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СЎЗ САНЪАТИ ХАЛҚАРО ЖУРНАЛИ МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА INTERNATIONAL JOURNAL OF WORD ART

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THE IMPORTANCE OF PAIR WORK AND GROUP WORK ACTIVITIES IN TEACHING ENGLISH IN TECHNICAL UNIVERSITIES

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ANNOTATION

The article deals with the main problems and tasks in the process of teaching a foreign (English) language in technical universities. The main methods and principles of the educational process organization are given. It is concluded that the communicative method begins to take a more dominant position. This article will discuss, in some detail, the extent to which Pair Work and Group Work activities in a communicative class contribute to second language development, especially as far as accuracy is concerned. Increased productivity and performance: groups that work well together can achieve much more than individuals working on their own. A broader range of skills can be applied to practical activities and sharing and discussing ideas can play a pivotal role in deepening your understanding of a particular subject area. Working in pairs gives individual students a lot of speaking time. Groups give students the opportunity to create more complex dialogues, explore relationships between characters, pool knowledge together, and have a more social learning environment.

Keywords: pair work, group work, technical specialties, learners, communicate

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ВАЖНОСТЬ ПАРНОЙ И ГРУППОВОЙ РАБОТЫ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА В ТЕХНИЧЕСКИХ ВУЗАХ

АННОТАЦИЯ

В статье рассматриваются основные проблемы и задачи в процессе преподавания иностранного (английского) языка в технических вузах. Приведены основные методы и принципы организации учебного процесса. Делается вывод о том, что коммуникативный метод начинает занимать все более доминирующее положение. В этой статье мы подробно обсудим, в какой степени парная и групповая работа в коммуникативном классе способствуют развитию второго языка, особенно в том, что касается точности. Повышение производительности и производительности: группы, которые хорошо работают вместе, могут достичь гораздо большего, чем отдельные люди, работающие самостоятельно. Более

широкий спектр навыков может быть применен к практической деятельности, а обмен и обсуждение идей могут сыграть ключевую роль в углублении вашего понимания конкретной предметной области. Работа в парах дает отдельным студентам много времени для выступлений. Группы дают студентам возможность создавать более сложные диалоги, исследовать отношения между персонажами, объединять знания вместе и иметь более социальную среду обучения.

Ключевые слова: парная работа, групповая работа, технические специальности, обучающиеся, общение

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TEXNIKA UNIVERSITETLARDA INGLIZ TILINI O'QITISHDA JUFT VA GURUH ISHLARINING AHAMIYATI

ANNOTATSIYA

Maqolada texnika universitetlardaxorijiy (ingliz) tilini o'qitish jarayonida asosiy muammolar va vazifalar ko'rib chiqiladi. O'quv jarayonini tashkil etishning asosiy usullari va tamoyillari keltirilgan. Xulosa shuki, kommunikativ usul tobora dominant pozitsiyani egallashni boshlaydi. Ushbu maqolada, muloqot sinfidagi juftlik va guruh ishi, ayniqsa, aniqlik nuqtai nazaridan, ikkinchi tilni rivojlantirishga qanday hissa qo'shishini batafsil muhokama qilamiz. Ishlash va samaradorlikni oshirish: birgalikda yaxshi ishlaydigan guruhlar o'z-o'zidan ishlaydigan shaxslardan ko'ra ko'proq narsalarga erishishlari mumkin. Keng ko'lamli ko'nikmalar amaliyotga tatbiq etilishi mumkin va fikr almashish va muhokama qilish muayyan mavzudagi tushunchangizni chuqurlashtirishda muhim rol o'ynashi mumkin. Juftlikda ishlash alohida talabalarga nutq uchun ko'p vaqt beradi. Guruhlar o'quvchilarga murakkab suhbatlar yaratish, belgilar o'rtasidagi munosabatlarni o'rganish, bilimlarni bir joyga to'plash va ko'proq ijtimoiy muhitga ega bo'lish imkoniyatini beradi.

