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PEDAGOGY OF COOPERATION: EFFECTIVE TECHNOLOGY OF TEACHING FOREIGN LANGUAGES

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The importance of international communication has increased due to the rapid growth of economic, commercial, and cultural exchanges. A foreign language today is not so much a subject of study as a necessary tool in the communication system. Therefore, the tasks that face higher education institutions to improve the process of teaching and learning, become particularly acute.

Therefore, for each student it is necessary to choose exactly the style of teaching that will help him get the necessary knowledge and which he can apply in the future. At the heart of personally oriented learning is the recognition of individuality, identity and self-worth of each person, its development as an individual endowed with his unique subjective experience. The principle of individualization and differentiation is of paramount importance.

A study conducted within the framework of the Special Diagnostic Program showed that 29% of students belong to the visual type, 34% - better perceive information by ear and 37% - learn through kinesthetic/tactile action [1, p. 7]. Therefore, students need to determine their way of perceiving information. For example, those who perceive visual information for a deeper understanding of the content of the lesson, it is necessary to observe the facial expressions and gestures of the teacher. Such students like to sit on the first desks, gladly make detailed records of the heard information, make diagrams, tables, etc. Handouts, illustrations in the book, entries on the board help them better absorb information. Effective for them will be strategies for observing the actions of the teacher, creating memory cards, recording foreign-language lexico-grammatical material using tables, grouping and classification strategies.

Students with an auditory type of perception better absorb information if it is presented in lectures, discussions. They interpret the heard information at the level of tempo and intonation of the voice, other sound nuances. Written information does not matter to them as heard, so it is effective to read the text aloud and listen to sound recordings. To assimilate lexico-grammatical material, auditors should use strategies associated with changes in speech speed, pitch, even mood (optimist - pessimist), music.

It is difficult for kinesthetes to be at rest for a long time, they need physical activity, a change in activities. Students of this type of perception of information should be given the opportunity to experimentally obtain a result, make independent conclusions, then read the material of the textbook on this problem and find out the questions that arose with the teacher. The most productive for kinesthetic students are game teaching methods. Thus, the consideration of individuality in the teaching of a foreign language means the disclosure of the possibility of maximum development of each student, the

creation of conditions based on the recognition of the uniqueness of the psychological characteristics of the subject of study.

Intelligence and intuitive perception are the next components of learning opportunities. Students with strong intuition are contemplators, visuals. They do not need to actively intervene in the surrounding life in order to explore its laws, they build their reasoning on imagination or imagination. They mentally create an object - the studied inner image and examine it from different angles, simulating situations. The advantage of intuitive information is its predictability and novelty, the disadvantage is its fuzziness and inaccuracy.

Both participants in the educational process operate in one integral system, in a single energy field; mastering language skills requires active communication between the teacher and the student. The teacher should be not only a source of knowledge, but also create an atmosphere of partnership, cooperation. An experienced teacher understands that the level of assimilation of educational material depends, perhaps, more on the favorable emotional climate in the group, direct communication, the microclimate of cooperation. The effectiveness of the teacher largely depends on the dedication and organization in their actions. Practice made it possible to find out that for the entire period of study the student experiences several styles and forms of teaching. According to scientists, many of them are "monotonous, repetitive, poor in content, encourage the student to a contemplative-passive form of perception."

The university teacher must know the laws of pedagogical communication, have communicative abilities and communicative culture. The tasks of communication in the pedagogical process are significantly complicated, first of all, because natural forms of communication receive a professional-functional load here, that is, they are professionalized. It should be noted that the style of teaching is reflected in the style of educational activity of students, which is characterized by activity, independence in the process of forming skills, and, at the same time, the responsibility of the students themselves for the results of educational activity. Individual style of learning (cognition) is a complex of dominant techniques of cognition in a given individual, both at the cognitive and internal psychological, motivational level. In order to choose the optimal style for themselves, students must know: their reaction to the environment, the level of emotional preparation, social preferences for learning, their own physiological factors, the ratio of synthetic and analytical thinking. A good choice of teaching style, the organization of the educational process in accordance with the style of teaching is the key to highly effective learning.

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