



The Use of Social Forms in Improving the Effectiveness of the Lesson

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ABSTRACT

This article discusses the methodology for 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.

Keywords:

Social forms of work, individual work, frontal work, teamwork, tasks for work in pairs, see tasks for frontal work.

Introduction

Difficulties in the teaching process usually arise because the lessons are boring for the students. Teachers and students face difficulties in organizing lessons as usual and practising traditional authoritarian teaching. The implementation of a centralized form of education (or a social form) gives important powers to the hands of students, activates them, and because of this, many disciplinary difficulties do not arise [1-7]. The purpose of the periodical is to teach and give examples of methods of different social forms in foreign language classes.

The main part

"Social form is the teacher's understanding of student learning or the way students organize themselves. Therefore, one can talk about "organizational forms" characterized by certain interactive constellations.

The use of social forms in training can generally be in two directions: additional, complementary or symmetrical [8-17].

Additional, complementary - in which the teacher dominates the classroom and restricts the movement of the student in the room.

Interactions in which there is a relative balance between the position of the student and the teacher are called symmetrical [18-27].

The most important social forms of education presented in the literature are: •

- work alone,
- work in pairs
- small group work,
- frontal work,
- work as a team.

Individual work is a separate step prepared by the teacher, which requires the student to complete his task or the teacher's task, which must be completed outside the classroom. A legitimate question can be asked whether working alone is not a social form because there is no interaction in this social form.

Individual work can be done in different ways. For example, if a teacher tries to prevent any commotion among students during school work. Individual work is organized by the teacher. This social form is primarily used when the teacher requires the student to complete a task (for example, work with an educational CD-ROM) on his own without the help of a teacher. It requires the learner's ability to concentrate and endure, builds the learner's confidence in his work and allows

him to choose his own pace of learning. In this, the teacher sets the work order, controls it and at the end reviews the results. The disadvantage of working alone is that. Often, students cannot develop creatively in their creations due to the specific goals of the teacher [22-29].

Working in pairs is a type of social form that is often used by schoolchildren and teachers. But what should the teacher pay attention to here? In cooperative work, a task is developed together with a second partner. Here the interaction between the two partners continues. This social form has different uses in school. On the one hand, this social form helps to experiment together with a partner, and on the other hand, it provides an opportunity to consider different topics together and then present them to a large group. Working in pairs is a very convenient form of communication in foreign language classes. If students work in pairs, they can discuss an unfamiliar text, play different dialogues, and answer vocabulary questions in foreign language classes [30-37].

Working in a small group is a social form in which tasks are developed or solved together by a group of students. With the formation of groups, as a rule, among 3-6 students, the educational process becomes more and more symmetrical. However, this social form has high demands in classical society and is considered relatively controversial. Therefore, possible special conditions of operation are required. Perhaps the biggest problem is the communication skills of students. In this social form, students must learn to accept other ideas, thoughts, and opinions and plan their outcomes. This leads to a tension that the teacher must intervene and balance. Small group work requires the teacher to plan this process well. Topics and tasks are clearly formulated and form groups. In order to avoid conflicts, it is recommended to initiate and implement group work according to certain methods [36-40].

In large group classes, the process of interaction is carried out not only between the teacher and the student but also between the students. The curriculum was developed based on questions from teachers and answers from

students. This has the effect that participants must always cooperate. The questions are designed to ensure that students are constantly connecting knowledge, general knowledge, and logical reasoning. The lessons conducted are more lively, the level of satisfaction of the students with education is more saturated, and with the help of the teacher, their knowledge expands from the unknown.

In the application of frontal learning, the teacher is the dominant party in the classroom, he controls everything and is the only decisive member of the class. Later, the lessons take the form of specific lectures, so the entire curriculum is delivered. This form of teaching is distinguished by the fact that all students receive the same information at the same time, and everything is learned at the same time. However, at the same time, you need to understand everything, which can lead to problems in some cases, because it is impossible for all students in the class to quickly understand this topic. There are weaker and stronger students, some write slowly and some are not fast. All this means that they should 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 can be to their detriment (for example, student control can easily dominate). If teachers want their teaching to be as effective as possible, they should consider other forms of social learning in the classroom so that students can express their creativity and abilities.

Each social form has its advantages, but it depends on how and when the teacher initiates the social form. The purposeful use of various social forms in the classroom gives structure to the learning process. Changes in social patterns and changes in the pattern of interactions will further increase students' attention and thus lead to improved learning outcomes. In addition, students are confident in using the correct social forms at the right time. It not only develops communication skills but also the social skills of students. Therefore, the teacher plays an important role in the selection of social forms

Conclusion

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

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