Kalit so'zlar: juftlash, guruhishi, texnik mutaxassisliklar, ta'lim, aloqa

Learning a foreign language nowadays is a widely recognized necessity. A foreign language today is not just a part of the culture of a certain nation, but it is also the key to success, the future successful career of students. Achieving a high level of foreign language proficiency is impossible without fundamental language training in higher education. It is important for the teacher to know the latest interactive methods of teaching a foreign language, special teaching techniques and techniques in order to optimally choose a particular teaching method in accordance with the level of knowledge, needs, and interests of students. Current world changes in economics and social life predetermine some transformation processes that are being made in the field of education. The new status of a modern engineer leads a student both to enlarge their knowledge base change their mind-set and develop their personalities. This also involves deepening their understanding of society and foreign cultures in general as well as developing concepts of their prospective and potential roles and responsibilities. [1] There is a wide range of training methods in universities. The set of training methods strongly depends on mode of study: face to face education, education by correspondence or distance education. The learning process depends on different factors; the most important of them are motivation, social and cultural background, individual learner language aptitude. But year after year the interest to learning a foreign language is fading. Among the first year university students the number of willing students is not so great as among the second graders at school. For most of the students language is one of the mandatory subjects they have to learn. If to ask students why they study English, the most possible answers will be the following: to fulfill school or university requirements and improve one's education; to increase career opportunities as English is a global language; to improve English vocabulary and language proficiency in order to communicate with people from other countries and enhance travel and study abroad opportunities; to be able to enjoy literature, songs and films in their original language; to improve critical and

creative thinking skills; to please one's parents or teachers. Motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviors. We see that motivation is a desire to achieve a goal, combined with the energy to work towards that goal. [2] In other words, if students want to study English for this purpose or other, they will do their best to learn it. If they do not want to do it, they will hardly ever speak English. They will do a number of grammar exercises and read the texts in their textbooks as it is demanded by the teacher, but the pleasure of using the language in real life they will never know. A teacher has to solve very complicated problems – how to make students desire to learn English, what to do to show students that learning English is something to value, something that is worth doing, how to transform unwilling students into devoted learners. There are different ways of achieving these goals. The choice depends on various conditions, but the main points are the following[3]. Create a pleasant, relaxed atmosphere in the classroom setting a personal example with own behavior. A smile, an encouraging word, extra support or praise can be very helpful not to make students nervous at the lesson. Develop a good relationship with the learners, teach them to work in a pair and group, help each other. Certain restrictions are placed on the choice of training methods in small academic groups. A student group consisting of five-six students or less, up to one student, is called a small academic group. In such groups it is very difficult, and at times it is impossible to use effective team methods of training, motivational techniques as well as to get the synergetic effect of working in a team.

Today, communicative competence is the key to successful integration into public life. Pair work and Group work are also involved into the teaching process in order to contribute to students' practice of their communicative skills. In connection with the trends of the modern educational process, the English language teacher is faced with the task of forming universal educational actions. In the modern world, the process of acquiring knowledge is accelerating every year. At a technical University, teaching foreign languages is minimized. Students study them for only two years, during which they need to have time to teach not only spoken foreign language, but also the basics of terminology of a special subject area in the language. Students must learn to acquire new knowledge, skills and competencies on their own. In this regard, communicative universal learning activities act as an important component in the development of the ability to establish the necessary contacts with others and coordinate actions taking into account the opinions of the interlocutors. At the same time, it is important not to be scattered on trifles, but to present students with the basic terms of a certain term system in a foreign language, with which they will be able to further understand special literature. In the context of modern technical education, the problem of training specialists with a good knowledge of a foreign language is particularly acute. This is due to the fact that students entering the University for technical specialties do not pass a foreign language as an entrance and, as a result, most of them do not have sufficient knowledge in this area; secondly, a technical University, preferring professional disciplines, is forced to limit humanitarian subjects in hours, which negatively affects the final result of mastering the latter. In this regard, teaching a foreign language as a discipline that requires practical application becomes particularly vulnerable, due to the lack of a foreign language communication environment, the peculiarities of application (the difference between native and foreign languages often causes difficulties in the learning process) and the often low level of basic foreign language skills when entering a University.

According to the curricula developed in technical universities, the number of practical hours spent on learning a foreign language is quite small both in comparison with technical disciplines and with the world practice of teaching foreign languages: at least twice a week. For instance, Schmidt contends that adults may fail to learn grammar through communicative interaction.[4.p.144]. Celce-Murcia, Dörnyei and Thurrell state that when learners engage in PW and GW activities, it is usually taken for granted that linguistic form emerges on its own.[5.pp.141-152.]. The technology of interactive learning is based on the use of various methodological strategies and techniques for modeling real communication situations and organizing students' interaction in a group (in pairs, in small groups) in order to jointly solve communication problems.

