Methodology Of Using Different Social Forms in Foreign Language Lessons

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ABSTRACT

This article examines the methodology of using various social forms in foreign language classes, in particular, such as individual work, work in pairs, in a small group, frontal work, and teamwork.

Difficulties in the course process usually arise because the lessons are boring for the students. Teachers and students face difficulties in organizing the lesson as usual and in practicing with traditional authoritarian teaching. The implementation of a centralized form of learning (or social form) gives important powers to the hands of students, activates them, and therefore does not cause many disciplinary difficulties. The purpose of the periodical is to teach the methods of various social forms in foreign language classes and to give examples of this. "The social form is when the teacher understands the students or how the students organize themselves. Therefore, we can talk about "organizational forms" characterized by interactive constellations. The use of social forms in training can generally be in two directions: complementary, complementary, or symmetrical. Additional, complementary - in which the teacher dominates the classroom and restricts the student's movement in the room the interactions in which there is a relative balance between the student's position and the teacher are called symmetrical.

The most important social forms of education mentioned in the literature are:
- work individually,
- work in pairs,
- work in small groups,
- frontal performance,
- work as a team.

Individual work is a separate stage prepared by the teacher, which requires the student to do their homework or to do the teacher's task, which must be done outside the classroom. Since there is no interaction in this social form, a legitimate question may also be asked as to whether individual work is from this social form. Working individually can be done in a variety of ways. For example, if a teacher makes an effort to prevent any interference between students in school affairs. Individual work is organized by the teacher. This social form is used primarily when a teacher requires a student to submit their profession (e.g., working with a study CD-ROM) on their own without assistance. This is requires the

student's ability to concentrate and persevere and builds the student's confidence in his or her work and allows him or her to choose his or her own pace of teaching. In doing so, the teacher sets the work schedule, monitors it, and finally reviews the results. The disadvantage of working individually is that. Often students are unable to develop creatively in their own creations because of the teacher's clear goals. Pair work is a type of social form that is often used by school students and teachers. But what should the teacher consider here? In a collaborative effort, a task is developed with a second partner. This is where the relationship between the two partners continues. This social form has different uses in school. On the one hand, this social form helps to experiment with the partner, and on the other hand, it provides an opportunity to discuss different topics together and then present them to a larger group.

Working in pairs is a very convenient form of communication in foreign language classes. If the student works in pairs, they will be able to discuss unfamiliar texts in foreign language lessons, play different dialogues, and answer vocabulary questions. Working in a small group is a social form in which tasks are developed or solved together by a group of students. The formation of groups is usually centralized and increasingly symmetrical between 3–6 students. However, this social form has the high demands of classical society and is relatively controversial. Therefore, possible special conditions of operation are required. Perhaps the biggest problem is the students 'communicative skills.

In this social form, students need to learn to accept other ideas, thoughts, and opinions and plan their outcomes. This leads to tension that the teacher must intervene and maintain balance. Small group work requires the teacher to carefully plan this process. Topics and tasks are clearly defined and form groups. To prevent conflicts, it is recommended to start and implement group work according to certain methods. In large group sessions, the process of interaction takes place not only between the teacher and the student, but also between the students. The curriculum is based on questions from teachers and student responses. This has the effect that participants should always collaborate. The questions focus on the need for students to constantly integrate knowledge, general knowledge, and logical thinking. The lessons are more lively, the level of students' satisfaction with education is more saturated, and with the help of the teacher, their knowledge is gradually spread from the unknown. In the application of frontal learning, the teacher in the classroom is the dominant party, he controls everything and is the only decisive member of the class. The lessons then take the form of specific lectures, so all curricula are submitted. This form of teaching is characterized by the fact that all students receive the same information at the same time, all studied at the same time. However, at the same time, you need to understand everything that can lead to problems in some cases, because all the students in the class will quickly understand this topic.

There are weaker and stronger students, some write slowly, and some don't give up quickly. All of this means that they need to discuss the topic in the next period. Different forms of education are used in frontal education, but the teacher always prevails. It should be noted that some of the advantages of this form may be to their detriment (e.g., student control can easily prevail). Teachers need to consider other forms of social learning in the classroom so that students can demonstrate their creativity and abilities if they want their teaching to be as effective as possible. Every social form has its advantages, but it depends on how and when the and begins social form. The purposeful use of different social forms in the classroom gives a structure to the learning process. Changes in social forms and changes in the form of interactions further increase students 'attention and therefore lead to improved learning outcomes. In addition, students believe in using the right social forms in a timely manner. It not only develops communication skills but also students 'social skills. Therefore, the teacher plays an important role in the selection of social forms. a change in the form of side effects further increases students 'attention and therefore leads to an

improvement in learning outcomes. In addition, students believe in using the right social forms in a timely manner. It not only develops communication skills but also students 'social skills. Therefore, the teacher plays an important role in the selection of social forms. a change in the form of side effects further increases students 'attention and therefore leads to an improvement in learning outcomes. In addition, students believe in using the right social forms in a timely manner. It not only develops communication skills but also students 'social skills. Therefore, the teacher plays an important role in the selection of social forms.

In conclusion, changes in social forms are responsible for the qualifications of the teacher. The class takes shape and this is positively received by the students. Problems arise primarily when the teacher is unable to use these social forms properly. Each social form has its advantages and disadvantages, not every social form is suitable for the implementation of educational content. Therefore, theoretical knowledge of social forms, their use, planning, and execution is an important aspect of a teacher's ability to act.

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