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**ABSTRACTS OF V INTERNATIONAL
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COOPERATIVE LEARNING IN UKRAINIAN LANGUAGE CLASSES

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Introduction. Among the important pedagogical problems presented to the teacher is the use of cooperative forms of organizing the students' learning. Modernization of modern education involves the formation of social skills in students and, above all, working together in pairs and groups with different number of people. Such educational cooperation brings up in students such traits as respect for others, the ability to evaluate the work of others or to express critical remarks in this regard, to change their opinion in the case of convincing arguments of other participants in joint work.

Objective of the paper. Specified by the social need to form new types of thinking and ways to transform reality in young people.

Materials and methods. The use of cooperative learning in Ukrainian language classes has classic requirements for the structure of their organization. Typically, this structure consists of five elements:

- a) motivation (approximately 4-5% of class time);
- b) announcement, presentation of the topic and expected learning outcomes (approximately 5% of class time);
- c) providing of the information needed in the class (approximately 10-15% of the time);
- d) cooperative exercises – the main part of the class (approximately 40-60% of the time);
- e) reflection. Summarizing, evaluation of the class (approximately 20% of the time).

Group form of learning solves three main tasks simultaneously:

- the concrete-cognitive task which is associated with the immediate learning situation;
- the communicative and developmental task in the process of which the basic communication skills are developed inside and outside the given group;
- the social and orientation task which cultivates citizenship competences necessary for adequate socialization of the individual in the community .

There are usually four ways to form groups: homogeneous groups, heterogeneous groups, random and by interest.

N.V. Gagina conducted a comparative analysis of the two main models of cooperative learning introduced by D. Johnson, R. Johnson and S. Kagan in order to assess the relevance of their use in the system of higher education of Ukraine. The main elements of the model "Learning together" are: positive interdependence of participants, individual responsibility, stimulating "side by side" interaction, development of social skills (interpersonal interaction and interaction in a small group), group analysis of results (reflection). S. Kagan's model of cooperative learning presupposes observance of four basic principles: positive interdependence, individual responsibility, equal participation, simultaneous interaction [1].

Results. In Ukrainian language classes that are held using the technologies of cooperative learning, the role of the teacher changes so that he or she acts as an organizer of the learning process or a consultant. The main factors in the learning process are the interaction between students and cooperation.

Conclusion. Motivation of activity and behavior, motivation of learning as a scientific problem attracts more and more attention of scientific thought every year. This is caused not only by its huge impact on the process and results of human activity in general and learning of students in particular, but also by the fact that it determines the direction of human personality, lack of one's social activity – in short, everything that characterizes the integral human form.

Thus, conducting Ukrainian language classes for students using the technology of cooperative learning will contribute to the success of students' adaptation,

acquisition of educational material by them and formation of general and professional competencies.

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