROUP METHOD TECHNIQUES

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ABSTRACT.

The article deals with the communicative approach to language teaching and a grouping form of learners' work as one of the ways

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Everybody knows that knowledge of a language is one thing but its use in real life contents is another. One doesn't automatically lead to the other. It is necessary to have an environment in which learners feel the need to use the language. In addition, learners need to be provided with opportunities to communicate. Hence, it is necessary to focus on devices that would arouse in the learners the urge to understand and say something.

When that happens, the learner's attention is not so much on the elements of the language itself, but on his desire to communicate, on the problem on hand. In his mind the concern for language forms is peripheral; his main focus is on communication. Inevitably, he comes to use the language and keeps on improving his performance day by day.

Syllabuses and textbook materials have too long worked on grammar, on the learner's ability to construct correct sentences. We must understand the difference between "usage" and "use" and shift the focus on to "use", because "usage" is grammatical and a sentence is an artificial construction. In real life we do not use sentences as they are found in grammar books. Take the following:

"When did you get up yesterday?"

a) "at seven"

b) "I got up at seven yesterday".

Response "b" would be unnatural and unacceptable in real-life communication.

The main objective of language instruction is to enable the learners to use the language in real life conditions and to absorb the structure of the language incidentally.

Our experience proves that too much emphasis on mechanical drilling or repetition of sentences has not been helpful. Effective learning depends not so much on repetition of correct forms of sentence structures as on the intensity of the learner's need to communicate. In the act of communicating, language forms are absorbed incidentally.

It is not easy to create an environment in which every learner comes to experience the urge to communicate. In some cases it may be pretty difficult; particularly with a mixed-ability class.

Group Method Techniques (GMT) have been devised to overcome this major handicap. Their main objective is to provide a forum within the classroom situation, so that every learner will join it, participate effectively, and become a potential player in the game of communication. GMT are designed to help students realize how they can learn English, French or any other language.

Language is a vital means of communication and a variety of social functions.

GMT open up possibilities for meaningful, social interaction. Learners in their groups work on problems which they find interesting, relevant and useful. They help each other in groups and receive help from the other groups. It is an acknowledged fact that students

learn the language not only from their teacher but also from their fellow students.

While among the groups there may be a certain element of competition, within the groups the spirit of "give and take" prevails. Communicative activity heightens awareness of the skills needed, and language learning becomes a pleasurable and satisfying experience.

Because of the urge to communicate each member of the group experiences a need to contribute something. Each learner's contribution within the group is recognized and valued. Even the silent members learn as they hear others and sooner or later open their mouths. Feeling of difference in status or knowledge disappears and the groups become a single unit. The techniques are an effective help to those students who keep silent because they are afraid of making a mistake.

Formation of groups also obeys definite rules. They may be formed according to:

- a) ability, language proficiency;
- b) interests, personality;
- c) individual learning needs.

Sometimes the teacher forms groups according to the arrangement of the classroom equipment, say by rows. It will reduce moving and thus save time.

Sometimes it may be useful for learners to move from one group to another but they should remain in the same group for a certain minimum period of time to enable them to work effectively. Rearrangement of groups should be done only to facilitate inter-group communication and should not be too frequent. Sometimes a group leader is necessary, but where one is needed a natural leader tends to emerge.

Once the groups are formed, the teacher will explain the "how" of group work and give a full explanation of the immediate task. Also it's necessary to designate activity time and provide the group with training appliances [3, p.194]. The teacher should make sure that everyone has understood the task properly before giving the signal for group activity.

Group work should be a regular feature in language classes and be undertaken at various stages during the progress of the lesson, e.g. after the presentation of new language material, at the practice stage where the new material can be used in real communicative situations.

Normally 15-20 minutes of the lesson can be spent for group activities to avoid monotony. Anything shorter may not be adequate for effective communication. Selection of tasks should correspond to the learner's interests, intellectual level. The problem must be attractive and challenging.

