THE WORK IN SMALL GROUPS AS A TYPE OF INNOVATIVE TECHNOLOGY

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Abstract - The article presents the concept of "technology" is one of the most popular in the modern science of education. Despite this, there are different points of view on the very possibility of using the term "technology" in relation to the educational process, since "technology involves a set of methods for processing, manufacturing, changing the state, properties, shape of a material ... carried out in the production process" (SES 1321), which contradicts the principle of individualization of the educational process. Another problem is the lack of a single standardized approach to defining the essence of the concept of "pedagogical technology", "teaching technology".

Keywords - Pedagogical Technology, Teaching Technology, Educational Process, Didactic System, Group Of Students, Learning, Information Storage, Communication, Teaching Aids, Optimization Of Forms Of Education, "System Method", Facilitator, Registrar, Speaker, Journalist, Active Listener, Observer , Timekeeper.

I. INTRODUCTION

The main words are " <u>system method</u> " and this is the distinguishing feature of pedagogical technologies from other approaches to learning. Designing learning objectives, its content, teaching and learning methods, monitoring and evaluating results in their relationship and conditionality is the main subject content of the course of pedagogical technologies.

The phrase "pedagogical technology" is an inaccurate translation of the English aneducationaltechnology - "educational technology". But recently, under the name "pedagogical technology", more and more works devoted to the problems of education appear. In this regard, many researchers indicate that it is not necessary to separate the terms "methodology" and "teaching technology". Thus, it is generally accepted that the concept of "methodology" is broader than the concept of "technology", since the methodology includes issues of educational policy, including the choice of technology. In particular, one of the objectives of the methodology is to identify the criteria for the applicability of a particular technology.

II. LITERATURE REVIEW

The following scholars have considered the work in small groups as a type of innovative technology in their research: Abramov N. [1], Akhmanova O.S. [2], Beloshapkova V. A. [3], Bogomazov G.M. [4], Valgina N.S. [5], [6], Vinogradov V.V. [7], Dal V.I. [8], Zemskaya E.A. [9], Zhukov A.V. [10], Ivanova T. F. [11], Kamynina A.A. [12], Kiseleva A.A. [13], Kozyrev V.A., Chernyak V.D. [14], Brief. A. [15], Krukover V. [16], Molotkov A. [17], Nemchenko V.N. [18], Novikov A. L. [19],

Ozhegov S.I. [21], Rakhmanova L.I. [22], Rosenthal D.E., Telenkova M.A. [23], Sirotinina O. B. [26], Skoblikova E. S. [27], Soboleva P.A. [28], Shansky N.M., Ivanov V.V. [31], Shansky N.M., Tikhonov A.N. [32].

III. RESEARCH METHODOLOGY

Methods of systematic analysis, historicity, logic and comparative analysis methods, the comparative method, normative methods, methods of averages, index methods, inductive and deductive methods, methods of abstraction and specifics were used in the article.

IV. ANALYSIS AND RESULTS

The concept of "technology" is one of the most popular in the modern science of education. Despite this, there are different points of view on the very possibility of using the term "technology" in relation to the educational process, since "technology involves a set of methods for processing, manufacturing, changing the state, properties, shape of a material ... carried out in the production process" (SES 1321), which contradicts the principle of individualization of the educational process. Another problem is the lack of a single standardized approach to defining the essence of the concept of "pedagogical technology", "teaching technology".

So, in particular. The concept of "pedagogical technologies" is defined as follows:

- Pedagogical technology is a meaningful technique for the implementation of the educational process (V.P. Bespalko).[1]

- Teaching technology is an integral procedural part of the didactic system (Yudin V.V.).[2]

- Pedagogical technology is a set of procedures that update the professional activities of a teacher and guarantee the final planned result (G.A. Bordovsky).[3]

- Pedagogical technology means a systemic totality and the order of functioning of all personal, instrumental and methodological means used to achieve pedagogical goals (M.V. Klarin).[4]

- Pedagogical technology is the influence of a teacher (educator) on students with the help of teaching aids, and the product of this activity is the formation of predetermined personal qualities in students (N.Saidakhmedov).

In UNESCO documents, learning technology is considered as a systematic method of creating, applying and defining the entire process of teaching and learning from the assimilation of knowledge, taking into account technical and human resources and their interaction, which aims to optimize the forms of education.

Thus, the most successful and meeting the requirements of the time is the concept adopted by UNESCO: "Pedagogical technology is a systematic method of creating, applying, defining the entire process of teaching, mastering knowledge, taking into account technical and human resources and their interactions, which aim to optimize the forms of education."

