Methods of organizing group work in higher education institutions

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Abstract.
This article deals with the issue of methods of organizing group work in higher educational institutions. During the active training, the role of group work in improving the quality of students' knowledge was determined. The educational institution specifies the procedure for organizing group work. Working in a group, students have a search competition in the media. Information about group training. It describes how group work affects students. In the educational process, the emphasis is on creating a group in the process of organizing group work. The efficiency of the new work contributed to the correct and successful creation of the group. The size of the group is different, depending on the content and nature of the work, it changed from 3 to 6, in the older groups, the active work of all members of the group was not provided. Working in a group allows students not only to learn, but also to see themselves together, to rationally organize the teacher's guiding role in the group. In the process of group work, self-respect is brought up. Other mutual respect for each other, friendly relations, personal relationships; psychological solidarity reigns in the team. It becomes possible to avoid the necessary losses. In higher education institutions, you can learn how to divide students into groups for group work. Organization of group work in accordance with the requirements, improving the methodological skills of future teachers.

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Modern changes in the education system in accordance with the requirements of the times require the search for new non-traditional forms of education and upbringing, this is possible only with the appropriate professional training of the teacher.

One of the ways to organise active learning with students in the structure of special training in higher education is the use of group learning activities, this will contribute to the deepening of the subject matter training (to understand the theoretical, cognitive and practical significance of the).

In the educational process, one of the forms of development of students' competitiveness is the inclusion of group forms of training, which is one of the broad possibilities of forming positive motivation.

Features of group work organization in higher educational institutions include the following:
- in this lesson, the group is divided into small groups for specific tasks;
- each subgroup receives a certain task (usually differentiated) and performs it under the direct guidance of the group leader;
- group tasks are carried out in such a way as to allow consideration and assessment of the individual contribution of each member of the small group;
- leaders of small groups and their composition are selected according to the principle of combining students of different levels; knowledge of this subject, psychological compatibility of students is taken into account [1, p. 24].

In the organization of active learning with students, we decided to study the main issues related to group integration, cognitive ability, creativity, desire, difficulty of tasks, given results, and more.

In the course of training, it is necessary to remember the presence of a student in the group who may refuse to perform the task together, it is necessary to be prepared for this. More work should be done for them. Usually, here, students can work collaboratively from time to time, but it takes time. You can't torture them, put them in a group and ignore their wishes [2, p. 10].
It is necessary to evaluate the overall active work of the group; it is necessary to constantly emphasize the quality of hard work; responsibility, virtues, perseverance, mutual support, understanding, etc. Students, being a member of a group, can determine their ability to be active in a group. It should be noted that there will be no silence in the class, therefore, it is necessary to influence the competitive abilities that give certain results so that peace can be established. It is better to give students high-level, challenging, but interesting tasks that strengthen their thinking abilities.

Group learning priorities:
Formation of today's important skills in them (functional communication, being able to listen to each other, being able to predict, being able to analyze main ideas, being able to listen to another's point of view, and more).
The model improves: the motivation for learning and teaching is formed. Everyone who participates in the class can be taught, and a differentiated approach is maintained.
The most favorable conditions for involving each student in active activities at any stage of the lesson are created through the form of group work. When organizing work in pairs and groups, not every student just sits in class, even if it is wrong, he thinks and offers his opinion. Disputes arise in groups, and various options for solving them are discussed.
The given work helps students not only to study, but also to critically evaluate, because the main authority of the teacher is to make effective decisions. They learn to listen to each other's suggestions and opinions. Therefore, being able to listen is a culture. Attitude towards everyone changes, friendship strengthens, interpersonal relations improve; there is psychological comfort in the team. Can clearly demonstrate the achievements of students. Their enthusiasm for education awakens, their ability to do homework improves. He learns to prove his answer based on specific examples. Able to think critically [2, p. 12].
Students' attempts to analyze new material increase. The unit of education and training should be free of charge. A trusting relationship is established between the student and the teacher. The student speaks freely without being afraid
of anyone. Motivation increases. Each student is actively involved in generating ideas and discussing them, analyzing them and making decisions: in group work, every opinion and point of view is valuable.

Group work shows students that joint work is an interesting and attractive activity, increases students' enthusiasm for work in general [3, p. 5].

So, we came to the conclusion that group work requires the student to consider many factors. He is forced to adapt to the pace of work of other members of the group, as well as to understand them correctly, to clearly formulate his thoughts and wishes, to connect them with the tasks chosen by the group.

Working in a group develops the ability of students to learn from each other, to appreciate and respect the ideas of other students, in addition, during the presentation of "student-audience" projects, student-student dialogue is carried out [3, p. 8].

