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**THE PROBLEM OF MANAGING PUPILS' ENGLISH LANGUAGE
CLASSROOM AS ONE OF THE CENTRAL PROBLEMS
OF ENGLISH METHODOLOGY**

Introduction

The problem of managing pupils' English language classroom is one of the central problems of English Methodology. This problem is also carefully studied by Pedagogy, Psychology, because the activity is the basis of all human life and the

formation of a pupil as a person. Without activity it is impossible to solve any educational tasks; the principle of education of the person in the activities is one of the leading general pedagogical and didactic principles (Allright & Bailey, 1999). In the activity and through the activity the person is formed, so, the process of managing pupils' English language classroom stimulates children's creative possibilities, interests and requests.

In the life of each person cognitive activity takes a central place. In practice, learning a child begins at an early age with the assimilation of those skills, which are necessary to carry out even the most elemental actions.

But learning is not only in the field of practical actions of a person. Its main function for the younger generation is to acquire knowledge, skills and abilities systematically. The experience accumulated by the person in the field of knowledge is much wider and richer for the development of the child's personality than the learning of the experience with direct operation of skills from which it is necessary to master the pupils' abilities.

Systematic gnostic activity gradually takes its forms organized by the society (the child enters school in a certain period and moves at predetermined stages of study), therefore, the teaching is often identified with the cognitive activity of a pupil. In fact, a person learns all his/her life.

A cognitive activity of a pupil in contemporary society is a systematic activity of the growing generations. Society determines the time of cognitive activity, provides institutions in which this activity is carried out; its purpose is determined the content and conditions of the course of the activity (under the direction and by managing of a teacher) (Tarone, 1983).

At the English lessons the subject of cognitive activity is a pupil, and therefore in the center of education is his/her person, his/her consciousness, his/her attitude to the outside world, both to the process of cognition and to the accomplices of cognitive activity: pupils and teachers who organize and direct, manage the process of teaching. This is a feature of studying in school years, which, depending on the

social purpose, from the organization and directing its teachers, at the same time does not lose its subjective as a personal basis.

Another feature of cognitive activity of a pupil is the nature of its course. Since both the purpose, the content and the methods of cognitive activity of pupils are laid down in the program, the learning process can take place in different ways, with different expenditures of forces, the activity, the independence of the subject. In one case, the activity of schoolchildren is reproductive, in the second case – it is constructive, in the other one it is creative (Bachman, 1991). The very nature of the course of study affects its final result which is the nature of acquired knowledge, skills and abilities.

The reproductive level of knowledge is knowledge of facts, phenomena, events and their reproduction without significant changes. The processes of thinking, which ensure the functioning of knowledge at this level, are also reproductive in nature and they are the most economically acquired by the information methods of teaching: the narrative ones, the methods of explanation, performance by pupils using training exercises according to the sample, and so on.

The constructive level of knowledge is knowledge gained as a result of combining, re-designing the knowledge of the first level (through the selection of main facts, comparison, generalization and other methods of speech activity). Knowledge is achieved through heuristic learning methods: a statement with logical tasks, a heuristic conversation, solving cognitive tasks, exercises that involve significant changes in the structure of knowledge.

The creative level of knowledge is knowledge and skills acquired during the independent search activity of pupils, they are acquired by heuristic and research methods, which stimulate schoolchildren to self-creative activity. This level is achieved, as a rule, in the senior classes, and elements of research activity are also possible in this case.

So, we formulated and substantiated the basic principles of the correlation of pupil's reproductive and creative cognitive activity:

1) reproductive and creative knowledge correlate with each other as two independent units of the whole. Reproductive knowledge acts as a preparatory link, and creative one – as the main link;

2) these two types of knowledge relate to each other as a whole with elements in each link: in the first link, in general, reproduction acts as a whole structure, and the main its element is creativity;

3) both types of cognition are correlated dialectically, dynamically, with a mutual transition to each other.

The peculiarity of learning is also its structure. The structure of training includes the same components as in any other type of the activity (motive – meta – actions – operations). As a reason because the purposeful and programmatic nature of this activity necessarily requires systematic sequences that ensure the order and the logic of mastering knowledge, skills and abilities, their development as if it was limited by the components of the educational process, its content, methods and organization. In the learning process, for example, conditions of its course, tasks, content, and procedure of pupils' activity were determined. But at the same time, the results of learning, which have to realize the goal, depends not only on this, but also on the motives of cognitive activity, on the nature of its course, which is conditioned by the pupils' person.

