

FACTORS OF SUCCESSFUL GROUP ACTIVITIES AND APPLICATION OF MULTIMEDIA TECHNOLOGIES IN TEACHING FOREIGN LANGUAGE

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Abstract.

This article is about using multimedia technologies and group activities in teaching foreign language. It discusses how students' learning styles influence on receiving and absorbing information, different factors of group activities and socio-psychological characteristics of a group. Students' learning styles influence how they receive and absorb information. Some students perceive, first of all, concrete facts and data; others are tuned in to prioritize theories of certain people. Some students respond better to visual forms of information presentation, such as slides, diagrams, diagrams; others learn better by ear - through explanation and discussion; still others perceive more knowledge through participation in “learning by doing” exercises.

Key words. professional growth, interpersonal relationship, substantive characteristics, positive factors, group activities, small groups, psychological climate.

INTRODUCTION.

At the present stage of development of our society, one of the urgent problems is the training of a qualified specialist who speaks a foreign language and is capable of professional growth in the conditions of using new information technologies. Recently, many opportunities have appeared for establishing contacts in a foreign language, both in terms of direct communication with native speakers, and with the help of computer telecommunications. This poses very difficult, but

promising tasks for teachers of foreign languages: to teach students to receive information and process it, using a foreign language as a tool not only for communication, but also for cognition. The formulation and solution of these tasks focuses on the constant acquisition and updating of knowledge necessary for a future specialist to organize his professional activities.

An important means of ensuring the creation of a new information field are telecommunication projects, which open up new possibilities in organizing the educational process in a foreign language, provide wide access to information, and interactive dialogue. Intercultural learning involves the interaction of representatives of different cultures, including virtual, in the process of which the prospects for learning a foreign language culture open up. The latter becomes extremely important in the context of telecommunications project activities.

THE MAIN PART.

Students' learning styles influence how they receive and absorb information. Some students perceive, first of all, concrete facts and data; others are tuned in to prioritize theories of certain people. Some students respond better to visual forms of information presentation, such as slides, diagrams, diagrams; others learn better by ear - through explanation and discussion; still others perceive more knowledge through participation in "learning by doing" exercises. It is estimated that approximately 40% of the population are those with better visual learning; 30% are those who prefer to listen, and the remaining 30% are kinesthetic and mixed learners. In addition, in terms of interpersonal interaction, one can single out students who prefer to acquire knowledge individually, and those who prefer joint learning, i.e. - in Group.

In the process of studying "small groups", scientists came to the conclusion that the knowledge of the psychological laws of interaction and the relationship of students can improve the efficiency of group work.

Consideration of the socio-psychological characteristics of a group can be divided into 2 classes: formal, describing the structure, ways of organizing joint

activities of group members and their communication, and meaningful, directly reflecting the relationship in a given group, its psychology.

Formal includes the number of members in the group, its composition, communication channels. By content - interpersonal relationships, norms, value orientations, statuses, leadership, etc. The formal features of the group characterize its parameters, which do not directly affect the psychology of the individual. Along with content, they influence the success of group work. The question of what to give preference to when increasing the group's activity - formal or substantive characteristics, is rather complicated. The psychological climate in the group directly affects its productivity, but it is very difficult to change the psychological state of the group members, and besides, it depends on its composition. The formal aspects of group work are easier to manage, but they only indirectly affect group activities. Consequently, the question arises, how are the formal and content characteristics of the group interconnected and how do they affect the success of its work? Scientists argue that the first place should be given to the meaningful, and not all, but only those that characterize the group as a collective. Then formal and, finally, general content characteristics should be put. Let's consider some practical ways to improve the efficiency of group activities.

It was found that the size of the group does not directly affect the success of its activities. However, an increase or decrease in the number of members, depending on the task set by the teacher for the group, the structure of the group and the forms of relationships between its members, can affect the results of its work. The consequences of increasing or decreasing small groups can be both positive and negative.

The positive factors include the following:

- 1) with an increase in the group, more students appear with bright pronounced individuality, which creates favorable conditions for a wide and versatile solution to various problems;

- 2) the larger the group, the easier it is for the teacher to distribute responsibilities between students, taking into account their individual abilities and capabilities;
- 3) a large group can collect and recycle more information at the same time;
- 4) in a large group, a larger number of trainees can participate in the development and adoption of decisions, weighing and assessing its positive and negative sides;
- 5) with the growth of the group, its resource of talents usually increases, and this leads to an increase in the probability of making optimal decisions.

This factor is very significant for problems with alternative solutions.

The negative factors include:

- 1) a large group is difficult to manage, organize interaction of its members, establish business and personal relationships;
- 2) group growth may lead to increased discrepancies in opinions and complications of relationships;
- 3) with an increase in the group, the status and authority of some of its members grows, others decreases, which leads to an increase psychological distance between them. Opportunities for the development and use of their abilities, satisfaction of the needs of self-expression, recognition for some members of the group increase, for others - decrease;
- 4) with an increase in the group, the average contribution of each participant as a result of joint activities usually decreases.

The success of the group's work is largely influenced by the task or problem suppressed by the teacher. The task determines the structure of interaction of the group members in the process of their joint work, and the structure, in turn, affects its results. Composition, i.e. the individual composition of the group as well as its number and tasks affect the success of the work. It is noted that highly developed groups with a heterogeneous composition – with significant individual differences of students - better, than homogeneous, cope with complex problems and tasks. Due to differences in experience, in approaches to solving problems, in points vision, thinking, peculiarities of perception, memory, etc., the participants

approach problem solving from different angles. As a result the number of ideas, a variety of solutions, and, in ultimately, the likelihood of effective implementation of the tasks.