The main purpose of a foreign language as a subject area is seen in the formation of communicative competence, and pair work, as well as group work, is one of the most effective

means of its formation. According to N. N. Bulgakova and N. V. Kuzmina, “the purpose of pair and group work is to teach students to communicate with each other» [6, p.13]. Both group and pair work contribute to the development of all four types of activities, increase the amount of oral practice, and smooth out one of the disadvantages of the class — based system — the inability to give each student enough practice. According To O. G. Kanunnikova, a couple is an elementary and universal form of social human development. The pair work presents all the possibilities of personal, cognitive and social development [7, p. 139-141]. In addition, the pair and group form of work brings variety to the course of the lesson and contributes to motivation. The main goal of group work is to develop students' thinking, create favorable conditions for educational self-determination, and develop organizational skills, forming reflexive abilities. What are the positive aspects of group work? Students are always ready to share what they know well (their conclusions, findings). This form encourages communication on a given topic. Therefore, there is an active work on the formation of speech skills, the ability to communicate with the audience. Develops the ability to defend their point of view, use evidence, and draw conclusions. Pair work is the activity of a teacher with one student or the work of two students.

Some scientists, in Particular G. K. Selevko and V. K. Dyachenko, work in pairs is defined as “a collective way of learning, where everyone teaches everyone” [8, p.192]. Pair work is defined as a special organizational form of the educational process of two students to achieve a common goal. Group work is an organizational form of collective work in which three or more students (usually up to eight) simultaneously carry out joint activities aimed at solving a task. Group work is characterized by the following features: the attitude of each student to their work as a common one, the ability to work together to achieve a goal, mutual support and demands, the ability to critically and strictly treat themselves, evaluate their personal success or failure from the position of the common work, and also show interest in its results. When organizing group work, the teacher should observe and consider how factors such as the choice of a leader, the ability to make decisions, the individual abilities of each member of the group, the roles of participants in communication, the proposed tasks and training material affect the behavior of the group, promote or hinder cooperation and collaboration. The foreign methodology focuses on the problems of formation and formation of a group (team building), as well as the dynamics of its development as a small team (group dynamics). Group work is used, as a rule, when performing truly communicative exercises and tasks aimed at joint search for information and collective solution of the problem.

Pair work is an organizational form of collective work; it assumes that participants in pairs carry out joint activities aimed at solving the task. Pair work is recommended for performing various types of exercises: language, conditional speech, and truly communicative. In teaching practice the work in pairs is widely used for training of the language material. The organization of pair work to perform truly communicative exercises is often unmanageable, which leads to negative results. Pair work has the same advantages and disadvantages as group work. In foreign methods, work in open pairs and in closed ones is distinguished. Working in open pairs precedes working in closed pairs. Closed pairs are beyond the control of the teacher, and their composition remains unchanged. Participants in open pairs can change, their speech creation is easily controlled by the teacher and serves as a preparation for independent work in closed pairs without the help of a teacher.

Skehan notes that in order to communicate meanings, learners will automatically switch to a cognitive mode which will require a very heavy reliance on comprehension and communication skills.[9. Pp.38–62] Thus, the features of using pair and group work are identical: it is necessary to think through the organization of work in pairs and groups, taking into account the intellectual capabilities of students and their relationships in the team. In addition, pair and group work allows you to include all students in the cognitive activity. Working in pairs encourages interest in learning activities, increases the level of responsibility of the student for the work done. Using work in pairs, you can perform tasks:

- grammatical character,
- tasks for checking homework,

- working on a text to read,
- working together on a project,
- working on spelling skills,

Phipps and Borg argue that PW and GW activities are very likely to cause classroom management problems, and make it difficult for the teacher to monitor students.[10. Pp.380-390.] Classroom management may pose a challenge to the teacher because of the noise generated during PW and GW activities[11. Pp.380-390.]

Activities which lend themselves to pair work:

Activity 1. “Roll the ball”. This can be used to practice any language that requires a question/answer pattern. They can roll the ball to each other and have to say the appropriate sentence as they roll the ball. E.g. 'Hello.' 'Hello.' 'What's your name?' etc. Remember the sentences they practice should be fairly short.

Activity 2.“Information gap”. Give each pair a picture. The pictures should be nearly the same with two or three elements missing from each picture. Without showing each other the pictures they should describe the missing objects. They will practice color, prepositions of place, and adjectives such as big, small, etc. Then they can compare their pictures.