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[1]V.P. Bespalko. Pedagogy and progressive learning technologies. M., 1995, p.67.
[2]V.V.Yudin. Pedagogical technology. Yaroslavl, 1997 p.103
[3]G.A. Berdovsky and others. New learning technologies: questions of terminology, zhurn. "Pedagogy" 1993 No. 5
[4]M.V. Klarin. Pedagogical technologies. M. 1989 85.

There are two main points that distinguish technology from methodology - this is the guarantee of the final result and the design of the future educational process.

For the traditional learning process, there has always been and still is its own traditional learning technology, characteristic of the methods and means that the teacher uses in organizing and conducting the educational process. Learning technology, on the one hand, is perceived as a set of methods and means of processing, representing, measuring and presenting educational information, and on the other hand, learning technology is the science of how a teacher influences a student in the learning process using the necessary technical or information means.

Initially, the term "learning technology" was associated with the use of technical teaching aids and methods of programmed learning, however, in connection with the development of methods for the programmed learning process, the emphasis shifted to the actual learning technology. The progress of computers and informatics as a science of transmission, processing and storage of information, as well as the development of communication tools, have significantly expanded and changed the concept of the term "learning technology" in the direction of system analysis and design of the learning process.

The structure of learning technology includes:

- Conceptual basis;
- Content part (goals, content of training);
- The procedural part (organization of the educational process, methods and forms of educational activities of students, the activities of the teacher - management of the educational process, diagnostics of the educational process).

Thus, in the concept of "teaching technology" two layers should be distinguished: science or a set of information necessary for the teacher to implement a particular educational process and the educational process itself, its organization, structure and provision.

Therefore, teaching technology is a system category focused on the didactic application of scientific knowledge, scientific approaches to the analysis and organization of the educational process, taking into account the empirical innovations of teachers and the focus on achieving high results in the development of the student's personality.

Entering the technological level of designing the educational process and implementing this project makes the teacher a highly professional specialist, acts as an alternative to formal education, significantly enhances the role of the student himself and opens up new horizons for the development of creativity.

Small group work is one of the most popular strategies, as it gives all students (including shy ones) the opportunity to participate in the work, practice skills of cooperation, interpersonal communication (in particular, the ability to actively listen, develop a common opinion, resolve emerging disagreements). All this is often impossible in a large team. Small group work is an integral part of many interactive methods, such as mosaics, debates, public hearings, almost all types of simulations, litigation, etc. The following recommendations are of a general nature and apply to any form of small group work.

At the same time, working in small groups requires a lot of time, this strategy should not be abused. Group work should be used when it is necessary to solve a problem that students can

not solve on their own. If the effort and time spent does not guarantee the desired result, it is better to choose the one-two-all-together method for quick interaction.

Recommendations for organizing work with small groups:

1. It is necessary to start group work slowly . If you or the students have never had experience working in small groups, you can organize pairs first.

Pay special attention to students who have difficulty adjusting to working in a small group.

When students learn how to work in pairs, move on to work in a group of three students.

Once you are convinced that this group is capable of functioning on its own, gradually add new students.

Try not to include more than five people in a small group.

2. It is necessary to teach work in groups and control their work.

Walk around the room constantly, help students solve problems in the group, and be aware of the skills required to work in a small group.

Don't expect them to be able to work well in a group without your help.

One way to enable them to analyze the individual behavior of the members of the group is to appoint "observers" who note the progress of the group towards the completion of the assigned task. The " observer" report gives group members the opportunity to focus on how they performed on the task. "Observers" should note signs of certain behaviors, previously described by the teacher, and determine how group members cope with problems that arise in the course of work. When reporting to the group, monitors are required to present their notes in as descriptive and objective a manner as possible.

During the work of the group, you and the observers should pay attention to the following aspects of the pedagogical situation, which usually become problematic:

•Respect for the rights and opinions of others. Is every member of the group given an equal opportunity to express their opinion?

•Willingness to compromise and cooperate. Are there people in the group with pre - established opinions who do not want to change them, but try to impose their point of view on others?

•Support for other people. Do members of the group give support to those whose positions coincide with their own?

•Willingness to listen. Maybe group members prefer to speak for themselves rather than listening to what others have to say? Do their responses indicate a desire to clarify what the previous speaker said?

•Conflict. If members of the group, holding different positions, come into conflict, does the group try to avoid talking about this conflict? Do group members behave as if they agree with the opposite position? Do they bring controversial issues up for open discussion?