The peculiarity of learning is also that the pupil himself/herself does not always and necessarily directly affects the area of the reality he/she is studying. Relationships with the substantive world in the process of cognitive activity often takes place not through observations, practical actions with the objects, but it is mediated by knowledge that generalize a reality. It is experimentally proved that a higher level of generalized knowledge stimulates a higher level of pupils' development. Some researchers argued that a real jump in the development of the child is carried out just when he/she becomes able to operate not life-perceptions obtained through direct observations, but scientific concepts, consisting of the generalization of essential characteristics of the objective world (Гончарук & Онуфрієва, 2018).

Knowledge of a pupil, as well as the path of scientific knowledge, is the process of approaching the truth. But, unlike the latter, the truth is recognized by the disciple with the help of facts of a science, scientific discoveries, assimilation of its historical path.

Nowadays, psychological and pedagogical science has accumulated a large arsenal of means and methods of knowledge of the surrounding reality. But it is impossible to equip pupils with all these components: it is necessary to proceed from the fact that it is accessible to schoolchildren and which is an acute necessity for the development of their cognitive activity. Thus, in the course of systematic training, the generalized knowledge of mankind is assimilated by pupils who become carriers of so called “scientific truths”.

In contrast to the scientific activity, for cognitive one of pupils it is also characterized that it is under the control of the teacher and during the deployment of his/her it can be adjusted and regulated. Therefore, virtually all difficulties of gaining knowledge are neutralized. And the most important is when the teacher builds up all the activities in a general system (when he defines the system of the content, the system of cognitive tasks, the system of the practical activity of the pupil, etc.), different approaches as a certain result. But the leadership role of the teacher should not prevent the main task of the activity – the activity of the personality of the pupil himself/herself.

Based on the peculiarities of cognitive activity of pupils, several *ways of managing the young learner’s English language classroom* were proposed by us.

Programmable learning is one of them. Its essence lies in the precise and accurate selection of information that is given to pupils with small doses (steps). In the course of the steps, a feedback is established that allows you to see immediately, whether it is understandable or not understandable, assimilated or not mastered, solved or not solved.

There is no doubt that programmable learning implements the idea of *managing the learning process*. It contributes to the autonomy of each learner’s activity that the teacher organizes. He/she organizes the acquisition and processing of

the educational information that the teacher (or a pupil himself/herself) can follow the movement in mastery of knowledge that a pupil can immediately determine (in which chain there are gaps that on this basis he/she can make adjustments into the learning process).

And yet, despite the enormous advantages, this approach as a single and universal one, is not able to provide solutions to great and complex tasks of our time that face education at school as a whole.

The process of creative activity, which must and can be organized by learning and without which it is impossible to form a person that meets the needs of modern society; in the conditions when programmed education is limited the pupils' initiative shakes, if schoolchildren constantly, at the each lesson only follow the text of the programmed textbook or work with the training exercises.

The another way, rather common in modern theory and practice of learning, is *problem education*, which is based on the development of *cognitive autonomy of pupils* in doing researches and according to their person's development. The origins of problem learning can already be seen in the heuristic conversations of Socrates, which, with the help of questions and the logic of constructing a conversation, brought his disciples to contradictions and consistently led them to the need for a conclusion. That's why, not without reason, Socrates was called "the paternal grandmother of wisdom".

Of course, *problem-based learning* contributes to the development of creative person's forces, develops a research approach, an initiative in gaining knowledge. But this approach is not economical, it requires a lot of time in the educational process. In addition, not all program material requires a problematic approach (something that is necessary to take the student axiomatically). Such a circle of information is available in any school subject. In such a way, in English it is spelling, these also are punctuation rules; in the literature – the life and creative way of the writer, to some extent even the texts of novels.

Finally, in some cases problem-solving education is inferior to the programmed one in the sense that it can not provide independent actions for each pupil. So, the

frontal problem conversation does not rely on the answer of all 30 or even 20 pupils of the class, so it is very difficult to establish feedback of each pupil's statement.

All this allows us to conclude that problematic studies at the school can not be considered as the universal one.

