

USING GROUP LEARNING METHOD IN TEACHING ENGLISH

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Annotation: Group learning is a popular teaching method that has been used in various fields for decades. It involves dividing students into small groups and encouraging them to work collaboratively to achieve a common goal. In the context of language learning, group learning can be an effective way to teach English. Group learning is a teaching method that involves students working together in small groups to learn and achieve a common goal. This method can be highly effective in improving communication skills when applied to teaching English. It provides students with increased speaking opportunities, collaborative learning, peer feedback, active engagement, and cultural awareness. By working in groups, students can learn from each other, share their knowledge and experiences, and provide feedback on their language use, pronunciation, and grammar. This can help to build confidence, improve fluency, and identify areas for improvement. Group learning also encourages active participation and can increase motivation and interest in learning English.

Key words: Group collaboration, language context, peer feedback

There are many types of communication channels for groups, and it's important to choose the method that works best for most members to ensure that everyone receives and understands the messages being shared. Group members may have different communication styles, so more than one type of communication may be required to achieve the group's common goals. For example, a group leader may choose to hold weekly meetings to review team progress while using email for more regular communication. Group communication has many benefits in the workplace, including:

- Provide opportunities for group members to generate ideas and solutions to achieve common goals.
- Encourage members to make decisions as a group.
- Provide opportunities for teams to engage with each other.
- Build mutual respect and understanding among group members.
- Ensure clarity and transparency about goals and expectations. Conference call

A meeting or video call works like a team meeting, but remote workers can join the discussion from anywhere. Each member of the group joins the call via teleconference or video conferencing platform to discuss the task. Meetings and video calls work well when one person sets up the call to avoid confusion about

when and how the call will take place. This communication channel is also ideal if the group wants to communicate with other key project stakeholders working outside the organization. digital news

Digital his messages, sent through email and online messaging platforms, offer a more informal method of communication between group members compared to team meetings, conferences and video calls. Through this channel, group members can send digital messages to share ideas, ask questions, and communicate progress. The immediacy of technology allows group members to share information faster than others through this channel. This communication channel is also an effective option when there is no clear group leader, as everyone is likely to have equal access to technology¹.

The Learning Process The terms collaborative learning and collaborative learning are often used interchangeably, but it is useful to distinguish them. Collaborative learning emphasizes the contributions of individual members of the group, emphasizes shared authority, and leads to dialogue and consensus building around issues for which there are no clear right or wrong answers. Group leadership and group processing are still in the hands of students (Panitz, 1997). Collaborative learning is often viewed as a subset of collaborative learning that requires greater teacher intervention. The trainer designs tasks and group structures to accomplish the tasks, including assigning roles to her members of the group. Students then interact under specific conditions set by the teacher: positive interdependence, personal interaction, individual responsibility, collaborative skills, and group interaction skills (Johnson, Johnson, Smith, 1998). Both collaborative and cooperative learning can take place in informal and formal groups. In both situations, however, teachers need to carefully plan how assignments will be designed, monitored, and assessed. Shared Thought Pairs: Students are given a prompt (question, problem, picture, etc.) and asked to think independently about the prompt and write down their ideas. Students then work in pairs to discuss their answers and find common answers. Some pairs will be asked to summarize the discussion in class. Think-Pair-Square: As above, but instead of a full group discussion, two pairs of students share and compare their results. Rely on Neighbors: Students "rely on their neighbors" to collect answers to questions and discuss solutions to problems together. Ask students for their answers. Ask the class to raise their hand to indicate who agrees or disagrees with the answer. Compare in Pairs: During a 2-3 minute break in the lecture, students organize and compare their notes, rephrase their notes as needed, and add or correct information. Small Group Homework Review: Have students do their homework individually outside of class. During class on the day the assignment is submitted, ask students to form groups and compare their answers to the assignment.

¹<https://www.indeed.com/career-advice/career-development/group-communication>

Each group of students must agree on an answer and submit their group's solution with their own assignment. Some short-term group activities require a little more structure and planning. Puzzle: This structure is useful when the topic or problem is complex and contains multiple perspectives. Each member of the group takes on part of the problem, meets with students from other groups (expert groups) who share responsibility, and then teaches her part to the original group-her members. Roundtable: After the group is given a prompt, group members take turns writing down their responses to the prompt on a page, which is quickly passed from one member to the next within the allotted time. Submitting Issues: Issues or issues are identified by the group or instructor. Each group proposes solutions to these problems or problems. Binary Essay Showdown: Depending on their assigned reading, each student writes an essay question and an example answer to that question. In class, students exchange essay questions in pairs and each improvises an answer to a given question. Pairs compare spontaneous and exemplary responses to two questions².

It is also important to consider group dynamics in terms of personality and situational behavior. Restrict a person's ability to bear the burden of a colleague. To ensure there are no "free riders" in collaborative learning, consider assigning roles to team members and sharing responsibilities fairly. Keep in mind that we're focusing on fairness, not equal rights. Play your strengths against your students' weaknesses, and be realistic when setting expectations for your team³.

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² <https://cit1.illinois.edu/cit1-101/teaching-learning/resources/teaching-strategies/group-learning>

³ <https://bridge.edu/tefl/blog/collaborative-learning-strategies/>