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РАЗВИТИЕ КОММУНИКАТИВНЫХ НАВЫКОВ ЧЕРЕЗ ОРГАНИЗАЦИЮ ГРУППОВОЙ РАБОТЫ НА УРОКАХ В НАЧАЛЬНОЙ ШКОЛЕ¹

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Аннотация

В статье рассматривается проблема развития коммуникативных универсальных учебных действий у младших школьников в контексте реализации Федерального государственного образовательного стандарта начального общего образования. Обосновывается эффективность групповой работы как педагогической технологии, направленной на формирование у обучающихся способности к сотрудничеству, диалогу, разрешению конфликтов и совместному поиску решений. Анализируются психолого-педагогические условия успешной организации групповой деятельности на уроке, приводятся конкретные примеры заданий и методических приемов для различных учебных дисциплин. Делается вывод о том, что систематическое использование групповых форм работы способствует не только развитию коммуникативной компетентности, но и повышению познавательной активности и учебной мотивации учащихся.

Ключевые слова: коммуникативные универсальные учебные действия, групповая работа, начальная школа, сотрудничество, диалог, младшие школьники, интерактивные методы.

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DEVELOPING COMMUNICATION SKILLS THROUGH GROUP WORK IN ELEMENTARY SCHOOL LESSONS

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ABSTRACT

The article discusses the problem of developing communicative universal educational actions in primary school students in the context of implementing the Federal State Educational Standard for Primary General Education. The effectiveness of group work as a pedagogical technology aimed at developing students' ability to cooperate, dialogue, resolve conflicts, and find solutions together is substantiated. The article analyzes the psychological and pedagogical conditions for successful organization of group activities in the classroom and provides specific examples of tasks and teaching methods for various subjects. It is concluded that the systematic use of group work forms contributes not only to the development of communicative competence, but also to an increase in students' cognitive activity and learning motivation.

Keywords: communicative universal learning activities, group work, primary school, cooperation, dialogue, primary school students, interactive methods.

The modern education system in the Russian Federation, focused on the standards of the Federal State Educational Standard, sets the school the task of forming not just a system of knowledge, skills, and abilities, but an integrated personality capable of self-development and effective interaction in a rapidly changing world. The key role in this process is played by universal learning activities, which provide the "ability to learn". Among them, communicative universal learning actions are the basis of social competence, which allows a child to successfully adapt to a team and build productive communication with peers and adults.

According to the Federal State Educational Standard for Primary General Education, communicative universal educational actions are a set of actions that ensure the socialization of children, their conscious orientation towards the positions of other people, as well as partners in activity or communication [4].

The problem of forming communicative universal educational actions in primary school students was studied by I.B. Barakhoeva, V.K. Dyachenko, I.B. Pervin, H.I. Liymets, and others [3].

The relevance of the topic is due to the fact that many modern children, despite their apparent sociability, experience difficulties in real cooperation: they do not know how to listen and hear the interlocutor, to argue their point of view, to negotiate. Traditional front-facing work in the classroom does not fully address these challenges. Therefore, it is necessary to use classroom activities that create a natural environment for communication and collaboration. One of these forms is group work.

The purpose of the article is to theoretically substantiate and reveal the potential of group work as a means of developing communicative universal educational actions in primary school students.

Primary school age is a sensitive period for the development of communication skills. The main activity at this age is learning, but the social situation of development dictates an urgent need for peer recognition and acceptance into a reference group. Group work based on the principles of cooperation meets this need, turning the learning process into a socially significant activity.

O.V. Belous and M.V. Farashyan define group work as “a system of educational activities in which a certain group of students solves a single epistemological (cognitive) task” [1, p. 171].

From a psychological perspective, group activities stimulate the development of speech, which involves verbalizing thoughts, asking questions, and explaining one's position. They also promote the formation of empathy (understanding the feelings and opinions of other group members), the development of reflection (evaluating one's own actions and those of others), and the consideration of different perspectives to achieve a common goal.

Systematic group work allows you to purposefully form all the components of the communicative universal educational actions outlined in the Federal Educational Standard of Primary General Education:

1. Consideration of the interlocutor's position: working in a group is impossible without students understanding that the other interlocutor may think differently. Tasks such as “compose a common story in a chain” or “find a compromise solution” teach children to consider their partner's opinion.