Significant for the development of didactics at school there is a research in the field of *learning algorithmization*. This way of managing the classroom confirms a need for clear instructions when solving tasks of a certain type. Extremely tired and hopelessly burdensome would be a process of learning, in which, when performing typical tasks, the pupil again and again would seek an approach and each time went the unprofitable way of attempts and errors. From immemorial time, pupils use instructions (algorithms), for example, from different types of language rules. Without an algorithm, without describing the sequence and the structure of actions, pupils can not use even the simplest devices. The algorithms of learning actions contribute to more organized, easier and quicker implementation of pupils' speech, which makes their cognitive activity more understandable and productive.

However, *the way to learn from the point of view of clear instructions for any content and any training activities* would be a hindrance to the development of pupils' creative powers and capabilities. After all, not all learning actions facilitate schoolchildren subject to algorithmization, but only those of tasks, in which it is necessary to determine in advance a clear structure of the solution of tasks of a certain type. The tasks of the same creative, research nature do not require this, since their main purpose – to cause an independent search for a pupil, to find the original approach, to show the originality in the performance of the task.

The another way to manage the young learner's English language classroom, common in contemporary school, is *differentiated learning*. The essential here is the possibility, on the one hand, of relying on the actual level of the development and knowledge of different pupils, and on the other hand, to identify the zone of their immediate development (Mykhalchuk & Ivashkevych, 2018), constantly translate each statement to more advanced mastery of knowledge and ways of their assimilation.

The complexity of these ways lies in the fact that the program of knowledge, skills from any subject area must be mastered by everyone; and the level of this assimilation should be optimal for pupils of different forms. At the same time, it is necessary to promote the fact that all categories of pupils in the educational process were in constant motion and gradually converted to higher knowledge and skills of pupils.

But differentiated learning can not become a universal way to manage the young learner's English language classroom, as the educational process has the other important teaching methods which are valuable for the development of the person of pupils. So, the front-line activity with schoolchildren of all categories is at the same time the important tool for children to measure their own abilities. Here the feedback is provided, which reveals the results of the activity of others to the learner, the value of their own efforts and the value of their own knowledge are recognized in such a way. It is very important that the educational process to be equipped with a cognitive value, logically sound and compelling the information from which pupils could draw the perfect examples of erudition, the expressiveness and the accuracy of a language, manipulating facts, ideas and evidence.

According to the researches (Dafei, 2007; Benson, 2001), the practice of teaching at contemporary schools is increasingly included in *modular training*. At the same time, all educational material is divided into logically meaningful parts, to which a package of didactic methods is developed which are necessary for mastering the educational material and control of the acquired knowledge.

In school practice the elements of modular training have a long being. After all, the paragraph and section in the school textbook are the didactic units, the rich content information of the finished content. Due to this, there is no need to artificially separate the topic, since each paragraph is a peculiar module. Today we are talking about further development and improvement of the lesson by applying the principles of modular education. The first and the foremost, they are: flexibility, dynamism and validity of knowledge, awareness of the perspective, versatile methodological counseling.

The principle of flexibility provides the possibility of adapting the content of education and the ways of its learning to the individual learning needs, which opens the possibility of individualization of the content and the process of mastering knowledge.

The principle of the flexibility of modular training suggests solving this problem by introducing into each portion of the information material of the system of tasks of three levels of complexity. Different tasks are reproductive and contain minimum information that is accessible to all children. The second one contains tasks of constructive nature and issues of analytical content. The third level involves the application of knowledge and skills in new conditions, the creative activity of pupils. Under such conditions each pupil chooses the option task independently, according to his/her self-esteem.

Such proposed tasks offered by the teacher (varying by a degree of difficulty) are evaluated by a different number of points. This determines the quality of the pupil's educational activity in the classroom. Thus, the intensification of learning is not a result of the hard leadership of the teaching process, but becomes the cause of each pupil. Motivation does not go from the outside, but becomes the pupil's educational need, that is, conditions are created for the appearance of internal motivation for learning, the awareness of the pupil and the further self-development of their motivational sphere and the activity.

Consequently, the searches and new approaches offered by English Methodology reveal a variety of educational process' reserves and, obviously, they are far from exhaust all these possibilities. After all, each approach has significant foundations for improving the learning process and, at the same time, it is not universal and unique for providing effective education.

Disclosing the essence of cognitive activity or activating cognitive activity of pupils requires a scientific definition of the concept of "activity". The question of the nature of activity is multidimensional, which indicates the complexity of the concept itself. Therefore, one can not give a single definition, since the activity can be

considered as a general category, which has a biological, psychological or physiological nature.