Activity 3.“Telephone conversations”. Sitting back-to-back they can practice telephone language or just simple exchanges that don't have to be connected to the telephone itself. Sitting back to back should arouse their interest and help train them with listening skills. It's a challenge, but a fun one! This is only a small part of the tasks for working in pairs. The teacher, using their imagination, creativity and knowledge of teaching methods, can come up with tasks or correct tasks from collections or textbooks.

In group work, you can use the same types of tasks as when working in pairs. But there are also tasks that can only be completed when working in a group.

Activity 1.The task of “Fill words”. The class is divided into two groups. Each member is given 2 sentences from the text with missing words. The execution time is 5 minutes. After that, students read their options first in their group, then representatives from each team read their own version.

Activity 2.Interview. This task is a means of intensive speech training, since if there are five students in a group, each of them forms their own question four times and gives four answers to the questions addressed to them.

Activity 3.Dictionary relay race. One participant from several groups runs out to the blackboard, writes a word on it in a foreign language on a certain topic, and passes the chalk to the next one. The team that write the most words wins. You can hide team entries from each other, for example, so that they write them from different sides of the Board. The spelling of words will also be checked in the dictionary relay.

Activity 4.TIC-TAC-TOE. The class is divided into several groups. Representatives from groups take turns from each group, naming words on the topic, attaching the icon of their team (cross or zero) in the field. For the group form of work, the following tasks are also offered: Students read the text, then images related to the text appear on the screen. The task of students is to arrange the images in order, as they go in the text. From the suggested words, students should choose those words that relate to a particular topic. Words are given. Students should arrange words in four columns: (noun, adjective, adverb, verb).

When studying grammar, such as the conjugation of the verb to be, groups are asked to do the following: replace underlined words in a poem. Based on the text, you can offer the following tasks: find words related to the topic you are studying, select pictures and arrange them in the order in which they occur in the text, identify parts of speech, guess the meaning of words, check them in the dictionary. Each group is given a task to remember all words starting with the letter f, s, p. a list of words is given, and it is Suggested to name words that contain a certain letter: porridge, soup, coffee, corn, soup, cheese, fish.

In addition, among the group tasks, you can distinguish brainstorming, in which roles are distributed within the group, strict rules are observed, and used to generate ideas; the game “Continue”, the game “Snowball”, etc. You can use a completion task where each group member

adds words to finish the story. For example, a teacher breaks a text into parts. Each participant is introduced to only one part, which is then shared with the other members of the group.

In General, summing up, the purpose of our article was to identify the effectiveness of using pair and group work in teaching the English language for the formation of cognitive skills, ensuring the subjective position of the student, as well as increasing the level of mastery of subject knowledge and skills. We considered the features of the organization of educational activities when using pair and group work at the stages of discovery, consolidation, repetition, generalization and control, and modeled lessons for studying different topics. It can be noted that the tasks in group and pair forms were very effective in terms of meeting the goals and objectives of the lesson, and matching the age characteristics of students. The lesson as a whole, as well as the tasks, corresponded to their structure and content. In the course of educational activities, group and pair communication between students was carried out, which led to fruitful and effective learning. It should be noted that learning in pairs or groups helps to improve the effectiveness of foreign language acquisition and is one of the sources of intensification of the educational process, increasing the motivation of students and improving the effectiveness of their educational work. Pair and group work are defined as a special organizational form of the educational process of two students to achieve a common goal. Communication skills are also developed, students formulate a thought, learn to listen and hear the interlocutor, express their point of view and, in case of misunderstanding, argue their own opinion. Pair and group work as a form of organizing educational activities can affect the increase in motivation and effectiveness of students' mastering the topics of the English language course, if:

- 1) take into account all the necessary requirements for the organization of pair and group work;
- 2) distribute the roles in the group so that the subject knowledge, special and universal cognitive skills of each group member are improved;
- 3) create conditions for presenting the results of work in a pair or group to any student, including "weak" ones, while other members of the pair or group work to prepare him for the answer;
- 4) apply group and pair work at various stages of learning the English language;
- 5) choose the form of interactive learning in terms of its effectiveness for mastering the subject content at this stage.

Thus, working in pairs and group in the lessons of consolidation and repetition allows students to interact in educational activities, helps to identify and correct gaps in the knowledge of each student. In addition, pair work fosters a willingness to help each other.

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