The most important goal of a teacher when working with a group is to use teaching methods that would encourage students to expand their functionality by connecting new ways of learning. He must organize the activities of the group in such a way that each student can work with full dedication. There are several such forms of organization: individual, based on the independent work of each; coordinated, in which everyone works independently, but correlates the process and results of his work with the activities of the rest of the group; collective-cooperative, organized on the principles of close interaction and interdependence of group members in their work.

The choice of one or another form of organization of group activities of students is mainly determined by two factors: the task facing the group and the level of its socio-psychological maturity. In most cases, preference should be given to the collective - cooperative form of organizing student activities. It has the potential to maximize the effect, best mobilizes the intellectual, emotional and physical resources of group members, improves the ability to perceive, process information and make optimal decisions. This same form of work organization is the best at preventing the possibility of erroneous decisions. However, with more complex creative work, individual and coordinated forms of organizing group activities are preferable. Taking into account the above factors will help the teacher find the necessary form of organizing successful group activities.

The main condition for teaching speaking is the formation and improvement of speech skills (speaking and listening), which, in turn, can be formed only as pronunciation skills develop, lexical and grammatical skills, and listening skills are formed. At the initial stage of training, it is almost impossible to separate the process of skills formation. The teacher introduces the students to the new structure. This involves learning new words, sounds, intones. Students listen

to this structure and repeat after the teacher. It is also used in microdialogues with a teacher and students. When there are enough such structures within the framework of the educational situation, they can be combined into small monologues and dialogues.

The main thing is that speech should be speech in essence, and not only in form. To do this, it should be remembered that the basis for generating and stimulating speech is a motive, that is, the speaker's intention to participate in communication. In order for such a motive to appear in the lesson, it is necessary to create a speech situation. Speech situations can be conditional, real and problematic. At the initial stage, this is no less important than at others.

When introducing new linguistic material intended for oral speech, context and speech situation are of particular importance to illustrate the use of this material. In other words, it is necessary to show how the language can be used in real life situations in order to obtain the necessary (real) information.

The context can be presented in the form of coherent text or dialogue. On the one hand, upon presentation of a new linguistic material in a coherent text, students can visually see and hear the main meaning of the introduced lexical and grammatical material. On the other hand, the context shows quite clearly how this material is used. At the same time, the proposed context should also be interesting for students.

This does not mean at all that the text should be very funny or unusual. Most importantly, it should be cognitive and carry some kind of new information for students. The most optimal is a context containing new language material, which contains a model (or samples) for subsequent imitation by students. As students train them further, these patterns can serve as a basis for constructing their own sentences.

Most of the contexts offered in the tutorials meet these requirements. However, it should be noted that there are also texts that are not interesting for students; they can be too complex (or easy) in terms of language.

Thus, the context (from the Latin *contextus* close connection, connection) can be defined as a semantic segment of written speech (text), which makes it possible to accurately establish the meaning of separately included words and sentences.

The context chosen for the introduction of linguistic material depends on many factors. Specifically, the context is determined by:

- age, individual, psychological characteristics of students;
- the level of language training of students;
- the nature of the language material.

The introduced language material can be presented in the form of a dialogue, a coherent text, while its development can be carried out in another context. The teacher's task is to familiarize students with how certain forms of language material are formed. This is possible with a simple explanation. This, however, can cause some difficulty on the part of students for a number of reasons. The main one is that any explanation will seem very difficult to students.

In this case, the teacher pays special attention to the features of the grammatical side of the introduced phenomenon. The main stages of working with new language material can be presented in the following form:

1. Presentation. A context is proposed that contains a new linguistic phenomenon. The context allows you to demonstrate the meaning and use of the new language material. This is the stage at which students are given the opportunity to see or hear a linguistic phenomenon in action.
2. Introduction of vocabulary. The vocabulary is introduced in a communicative context close to the real conditions of communication. Then the lexical material is also consolidated in speech exercises, taking into account the life experience of students.
3. Semantisation of vocabulary is the disclosure of the meaning of a word, the revelation of the meaning of a linguistic unit. This is the process and result of

communicating the necessary information about the content of a language unit. The main requirement is adequacy.

The choice of vocabulary semantization depends not only on the relationship between the native and foreign languages and on the nature of the word itself, but also on the stage and goals of learning, the level of language training of students. Thus, the main condition for teaching speaking is the formation and improvement of speech skills (speaking and listening), which, in turn, can be formed only as pronunciation skills develop, lexical and grammatical skills, and listening skills are formed. At the initial stage of training, it is almost impossible to separate the process of skills formation. For the successful formation of these skills, you can use technical means when teaching foreign languages at a technical university. Their role in the educational process is invaluable.

CONCLUSION.

The modern system of teaching foreign languages, aimed at the formation of the skills necessary for the practical activities of a foreign language teacher, includes new (innovative) approaches to the development and improvement of the main types of speech activity. This implies the mandatory use of new information technologies to achieve the main goal of this discipline - the formation of communicative competence and the ability to intercultural interaction.

In recent years, many multimedia educational programs and electronic textbooks for the German language have appeared, which contributes to:

- Activation of the student's cognitive activity in the process of teaching foreign languages;
- Mastering computer technologies by a teacher and students;
- Mastering by students of language, speech knowledge, skills and abilities, ensuring the formation of elementary communicative competence;
- Improving the results of the quality of education and the use of interesting, effective control of the assimilation of the studied material during intensive training.

When teaching a foreign language with the help of technical teaching aids, students become familiar with the world cultural and educational space, which undoubtedly increases their motivation to master a foreign language.

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