In the biological aspect, the activity is studied in the connection with the adaptation of the organism to the environment; the physiological aspect involves the activity in terms of regulatory function of the brain. Psychologists see the activities in which the subject changes his/her behavior and their psychological characteristics. Epistemology considers the activity as an active knowledge.

As for Psychology, the concept of the activity here must reflect the purpose, the content of science, have a clear psychological orientation, and at the same time the activity takes into account the achievements of other sciences. In psychological and didactic science there is not a single approach to the definition of “cognitive activity”. Although in many studies scientists call some general essential features of this concept. Thus, in some researches the volitional and emotional mood of the subject is emphasized as an important indicator of the pupil’s activity: readiness and desire for energetic mastery of knowledge (Nunan, 2003), a psychic state that manifests itself in the desire to solve intellectual problems.

Some researchers (Mykhalchuk & Kryshevych, 2019) define cognitive activity as an identification of the person’s volitional, emotional and intellectual aspects in the educational process.

M.Hořínek (2007) considers the cognitive activity of pupils as their mental activity, which has the aim to achieve a certain cognitive result as an increased intellectual-oriented reaction to the educational material on the basis of cognitive need. In another research, the activity is considered by us as the ability of the activity in which the person himself/herself manifests his/her attitude to the content, the nature of the activity and the desire to mobilize pupils’ moral and volitional efforts to achieve educational and cognitive goals.

So, we believe that the activity should be understood as the identification of the transformational, creative attitude of the person to the objects of knowledge, and involves the presence of such components of the activity as the choice of the

approach to objects of knowledge, setting goals, tasks that need to be performed, transforming some object into the sphere of the next activity.

Also we define the activity as a pupil's condition, characterized by a desire for learning, mental stress and a manifestation of volitional efforts in the process of mastering knowledge. In our definition a cognitive activity is the creation of a person, which manifests an intellectual response to the process of knowledge, living participation, emotional sensitivity of the pupil in the cognitive process.

But some researchers identify the concept of cognitive activity with autonomy. Therefore, P.Benson (2001) drew attention to the fundamental errors in the interpretation of the concept of “cognitive activity” and adjacent to it (“intellectual activity”, “creative activity”, “cognitive independence”). The researches pointed to the identification of the concepts of cognitive and thoughtful activities. Their main difference is that in the cognitive activity there are not only processes of thinking, but also the attention, will, memory; it expresses the attitude of a man to the surrounding phenomena. It is possible to think without knowing anything, and to find out more often it is simply impossible without thinking.

We also argue that the activation of cognitive activity has also the aim of improving the process of learning knowledge, and the formation of the activity and the autonomy of a pupil's person.

The approach to the problem of the activity of pupils in their relation to a cognitive activity and means of teaching is expressed by us in such a way: careful listening of the teacher, silently focusing on his/her thoughts, despite the lack of external manifestations, is in fact a real activity. Internal activity, the concentration of pupils' thoughts may not have external bright expression. And further we'll emphasize, that the pupil's external activity, his/her fussiness, unlimited attempts to supplement the answers of pupils, and the interference with the teacher's explanation does not at all indicate the orientation of the pupils' thoughts and will.

The distinction between the concepts of “the activity” and “the independence” is also found in our researches (Mykhalchuk & Ivashkevych, 2018). Also we believe that the concept of *the activity* is wider than the concept of *autonomy*: the activity of

pupils is necessary at all levels of the educational process. The activity necessarily involves one or another degree of autonomy of the pupil's thought. As we see, we consider autonomy as a species phenomenon in relations to generic one – the person's activity.

We also mean the activity as a condition of independence, because we believe that one can not be independent without being active. Also we proposed such a term as “a simple activity”, “true autonomy”.

The aim of our article is to describe contemporary approaches to the problem of the development of cognitive activity of pupils according to the ways of managing the young learner's classroom; to explore the effectiveness of group forms of the activity at the lessons which is largely determined by the level of the activity of pupils' thinking.

Methods of the research

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. Also in our research we used empirical methods, such as the experiment of the effectiveness of group forms of the pupils' activity at the lessons.

The most indicative for the confirmation of greater efficiency of group activity in comparison with the individual there are the results of experiments conducted under our direction with the aim to solve problems that require a creative approach. In this research a large number of pupils were offered the same task. During the 30 minutes allotted for solving the problems, none of the pupils was able to cope with it, working individually. Then the task was offered to groups of the same pupils, united by 2-3 and 4 people. 70% of each group found a right solution without going beyond the same 30 minutes.