•   Communication skills. Do group members look the interlocutor in the eye, express agreement, ask clarifying and supporting questions , repeat (paraphrase) the interlocutor's wording (active listening), observe the rules of politeness?

3. It is necessary to choose the size of the group. As the group grows, the range of capabilities, experience, and skills of its members also expands. The likelihood of a participant appearing whose knowledge and skills will be useful for completing a group task increases . But if group work skills are not acquired, the likelihood of disorganized behavior also increases . The larger the group, the more skill students need to show in order to give everyone the opportunity to speak . The less time allotted in the lesson, the smaller the number of participants in the group should be. Small groups are more efficient because they can be organized faster, complete assignments faster, and give each student more opportunity to contribute.

Groups of two. In such groups, there is a high level of communication and less disagreement, but they are also more likely to experience emotional tension and, very often, potential deadlock. In case of disagreement, none of the participants has an ally.

Groups of three. With such an organization, two stronger individuals can overwhelm the weaker member of the group. However, such groups are the most stable structures in which there is an opportunity for the formation of temporary coalitions. In this case, it is easier to resolve disagreements.

Groups with odd and even number of participants. In groups with an even number of participants, disagreements are more difficult to resolve than in groups with an odd number. An odd composition allows the group to break the impasse by voting.

Group of five people. This group size is the most convenient for learning purposes. The distribution of opinions in the ratio of 2:3 provides support for the minority. Such a group is large enough for a productive exchange of views and small enough that everyone has the opportunity to participate and contribute.

4. It is necessary to correctly distribute students into groups. Experienced methodologists recommend forming groups with a diverse composition of students, including strong, average and weak students, boys and girls, representatives of different cultures, social strata, etc. In heterogeneous groups, creative thinking and intensive exchange of ideas are stimulated . Students spend more time presenting their point of view, are able to discuss an issue in more detail, and learn to look at an issue from different angles. In such groups, more constructive relationships are built between the participants.

Ways of dividing students into groups. There are many ways to assign students to study groups . Here are just a few of them:

• You can make a list of groups in advance and hang them out, indicating the place where each group gathers. In this case, you control the composition of the group.

• The easiest way to randomly distribute is to ask students to pay "for the first or second ..." according to the number of groups (for example, if there are 28 people in the class, and you want to divide it into groups of about 5 people, then you can create 6 groups, and 2 of them will turn out to be 4 people each). After calculation, the first numbers form the first group, the second - the second and so on. Colors, seasons, countries, etc. can be used instead of numbers.

• Another way is according to the position (or desire) of the students.

• The minimum time spent on dividing into groups will be required if you combine the two closest

pairs into fours by asking the students sitting at the odd desk to turn the chairs. It is possible to arrange tables and chairs before the start of the lesson in such a way that the students immediately form the groups you need.

Maintaining a stable composition of the group for a sufficiently long time contributes to the achievement of mastery in group work by students. At the same time, changing the composition of the group allows all students to work with different people and get to know them.

5. It is necessary to distribute roles within groups. When working in a small group, students can perform the following roles:

• Facilitator (intermediary-organizer of group activities);

• Registrar (records the results of work);

• Speaker (reports the results of the group's work to the whole class);

• Journalist (asks clarifying questions that help the group complete the task better , such as those questions that the other side in the discussion could ask);

• Active listener (tries to retell in his own words what one of the group members has just said, helping to formulate a thought);

• Observer (see the role of the observer above, paragraph 2; in addition, the observer can give marks or points to each member of the group);

• Timekeeper (monitors the time allotted for the task).

Other roles are also possible. The distribution of roles allows each member of the group to actively participate in the work. If the group remains stable for a long time, students should switch roles.

6. *Organizing group work, it is necessary to pay attention to the following aspects:*

• Make sure students have the knowledge and skills needed to complete the group assignment. Lack of knowledge will very soon make itself felt - students will not make efforts to complete the task.

• Try to make your instructions as clear as possible. It is unlikely that a group will be able to take in more than one or two, even very clear, instructions at a time. Write instructions on the board and/or cards.

• Give the group enough time to complete the task. Think of what to do with groups that will cope with the task before the rest.

• Group work should become the rule, not a radical, one- off departure from the traditional practice of passive learning methods. At the same time, small groups should not be used in cases where the task requires individual work.

• Think about how your reward/assessment method affects the use of group work. Provide group rewards for group efforts.

• Be attentive to issues of intra-group management. If one of the students has to report to the class on the work of the group, make sure that the presenter is chosen fairly. Also try to pay attention to how the rights of each member of the group are respected.