2. Organization and planning of educational cooperation: distribution of roles and discussion of the action plan for solving the problem (“How will we do it? Who is responsible for what?”) forms the skills of managing joint activities.

3. The ability to express their thoughts with sufficient completeness and accuracy: the need to report on the results of the group's work to the class requires the “speaker” to be clear and precise in their presentation, which stimulates the development of monologue speech. Dialogue speech develops within the group.

4. Conflict resolution: in the process of joint activity, disagreements inevitably arise. The teacher's task is to guide children towards finding a constructive solution and teach them to argue their position rather than insist on their own.

Group work can be included at all stages of the lesson, but as I.I. Gaberkorn notes, “for younger students, it is most effective to use group learning activities at the stages of consolidation, deepening, and systematization of knowledge” [3, p 58].

In their work, I.V. Vorontseva and V.V. Shcheglova point out that “when organizing group work, it is important to remember that in primary schools, it should not take more than 10-15 minutes of the lesson, as this can lead to increased fatigue” [2, p 42]. To ensure that all students are active, groups should be small, with 2-5 members.

The effectiveness of group work depends on its proper organization. There are several stages that can be roughly divided into: preparation, setting the learning task, working in a group, presentation, and reflection.

The preparation stage includes the formation of groups, the development of work rules, and the organization of space.

At the initial stage, the teacher can form the groups, taking into account the children's psychological compatibility and individual characteristics (strong + weak, creative + organizer). Later, children can be assigned using a lottery, colored cards, etc. Together with the children, it is necessary to formulate the rules of group work and create a memo that includes simple and clear rules: "Speak calmly," "Listen without interrupting," "Respect everyone's opinion," and "Help each other." When organizing the space, it is necessary to arrange the desks in such a way that all members of the group can see each other.

The stage of setting a learning task consists of a clear formulation of the task. The task should be such that it is impossible or extremely difficult to complete it alone. It should be problematic, creative, or require the assembly of a "puzzle" from separate parts.

At the beginning, the teacher provides instructions, explaining in detail what needs to be done, the purpose of the work, the evaluation criteria, the time limit, and the format for presenting the result.

The group work stage. At this stage, roles are assigned to the group members. To structure the work, you can introduce roles such as "organizer" (who keeps track of time and order), "secretary" (who records ideas), "speaker" (who presents the results to the class), and "critic/analyst" (who asks clarifying questions). The roles should be rotated. At this stage, the teacher acts as a consultant and assistant. They observe the process, provide guidance, and help resolve conflicts, but avoid providing ready-made answers.

The stage of presentation and reflection: presentation of the results. Each group presents the product of its activity (poster, diagram, oral response, staging, etc.). A discussion of the results is organized. The groups ask each other questions, complement each other, and express critical comments in a constructive manner. Then there is a reflection where students discuss and evaluate not only the result of their work, but also the process: "How well did you work together? What has been achieved? What can be improved next time?"

Here are some examples of group work activities in different lessons.

In a Russian language/literature reading lesson:

"Collect the Rule": Each group is given cards with parts of a grammar rule, which they must collect in the correct order and explain to the class.

"Miniature Theater": A group performs a fable or short story, followed by a discussion about the characters' personalities.

"Creating a Class Newspaper": Groups are responsible for different sections (news, crosswords, and event reports).

In a math lesson:

Solving non-standard (olympian) problems: a joint search for different ways of solving.

Project "Geometric City": creating a layout of a city from geometric shapes, where each group designs its own district.

In the world of nature lesson:

Research project: "Study of the properties of water", "Life of the anthill". The group conducts experiments or collects information, prepares a general report.

"Environmental Council": discussing environmental issues and developing a joint action plan to address them.

Thus, group work is a powerful and effective tool for developing communication skills in primary school students. It creates an environment where students do not passively absorb knowledge, but actively construct it through social interaction. By overcoming the challenges of communication and collaboration in a small group, students gain invaluable social experiences that will shape their future success both academically and in life.

However, the success of this technology depends directly on the professional competence of the teacher, who should not be a mere information transmitter, but rather an organizer of

children's cooperation. The systematic and well-organized use of group work in primary school lessons is crucial for meeting one of the key requirements of the Federal State Educational Standard, which is the development of a communicatively competent, proactive, and socially responsible individual.

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