All activities are at first oral, but depending on the type of activity, written work is sometimes necessary. According to G.Arefiev, the group work should fall into two categories: differential one for different group or the same one in all the groups [1, p.94].

What is the teacher's role? When learners work in groups, the teacher should act as a mediator, as a person to be referred to in a difficulty. Teachers should not do what the students can do for themselves but should adopt the role of advisor encouraging and helping the learners.

In addition, teachers should be non-critical. During group work they need to be tolerant towards a) incomplete sentences, b) incorrect utterances, c) intrusion of the native language, d) non-verbal responses like gestures and head nods. These are all steps towards learning.

What do teachers need to do?

They a) select group tasks carefully, using their knowledge of the class, b) adopt suitable materials, c) coordinate group activity, regroup when necessary, d) monitor and supervise group work activity. The teacher should be sensitive to the need and interests of his students.

In every case of group work there may be some routine problems.

1. It may be easier for learners during group session to sit together to save time for moving.

2. Noise. Any group activity depends on oral work; hence noise is unavoidable. Teachers need to be more liberal and tolerant.

3. Materials. At the beginning of the term a resource bank for GMT should be built and items could be added or revised round the year.

4. Time. On some occasions time for group work may be short. Careful planning will reduce the time taken by the teacher for explanation, presentation, etc., thereby make adequate time available for GMT.

There are some basic problems which we should like to consider.

During the lesson period the learner can master only a few items, but he meets and "notices" several. In general the stages of language learning may be as follows:

- a) recognition;
- b) understanding;
- c) imbibing some items that have been understood;
- d) production of words;
- e) production of non-complex utterances;
- f) production of varied utterances;

The teacher should take into account that different items are learnt with different degrees of thoroughness. Some are mastered, some are imbibed in the process of understanding, some are noted. The teacher should notice this absorption and gainfully return to and repeat [2, p.102].

In a second language environment the learner constructs for himself a system he believes is the second language. His system may be closer to or further from the norms of the second language. It depends on the quality of the second language used in the second language environment (on the teacher's language quality) and also on the length of time spent in that environment. The system worked out by the learner is therefore subject to constant revision. Hence the teacher should not pay too much attention to the learner's errors and adopt a tolerant attitude towards them. After all even the errors are evidence that learners are putting in effort and learning process is taking place.

Tests may be constructed to measure attainment in "usage" as well as in "use". Test tasks should be similar to the ones used in class and achievement measured in line with the learners' responses.

Every learner in the group may be judged according to:

- a) adequacy of preparation;
- b) degree of participation;
- c) effective communication in the specific instance;
- d) language accuracy covering phonology, lexis and syntax.

At the end of the article we should like to remind of the following old saying: "Tell me, I forget; show me, I remember; involve me, I understand."

Hence, the main objective of the teacher is to involve his learners into communication language situation.

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**ЭТНОКУЛЬТУРНАЯ ФОЛЬКЛОРНАЯ ИГРА «АЗА-КАДАЙ» ЭФФЕКТИВНОСТЬ
ИСПОЛЬЗОВАНИЯ НА УРОКАХ ФИЗИЧЕСКОЙ КУЛЬТУРЫ ДЛЯ УЧАЩИХСЯ ПЕРВЫХ
КЛАССОВ**

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**ETHNO-CULTURAL FOLK GAME "AZA-THROW IT OF" EFFICIENCY OF USE AT LESSONS OF
PHYSICAL CULTURE FOR PUPILS OF THE FIRST CLASSES**

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АННОТАЦИЯ.

В статье отражается этнокультурная игра «Аза кадай» как эффективность использования на уроках физической культуры для учащихся младших классов, и развития во всех областях материального и духовного творчества детей. В играх, в которых участвует ребенок, заключен залог его полноценной духовной жизни в будущем. Искренность, доброжелательность, жизнерадостность, открытость, сопереживание и умение помочь, замечать успехи других – вот качества, которые притягивают детей, вызывают их симпатию и уважение к взрослому, которая является главным мотивом участия в игре.