The results of the research

Practical experience of the application of group forms of the activity at the lessons allows us to investigate the dependence between efficiency of joint activity of schoolchildren in the course of group work by efficiency of the individual decision by

partners on communication of mental problems. At the lessons groups of pupils (3-4 pupils in each group) were asked to solve a problem. As the indicator to assess the effectiveness of joint activities of secondary school pupils in the process of group activity, we used the measure of teacher's assistance to pupils. As a result, secondary school pupils were divided into some subgroups (depending on how much help they needed from the teacher in solving the problem).

The first (the best) subgroup included groups of pupils who showed the highest level of efficiency in solving problems in the process of joint activity, the second (average) subgroup is groups with the average efficiency, the third (worst) subgroup is triads with the least efficiency in performing tasks (see Table 1).

Table 1

The effectiveness of joint solution by groups of secondary school pupils' mental tasks in the process of group activity

Subgroups	The average rank of the measure of assistance for each group
<i>I</i>	2,6 – 6,7
<i>II</i>	8,2 – 10,3
<i>III</i>	11,5 – 16,8

Thus, the effectiveness of the members of the primary groups in the process of individual solution of problems influenced the success of the joint activity of pupils. These data allow us to conclude that the joint activities of secondary school pupils during group activity are characterized by specific factors that, despite the equal composition of groups of pupils, lead to different efficiency of the activity in these groups, which, in turn, depends on the effectiveness of solving problem task by each participant of communication separately. These factors must be taken into account by teachers in the classroom to increase the level of knowledge of pupils in the subjects and improve the techniques of working with pupils within the implementation of an individual approach to each secondary school pupil individually.

Conclusions

It should be emphasized that the effectiveness of group forms of the activity at the lessons is largely determined by the level of the activity of pupils' thinking, which in turn will depend on several conditions:

- whether pupils will receive knowledge ready, such as the teacher fully explains a new topic (but does not retell the task, accompanying the translation with the only “correct” explanation and evaluation of the material, which sometimes occurs in the pedagogical practice of teachers);

- whether the teacher seeks to include pupils in the process of studying the material through leading questions;

- whether the study of a new material is carried out in the process of independent search activity of pupils who, when faced with a problem situation, themselves seek a way out of it, thus solving a cognitive problem.

Pupils' cooperation contributes to a better understanding and memorization of the content of reading, activation of the control function. We, interpreting the role of group forms of the activity in the educational process, would like to emphasize that the study of the effectiveness of this group activity shows its great advantages, and so far there has been no case, there was no other example group activity than individual or joint ones.

All the above mentioned ways are necessary for full mastering of educational material. But in order for pupils to learn not only the system of knowledge, skills, abilities, but also the experience of creative activity, it is necessary to include them into the process of mental activity, in solving problems which would ensure creative application of acquired knowledge and skills into practice and the development of the pupil's personality.

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KNOWLEDGE CHECK AND ASSESSMENT IN E-LEARNING

The COVID-19 scenario has had a serious impact on all spheres of life, and has had a particular impact on the education sector: during the pandemic, the way we used to study in educational institutions has become impossible. To cope with this global problem, an alternative solution to further provision of educational services is to be implemented. The introduction of online learning (and all its possible formats) is considered a significant step in the development of the education system worldwide. Although online learning has already been successfully used in developed countries, the pandemic situation has forced the whole world to replace the traditional education system with a virtual one, which has caused many difficulties, especially in developing countries. In order to ensure social distance, the education sector worldwide is actively working to introduce and improve distance learning.

Online learning is a form of distance learning that uses the internet as a delivery modality to offer thoughtfully designed, quality, student-focused learning experiences, built on proven best practices that create effective interactions between learners, peers, instructors, and content [1]. E-learning can also be termed as a network enabled transfer of skills and knowledge, and the delivery of education is made to a large number of recipients at the same or different times [2]. Overall, the key feature of online learning is that it provides both synchronous and asynchronous interaction among teachers and learners (peer interaction, student-teacher interaction, and student-content interaction) when learners can perceive the environment, assess situations and improve academic performance and become independent learners due to the option to use innovative, efficient tools of online learning.

Generally speaking, online learning is beneficial as it does not require physical presence of the learners in the traditional classroom. At the same time, it provides