

## ADVANTAGES AND DISADVANTAGES OF STUDENTS' GROUP WORK IN TEACHING FOREIGN LANGUAGES AT UNIVERSITY

*Havryliuk Nataliia*, Candidate of Pedagogical Sciences, Associate Professor, Associate Professor of the Department of Foreign Languages and Translation, Vinnytsia Institute of Trade and Economics of State University of Trade and Economics, Vinnytsia.

E-mail: ngavriluk774@gmail.com

ORCID ID: 0000-0002-6031-7777

DOI: 10.32342/2522-4115-2024-1-27-10

**Keywords:** *foreign language education, group work, innovative teaching technologies, modern teaching methods, higher school.*

The **aim of the article** is analysing the advantages and disadvantages of group work for students while teaching foreign languages at university, showing the feasibility of using group work in higher education.

**Methods** of analysis and systematization of primary sources, interviews, questionnaires, and focus groups were used during the consideration of the problem.

The process of teaching English in higher education has certain features that are associated with different initial levels of language training of freshmen; the number of hours to study the subject; the number of groups; and sometimes absent enthusiasm for learning a foreign language. We emphasize that group work plays an important role in the educational process, and its introduction into the educational process should be one of the main tasks for students of philological specialties. Practice has proved that high-quality training in foreign languages for philological specialties can be carried out through the introduction of modern educational technologies, such as: vocational training, project methodology, technology, such as: vocational training, project methodology, technology of fixing and distance learning, information and communication technologies, and educational and control work. The study found that the use of interactive learning technology involves seeking help in communication, including cognitive communication and constructivist methods of teaching a foreign language. The facts proved that the use of innovative methods of teaching English and multimedia teaching methods can enhance the motivation of students to study foreign languages, provide access to new alternative sources of information, develop independent psychological activity, and develop communication skills, intercultural and professional abilities.

Interactive technologies and online resources play an important role in group work while learning foreign languages, providing an effective and engaging learning process. They promote active interaction between students, stimulate involvement in language learning and improve language skills.

To determine the advantages and disadvantages of group work, we conducted interviews with teachers and students to collect their impressions and thoughts about group work in the context of teaching foreign languages. Subsequently, the reviews of teachers and students about their experience in groups during the study of foreign languages were analysed.

Questionnaires were compiled, which included questions about impressions and thoughts about group work in the context of studying foreign languages. The questions concerned the advantages and disadvantages of this training method, the efficiency from group work, the influence on motivation, etc. Focus groups were held with students and separately with teachers to discuss their impressions and thoughts about group work. This allowed us to gain a deeper understanding of different points of view and identify general trends.

In group work during the study of foreign languages, the teacher and students play different roles, each of which has its own importance for successful learning. We will discuss the role of the teacher-facilitator. The teacher acts as an organizer and leader of group work, promoting structured learning and problem solving. Students actively interact with each other and with the teacher, exchanging ideas and opinions, completing tasks and solving problems. Scientists have demonstrated that the active participation of students in group work contributes to the improvement of critical thinking and the development of communication skills.

The use of group work while teaching foreign languages at university has its advantages and disadvantages. On the one hand, it promotes the development of communication skills, and stimulates cooperation and motivation of students. On the other hand, there may be a risk of social blind steering, problems with the distribution of responsibilities and conflicts between group members.

It has been **concluded** that it is important to properly organize and control the process of group work to achieve maximum efficiency in teaching foreign languages.

### References

Havryliuk, N.M. The genesis of the psychological-pedagogical concept of “professional identity”. *Bulletin of Alfred Nobel University. Series: “Pedagogy and Psychology”*, 2020, no. 1(19), pp. 18–24. doi: 10.32342/2522-4115-2020-1-19-2 (In Ukrainian).

Johnson, D.W., Johnson, R.T. (2010). Cooperative learning and Social Interdependence Theory. *Theory and Research on Small Groups*. New York, NY, Springer, pp. 9–35. doi: 10.1007/b108066

Gillies, R.M., Boyle, M. Teachers’ reflections on cooperative learning: Issues of implementation. *Teaching and Teacher Education*, 2010, vol. 26, issue 4, pp. 933-940.

Ivanytska, N., Dovhan, I., Tymoshchuk, N., Osaulchuk, O., Havryliuk, N. Assessment of Flipped Learning as an innovative method of teaching English: A case study. *Arab World English Journal*, 2021, vol. 12, issue 4, pp. 476-486. doi: 10.24093/awej/vol12no4.31

Kerr, N.L., Johnson, D.W. Group composition and cohesion in small groups: Does diversity make a difference? *Small Group Research*, 2013, no. 44 (2), pp. 130-158.

Ismail, F.S., Mohd Subha, N.A., Sudin, S., Ghazali, N.E., Mohd-Yusof, K. Implementation of project-based learning in system modelling and analysis course. *Asean Journal of Engineering Education*, 2021, vol. 4, issue 2, pp. 26-32. doi: 10.11113/ajee2020.4n2.8

Slavin, R.E. Cooperative learning in elementary schools. *Education and Urban Society*, 2015, no. 47(5), pp. 542-557.

Smith, A.L. Role play in counsellor education and supervision: Innovative ideas, gaps, and future directions. *Journal of Creativity in Mental Health*, 2009, vol. 4, no. 2, pp. 124-138.

Webb, N.M. The teacher’s role in promoting collaborative dialogue in the classroom. *British Journal of Educational Psychology*, 2009, no. 79 (1), pp. 1-28.

Одержано 21.02.2024.