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Штокайло М. П.

група мСОАМ–11 (Тернопільський національний педагогічний університет імені Володимира Гнатюка)

Науковий керівник – канд. пед. наук, викладач Шенітчак В. А.

THE GROUP WORK AS A FORM OF ENFORCING COMMUNICATIVE SKILLS DEVELOPMENT

The demands of the State Standard of the Basic Secondary Education to the formation of general communicative skills include “to be able to effectively express ideas, feelings, explain and discuss facts, phenomena, events according to the situation, justify learners’ views and beliefs orally and in writing in different personal and social contexts (domestic, educational, social, etc.), based on language and speech experience, language norms in communication, socio-cultural realities and features of intercultural communication” [1, p. 3]. One of the forms of work at the lesson is group work, which is explained in the works of native (Bundarnyi O., Tarantij V., Matiukha G.V., Pashchenko Y., Shevchuk L. Sushko O.V., Yaroshenko O.G. and others) and foreign scholars (Bennet N., Brown D., Cohen E.G., Gröning I., Jaques D., Kitaygorodskaya G.A., Knight P., Miles M. B., Button L., and many others).

The role of group work in the current Ukrainian curriculum of Foreign Languages is seen as a way to reach the goals that students are to achieve in fluent and natural communication [1, p. 3]. When looking at learning through Vygotskij’s sociocultural view, the act of communication and interaction between students becomes important. Group work leads to many interactions both between students and the teacher, but also – and most importantly – between students.

As group work becomes more and more important within many occupations, being able to cooperate with others also becomes more important. More businesses, trades and companies demand team-work skilled developed in their employees. Thus, these skills should be developed in schools and an appropriated teachers’ attention is needed in mastering these abilities and skills to make the young generation effective in the job market.

Having analyzed scientific materials we have come to the conclusion that there are several definitions what a group work is. E.G. Cohen defines group work as “students working together in a group small enough so that everyone can participate on a task that has been clearly assigned” [3, p. 54].

E.I. Passov, G.A. Kitaygorodskaya, D. Brown, D. Harmer identify group work in a foreign lesson language as a form of organization of educational and cognitive activities, involving the temporary involvement of 2 or more students for performing a learning task based on the principles of cooperation and encouraging the use of a foreign language on their own initiative [2, p. 270; 5, p. 224; 5; 6, p. 7]. It follows that the purpose of group work is not limited to the ultimate result of the task, the goal is also to develop the skill to follow the principles of communication and cooperation.

The fact that the different members of a group bring different knowledge to the gathering indicates that the more members that there are in a group the more knowledge they have available. In order for a group conversation not to freeze, it is necessary that all its participants feel free and do not feel a language or psychological barrier. For this purpose the teacher must encourage all students to speak without exception [2, p. 272].

According to Stensaasen S. and Sletta O. there are different kinds of groups. People standing in line waiting for something are a group of people, this type of group they define as a *non-social group*. This is not the type of group meant when discussing group work they define this type of group as a *social group*. An example of their definition of what a social group is: “A group consists of two or more people who have a mutual influence on each other and are mutually dependent on another in the sense that that they have to trust each other to get their needs satisfied and achieve their goals” [7, p. 27]. After giving this definition to Stensaasen S. and Sletta O. go on to state the three criteria that make a social group. The first one being, a group consists of two or more people. The second one being, mutual influence, the members of a group need to be engaged in some form of social interaction. The third criteria, mutual dependence, what one member does has meaning to the other members.

Based on the analysis of the methodological literature, we have compiled a set of methods and techniques of group forms of work relevant to the application in the lesson of a foreign language at the secondary stage: “method of mosaics”/ “group puzzle” (jigsaw), “discussion pyramid”, project method, station method, case study, role play, brainstorming and aquarium technique (fishbowl technique) [2, p. 271; 3, p. 44 4. 62; 5; 6, p. 3].

According to the works of native and foreign researchers (Smolkin A.M., Polat E.S., Kitaygorodskaya G.A., Spencer K., Jones D. and etc.), these methods are active teaching methods that contribute to the intensification of educational and cognitive activities, motivating students to be creative and independent in their activities, development of skills of cooperation, development of skills to formulate and express their point of view, development of skills to find the approaches to problem solving [2; 4; 6].

The obtained data allow us to conclude that these enlisted methods of group work are active methods, they have significant potential for the formation and further development of communicative skills as students are subjects of educational activity and actively use foreign language in the process of speech activity.

The numerous researched have been conducted to analyze the efficiency of the usage of group forms of work at English lessons [6, p. 5–6]. Their findings prove that the involvement in the oral group activities increase students’ enthusiasm and motivation, contribution, sense of belonging as well as develop the feeling of the importance of peer correction among group members. Also, the other positive implication of group work activities proves the fact that students show improvements in their individual performance in speaking assessment. Besides, the use of group work in teaching speaking has been grounded. Such lessons become more student-centred and effective in getting every student to be involved in the tasks. The functionality of the group work in polishing their speaking skills is noticeable as group work helps to reduce students’ anxiety to speak up in front of the class [5]. Hence, we conclude that the best time to overcome the speaking problems is through the practice in group work and group work is an effective way to increase the amount of students’ talking time. Students use the language to communicate with each other and more importantly, to cooperate among themselves.

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Яворська М. В.

група МАМ–1 (Тернопільський національний педагогічний університет імені Володимира Гнатюка)
Науковий керівник – канд. пед. наук, доцент Клименко А. О.

METHODS OF FORMING ENGLISH LEXICAL COMPETENCE OF HIGH SCHOOL STUDENTS BY MEANS OF MULTIMEDIA TECHNOLOGIES

Lexical competence is a person's ability to properly form their statements and understand other people speech, based on the complex dynamic interaction of relevant skills, knowledge and lexical awareness. The success of the formation of lexical competence depends on the level of lexical skills, the amount of acquired knowledge about the lexical side of speech and the dynamic interaction of these components on the basis of general linguistic lexical awareness.

Learning a foreign language in secondary schools involves learning a certain number of words. Key objective of learning a foreign language is the formation of foreign lexical competence, which is an important prerequisite for mastering foreign language communicative competence.

One of the priority areas in the field of informatization of education is the development and implementation of multimedia equipment, the introduction of multimedia products into the educational process. Multimedia is considered to be the content that uses a combination of audio and video representations such as text, audio, images, animations, video, and interactive media. The role of multimedia tools in today's higher education can't be underestimated as it allows to increase the intensity and efficiency of the learning process, creates conditions for self-education and distance education, thus allowing the transition to lifelong learning.

As far as the English teaching process is concerned, in English lessons every form of work, all kinds of activities should be aimed at the formation of competencies necessary for both effective language acquisition and for the general self-development of students. Thus the use of multimedia authentic sources such as textbooks, reference books, dictionaries, and develop tasks using E-learning and M-learning, podcasting, chats, e-mail, blogs, social networks, online educational platforms, YouTube videos, electronic dictionaries, etc. will definitely help to meet all these requirements easier and more efficiently.

Education of foreign language communicative competence as a basis for successful and effective communication, provides the ability to choose the necessary models of communication, interact with society, gain foreign language experience by learning foreign languages, including English – the language of international communication. Therefore methods and tools for improving student's vocabulary skills should be clear, varied in form and effective to achieve specific goals set by the teacher, taking into account age, psychological, social characteristics of pupils. During the process of multimedia English vocabulary skill teaching, sounds and pictures can be set together that aid to enrich the content of classes. By means of Multimedia technologies teachers can provide students not only with rich, sources of authentic learning materials, but also