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INNOVATIVE RESEARCH ON COOPERATIVE LEARNING IN PRIMARY SCHOOL ENGLISH CLASSROOMS

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Foreign language instruction is a significant component of classroom education in school cultural and educational activities, and the development of knowledge learning methods is vital to children's healthy development. As a result, we are placing increased pressure on instructors to implement appropriate strategies to encourage students' cooperative practice during the foreign language learning process, as this will significantly raise the standard of instruction in the classroom. The thesis examines English language cooperative education for elementary and high school pupils in the context of traditional classroom instruction.

Keywords: primary education, foreign language teaching, cooperative learning, teaching method innovation, students' learning.

Cooperative learning is an efficient way for students to collaborate with classmates under the direction of the teacher, to capitalize on their talents and minimize their limitations, and to improve their performance in the classroom. There will be an influence on teaching because elementary school kids' foreign language foundation is inadequate. Thus, foreign language instructors can fairly contribute to the cooperative learning of their students in certain classroom activities. This increases the foreign language teaching strategies used by the teacher as well as the impact of the instruction on the learners. To increase the quality and efficacy of the school foreign language classroom, teachers of foreign languages should focus on the study of teaching methods in the actual educational process, begin from the perspective of the students, continuously innovate teaching methods, and encourage the enhancement of the teaching ability of foreign language classrooms.

It is necessary to enhance the study strategies and self-control of elementary school pupils. It is not possible to ensure that pupils will learn to the required level throughout the process if the teacher alone uses the assisted or independent learning methods. Due to the students' foundation and the growing difficulties of learning foreign languages independently, the effectiveness of the entire foreign language learning process cannot be guaranteed, especially in the case of foreign language courses. Teachers can assign students to many learning groups during independent learning, and they can select the cooperative learning contact person based on each student's unique foreign language learning performance and real learning environment. Students practice text conversations through phonetic notation,

vocabulary recitation, phrase reading, text memory, and other methods when learning a foreign language. When they run into issues with word pronunciation or sentence translation during the cooperative learning process, they can bring them up with the teacher by acting as the contact person. Furthermore, by providing focused explanations of the course material in the actual classroom, teachers can enhance the effectiveness of teaching foreign languages and guarantee that students receive the highest learning outcomes possible through autonomous cooperative division of labor.

While elementary school foreign language instruction covers relatively simple material, students cannot fully benefit from the effect of cooperative learning in the classroom even if they use effective strategies to encourage small-group cooperative learning because of the difficulty of learning a foreign language and the lack of a developed primary school foreign language learning method. In order to enable students to continuously enhance their learning capacity through cooperative group learning, teachers should constantly offer opportunities for cooperative group learning and innovate the content of cooperative group learning during the teaching process.

As part of the cooperative learning approach, students with different skill levels are divided into smaller groups and their group performance is evaluated rather than the performance of each individual student. Group members can collaborate without clearly defined roles assigned to them, while in other situations, each member is personally in charge of a variety of responsibilities [1, p. 934]. The term "traditional methods" refers to the conventional approach to teaching and learning, which typically involves the lecture technique. Learning outcomes are greatly influenced by how students interact and view one another. Teachers should be aware of the innovative guiding techniques used in group cooperative learning, like "how are you?" dialogues. Along with other topics, such as good morning, students' pronunciation should be corrected so that group members can learn from and correct one another during the cooperative learning process and have a reliable resource. Some guiding questions can also be used to guarantee that students are learning in the right direction and to increase the effectiveness of students' cooperative learning.

One of the benefits of cooperative learning is that it discourages individualistic and competitive attitudes while encouraging a cooperative spirit among pupils. Enhancing "self-esteem, attitudes toward school, and the ability to learn cooperatively with others" is another benefit of cooperative learning for students [2, p. 153]. With this kind of cooperative learning, students can enhance their social skills by appreciating others' efforts, asking others to contribute, and maintaining a civil dialogue. Through real-world encounters, cooperative learning assists students in developing their communication abilities [3, p. 216]. It has been "effective in providing more opportunities for meaningful language production and allowing learners to use language in a natural, supportive and safe environment" [4, p. 13].

Three types of cooperative learning exist: fundamental group cooperative learning, formal cooperative learning, and informal cooperative learning. Working together to accomplish shared learning objectives is known as informal cooperative learning, and it is especially helpful during direct instruction. Permanent, stable-member groups that are intended to "provide group members with the ongoing support and motivation needed to achieve educational success, rather than working together on specific learning tasks" are referred to as basic group cooperative learning [4, p. 28]. In structured groups, students complete particular assignments or tasks by cooperating to reach shared learning objectives. Group activities can range in duration from a few minutes to multiple sessions.

The research methods for cooperative learning should be innovated by teachers, who should also make clear to students where they are going with their learning through activities like group dialogue recitation, foreign language drama choreography, and reporting of findings from group learning inquiries. Lastly, teachers should encourage the successful integration of students' independent learning with the course's learning objectives.

To increase the effectiveness of teaching foreign languages, primary school foreign

language instructors should research different teaching strategies and create cutting-edge cooperative learning techniques. Every student participates simultaneously in cooperative learning, and they all have less time to finish the assignment. According to S. Krashen, D., when a teacher spends a lot of time lecturing while only one student participates in class, the other students become less engaged, the same students keep raising their hands, or shy students become reluctant to speak in front of the class [5, p. 46]. This may exacerbate the achievement gap and facilitate the regress and fall behind of some pupils.

The efficiency of learning foreign languages can be increased in the classroom by implementing cooperative learning. A wide range of interpersonal skills, including leadership, teamwork, expressiveness, good attitudes, cooperation, conflict resolution, and self-confidence, are also developed through cooperative learning. With the aid of this learning technique, students can complete their assignments more effectively and raise their academic standing more quickly. The innovation of cooperative learning is continuously encouraged to guarantee that students have high learning outcomes in the course of learning a foreign language because of a number of effective measures.

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THE CURRENT SITUATION OF EFL TEACHING IN CHINESE VOCATIONAL COLLEGES

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This paper analyzes the current situation and existing problems of English teaching in higher vocational colleges, proposing some effective strategies for teaching English as a foreign language in higher vocational colleges in China. The article aims to improve the efficiency and quality of EFL delivery by using a learner-centered teaching method, so as to further promote the reform of English teaching in higher vocational colleges in China. Under the background of vigorous development of vocational education in China, improving students' practical ability, taking students' practical exercise as the core, highlighting ability objectives and mastering vocational operation technology have become the core tasks of education and teaching reform of vocational colleges.

Keywords: learner-centered approach; English teaching; foreign language teaching; higher vocational colleges; vocational education

Higher vocational education undertakes the responsibility of cultivating application-oriented individuals, and English teaching in higher vocational colleges emphasizes applicability and practicability. The long-standing examination-focused education system in China has resulted in the neglect of English listening and speaking skills.