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GROUP FORM OF STUDENTS' WORK AT LESSONS OF HIGHER SCHOOL AS A BASIS OF COGNITIVE ACTIVITY

Abstract: *The application of a group form of work by the teacher in the university is considered, which increases the effectiveness of cognitive activity of students in the classroom.*

Key words: *teaching methods; management of cognitive activity; group form of educational and cognitive activity.*

Language: *English*

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Introduction

The need to maintain students' interest to the studied material and to activate the processes of their thinking throughout the class leads to the understanding that the role of the teacher is not only and not so much in the way he gives the necessary information, but how he organizes the process of cognitive activity, in which the main character is a student. [1]

Materials and Methods

Teaching is a purposeful and motivated process, therefore the paramount task of a high school teacher is to involve each student in activities that ensure the formation and development of cognitive needs (cognitive motives). This process is promoted by the young people's understanding of the goal of the forthcoming activity. [2, 3, 4]

The chain along which this process takes place is as follows:

need for → motive → purpose → action
→ reflection (self-analysis of one's own activity).

Using this approach the teacher:

- controls the cognitive activity of the student, that is, he moves from the position of the knowledge carrier (giving knowledge) to the position of the organizer of his own cognitive activity;
- motivates the cognitive activity of the student in the classroom through communication, mutual understanding and at the same time achieves either interest or stable positive attitude to the subject;
- organizes creative and independent work in the classroom;
- uses collective methods of training, includes all students in collective activities, organizes mutual assistance and support from the teacher and students themselves;
- organizes the work of the teacher with the student, the student with the student or directly with the source of knowledge;



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- organizes assistance to the student in educational activities, shows a keen interest in his achievements, which definitely underscores their importance;

- creates a situation of success, that is, develops tasks and techniques in which the student will be able to cope with the task;

- creates an environment that places the student in an activity that causes positive emotions;

- organizes a humane system of relationships between a teacher and a student and a teacher with a combination of exactingness and respect for the individual, positive emotions in communication;

- organizes self-analysis of the student's own activity and its self-esteem. [5, 6, 7]

Without the awareness and evaluation of the result of the activity, the activity itself, the detection of errors and their causes, the teacher will not be able to provide the required level of achievement of the goal.

Teaching is a self-managed process, and beyond this position cannot be realized. As a consequence, it becomes necessary to teach the student the skills to evaluate and analyze their learning activities, their results, and to project themselves in this activity.

The organization of such activities of students is achieved by a combination of individual work, a pair, group work of students, in which each student is constantly receiving help in his independent work. [8, 9]

Many people in their experience know that it is easier to complete certain tasks or prepare for exams if several people are involved in the process. Students of their group or classmates are easier to ask incomprehensible, ask for advice, and explain the meaning of this or that term.

Therefore, the teacher needs to organize the work in the class so that at the right time another "stronger" student could come to help one student so that he can ask and get the necessary explanations, and also the opportunity to use the teacher on the subject.

Studying previously proposed questions for discussion, a weaker student willy-nilly opens up the necessary literature and finds the necessary terms, rules and definitions, and then applies them in the course of the assignment. At the same time, the number of bored students decreases. Working in a group, it's not so terrible to get an unsatisfactory assessment or disapproval from the teacher or his fellow students. These are the advantages of the group form of work. [10, 11]

To participate in this form of work, the group is divided into several subgroups, which are organized in such a way that there is a conflict in social interaction. In this case, the "conflict" will be considered a contradiction in the knowledge and ignorance of various students. Students are organized

in different groups with different levels of knowledge: low - high, high - medium, low - medium. [12, 13]

In this case, in the presence of conflict, the individual develops, that is, his qualitative changes. In the created group, a leader is appointed (or selected), who assists the teacher in organizing the work. He also has the opportunity to independently assess the knowledge of the participants of the created group. All groups receive tasks that all its participants perform, with equal discussion, dispute, questioning each other, performing tasks in various ways, followed by a discussion of the result, etc. Each member of the created group makes its feasible contribution, "strong" explains "weak", as a result of which the latter rises to a "step higher" in the process of cognition. After that, this group must protect its decision before all the groups participating in the discussion. After listening to all the groups or a part of them, they come to a conclusion together. [14]

Thus, absolutely without exception, students spend all their useful time on attaining the main goal of the lesson. In this situation, the teacher only directs their work, partially helps and adjusts its course. As a result of such collective work, the following conditions are created:

- the student feels important, useful, consulted with him, his opinion is listened to, he is respected;

- assistance is provided by an inconspicuous, competent, capable of both the students themselves and the teacher, if this is necessary;

- each student at the end of the class gets grades for his work (self-assessment and assessment of the group).

The student has the opportunity to evaluate his work and the work of his fellow students at different stages of the lesson, the teacher himself offers the criterion for such an assessment. Thus, he has the opportunity to compare his knowledge with the knowledge of others. The evaluation of the group is more effective, since all its participants take part in it. Students indicate shortcomings and shortcomings in the work of members of this group.

Summarizing class material, the teacher asks the audience the following questions:

1. What did you learn about the new and useful for yourself during this lesson?

2. What, in your opinion, hampered your work?

3. What tasks caused difficulties and why?

4. What helped overcome the difficulties?

Practice has shown that almost every student wants to look knowledgeable and able. He begins to try, ask nearby classmates who are seated, how to perform various tasks, shows interest in the course of work in the class, and if she still gets a positive evaluation, she will want to work on the class with a vengeance.

In the collective work each student is busy with business, fellow students will not allow passively

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observing the work of the group, there is no person simply "chatting" or bored and doing nothing.

"The average" student in the classroom needs constant help, which, naturally, the teacher cannot provide, since there are a majority of such students. Therefore, he will receive the necessary help from a number of seated fellow students, and in difficult situations from the teacher. There is one more important point, the student remembers and understands the material at a time when he explains it to another, thereby increasing the quality of knowledge. [15]

Like any form of educational and cognitive activity, the group form has its advantages and disadvantages.

Disadvantages include difficulties in staffing groups, organizing work in them, involving all students at once in the workplace, working noise in the class. [16]

Conclusion

Despite the above difficulties, the use of group work in training in a university is quite effective. Group work contributes to the solution of several methodological problems:

- strong and profound learning of the subject;
- creating a sustainable interest in the subject;
- ability to operate with terms;
- development of both the individual abilities of each student, and the ability to work in a team in the performance of a common cause;
- the formation of independent creative thinking.

Observations have shown that this form of training is most effective in generalizing lessons on the studied theme.

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