• Be prepared for increased operating noise associated with collaborative learning methods.

• When forming groups, beware of labeling students and the group as a whole. As a rule, heterogeneous groups are desirable .

• Move from group to group observing/assessing what is happening. Stopping near a certain group, do not divert attention to yourself. Think about your role in such a situation.

•   Make sure all group members can see each other well and can communicate and interact. The most effective "configuration" of the group: students sit in a circle - "shoulder to shoulder, eye to eye."

The procedure for completing tasks using the "work in small groups" method . When preparing an assignment for small group work, consider the expected learning outcomes of each group, as well as the overall outcome of the class (audience).

1 . As a rule, it is worth communicating the task to the entire audience before dividing into groups.

2. Discuss with students whether they understand the task.

3. Develop (or remind) rules for working in groups, for example:

• Respect the values and views of each group member, even if you do not agree with them.

• Focus on the ideas, not on the people who have them .

• Give everyone in the group a chance to speak if they want to.

• When defending your point of view, be open to other people's ideas, opinions and interests of other participants.

• Help create an open, constructive atmosphere within the group.

• Try to keep your comments short and to the point.

• Refrain from predicting dire consequences, making judgmental judgments, and expressing disdain.

4. Tell us how much time you give to complete each stage of the task (timekeeping).

5. Divide the students into small groups, distribute the necessary materials, information and ask them to start the task.

6. Move from group to group and help students follow the group rules .

7. After completing the work in groups, give the floor to the representatives of the groups to report the results of the assignment. Encourage the use of posters, tables, pictures, and other visual aids. You yourself can create a table in order to enter the results of the task by different groups into it.

8. Discuss the outcome of each presentation. Ask what is the rationale for this decision. Do members of the group have a dissenting opinion? What got in the way of reaching an agreement? Remind the groups to ask each other questions.

9. You can also encourage students to use the tips when working in small groups.

Form 6.

Self-assessment of work in a small group

This form allows you to evaluate the work of a small group by the members of the group themselves. You can simply put an icon (for example, a cross) in the appropriate column, noting how the group worked as a whole, or enter the names of group members.

Indicators	Is always	Usually	Sometimes	Never
1. We checked if all the members of the group understood what needed to be done.				
2. We answered questions, giving explanations when needed				
3. We figured out what was not clear to us				
4. We helped each other so that everyone could understand and put into practice the information we received				

Signatures of group members:

Form 7.

***Student assessment of their own participation in the work
small group***

How well did I work with my comrades?	Is always	Usually	Sometimes	Never
I collaborated with others as we worked towards common goals				
I've been working hard on the assignment				
I came up with new ideas				
I made constructive suggestions when asked for help				
I encouraged others				

V. CONCLUSION/RECOMMENDATIONS

Many thousands of technological processes in the industry have been worked out with a guaranteed result that does not depend on the personality of the performer, if the requirements of technical documentation are strictly followed. That is, the basis of any industrial technology is a working drawing of a part and a drawing of an assembly unit. Exact compliance with their requirements ensures the interchangeability of parts, and the repetitive operations of the technological process constitute a reproducible technological cycle. That is why an object produced using a certain technology has the same quality as its counterpart abroad, produced using the same technology.

➢ The effectiveness of the educational process largely depends on the ability of the teacher to properly organize classes and correctly choose one form or another of the lesson.

➢   The goal of modern education is the achievable development of those abilities of the individual that she and society need to involve her in a socially active life. To ensure effective self-education and self-expression, modern pedagogical theory recognizes the expediency of developing and implementing pedagogical learning technology in practice.

➢   Modern pedagogical technologies exist in competitive conditions and must be effective in terms of results and optimal in terms of costs, guaranteeing the achievement of a certain standard of education.

➢   Working in small groups makes it possible not only to raise students' interest in the subject being studied, but also to develop their creative independence, to teach how to work with various sources of knowledge.

➢   Such forms of conducting classes "remove" the traditional nature of the lesson, enliven the thought. However, it should be noted that too frequent recourse to such forms of organization of the educational process is not advisable, since the non-traditional can quickly become traditional, which, ultimately, will lead to a drop in students' interest in the subject.

➢   The form of the lesson that develops and educates the potential of work in small groups can be characterized by defining the following learning objectives:

- the formation of students' interest and respect for the subject;

- fostering a culture of communication and the need for the practical use of knowledge;

- development of intellectual and cognitive abilities, development of value orientations, feelings and emotions of the student.

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