Advantages of organizing group work:
1. Due to the large amount of materials to be mastered by students, the need to understand them increases.
2. Compared to mass teaching, due to group teaching, less time is spent on explaining new concepts and concepts, and information is easily absorbed.
3. Cognitive activity and creative work of students increases.
4. Their relations with each other will improve.
5. Self-criticism increases, A student who has learned to work with other students can correctly assess his own abilities and can better monitor. Learns life skills.

The method used in creating groups [4, p. 36]:
During the organization of group work in the educational process, it is better to pay special attention to the formation of groups. It is evaluated within the framework of the given task. Extensive memorized knowledge may be preferred during discussion. Extensive memorized knowledge may be preferred during discussion.

The size of the group is very different. Depending on the content and nature of the work, it varies from 3 to 6. In this large group, the work of all members of the group is not
done without support.

Group according to students' own wishes. Participating groups are formed by themselves, but it is difficult to predict the results of the work here. Here, there is no psychological compatibility between the groups, the relationship is good. May show a lack of interest in a task or lack of desire to complete it. Not properly focused on the task at hand. Dialogic conversation between group members may become dominant. Therefore, both good and bad results coexist in these groups.

An occasional group among students. The participants came together for this work. Here, the inconsistency of the group can lead to failure and make the work completely impossible. But on the contrary, they can get to know each other's abilities and knowledge during group work and continue to be friends. Group members work together, choose a group leader and try to actively carry out the work. He listens to the opinion of each member of the group and tries to come to a common decision.

The most mobile group among students. The team members choose one point, which allows them to achieve a certain result without moving forward. He leads the group, distributes the given task to the group members, and after completing it, a complete answer is given together. The leader thinks every step he takes. Fully manages the students in the group. He knows how they work. He respects and trusts every person in the group. Team members of such a group try to forget about the leadership. He tries to improve his leadership skills.

According to the teacher's decision. Here, it is better to rely on the director of sociometry when creating a group. The teacher, at his discretion, divides the students into groups and monitors their work. He guides the way to improve the relationship of all students by changing the group members every lesson. Each student is observed and observed. He evaluates their work. Information about the student will be filled with new information.

The effectiveness of group work often depends on the effort and skill of the teacher. When analyzing the results of work in groups, the clearer the instructions received from the teacher, the higher the productivity of the findings and
student comments are often present in the discussion.

*Forms of group work:* tasks with problematic content of different levels of difficulty; problem questions and assignments; role-playing and business games; discussions; scientific projects; "Brainstorming"; "Mosaic"; "Debate"; Discussion; Group survey and more [4, p. 37].

By using these forms during the lesson, it is possible for students to easily understand difficult topics. By discussing the topic of the lesson among the group, they understand it without the help of the teacher. These forms strengthen students' creativity and critical thinking skills, research projects, open expression, problem solving, agility, listening to and respecting the opinions of others.

It becomes easier for students to work with each other in groups. Relationships will also rise to a higher level. There is no problem during the task. Misunderstanding is reduced. Cooperation and responsibility will increase. There is a desire to complete the work that has been started.

The students were divided into groups, and we took into account the task of collecting information, processing it, applying it in practice, analyzing its effectiveness, and evaluating each other in groups based on the results of this work. We divided 12 first-year students into three groups during the practical lesson on "Literature and Art". Tasks for each group were prepared in advance. The words "art", "culture", "treasure", "creativity" are written on the card and students choose a card. Based on that choice, a group was formed, and each group was given a task based on their name.

We noticed that organizing group work not only in one lesson, but turning it into a tradition gives its results. During the organization of this group work, we took into account the issues mentioned in our article above.

In today's rapidly developing world, students need to implement continuous education, that is, an effective way of learning away from traditional education. In order to use new technologies and develop students' cognitive abilities, the teacher himself needs to adapt to new ideas. It is necessary to adjust the student's knowledge and acquired skills to the extent that they can correctly apply them to the necessary situations and problems.
Using the group form of work, we noticed that students are more comfortable working in groups when joint activities appear. Because we realized that there are students who, for various reasons, find it difficult to express their thoughts and opinions, feel uncomfortable, speak in public and express their thoughts out loud. Therefore, during group work, they discuss the questions and tasks presented in the group on an equal basis and take an active position. In such a situation, students feel self-confidence.

In order to improve the quality of education, to improve the educational level of students, it is important to be more confident, to rely on the general principles of action, to prove the found data, to work relatively cooperatively, and to destroy such skills as creative thinking. Each student perceives the material differently.

If there is audio, video and text in the explanation of the new lesson, it will be more rational to conduct a group, pair type during the support phase. Because when working in pairs, you will have the opportunity to master the topic by asking questions.

References: