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MAXSUS YO'NALISH TALABALARIGA INGLIZ TILI O'QITISHDA KICHIK GURUHLARDAN FOYDALANISH METODI**МЕТОД КООПЕРАТИВНОГО ОБУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА ДЛЯ СПЕЦИФИЧЕСКОЙ ЦЕЛИ****A COOPERATIVE SMALL GROUP METHODOLOGY IN TEACHING ENGLISH FOR ESP STUDENTS**Axundjanova Moxira Azamovna 

Teacher, Fergana State University

Annotatsiya

Ushbu maqola maxsus yo'nalishlarga ingliz tili o'qitishda (kooperativ) gurux bo'lib ishlash uslubidan foydalanishni tadqiq qiladi. So'ngi yillarda ingliz tilini o'rganishga qiziqishni ortishi o'qituvchilardan dars berishda yangi uslublardan foydalanishni taqozo etmoqda. Maxsus yo'nalishlarga ingliz tilini o'rgatishda gurux bo'lib ishlash usulidan foydalanish talabalarda til organishga bo'lgan motivatsiyani kuchaytirishga ularni muloqotga kirishish ko'nikmalarini rivojlantirishga yordam beradi. Kichik guruhda ishlash — bu vazifalar bir guruh talabalar tomonidan birgalikda ishlab chiqiladigan yoki yechiladigan ijtimoiy shakl. Guruhlarning shakllanishi, odatda, 3–6 o'quvchilar orasida ta'lim jarayoni markazlashib, talabalar o'zaro fikr almashadilar.

Аннотация

В данной статье анализируется активное использование инновационных технологий преподавания иностранных языков в Республике Узбекистан.

Метод кооперативного обучения учащихся, предполагающий сотрудничество учащихся в группах.

При таком подходе учащиеся достигают успехов в учении, лишь взаимодействуя друг с другом.

При использовании методов кооперативного учения учащиеся сталкиваются с необходимостью вербализации своих мыслей и аргументацией своих высказываний. Они учатся смотреть на поставленную проблему с других точек зрения.

Abstract

This paper investigates collaborative teaching in an English-for-specific-purposes (ESP) class in our country and reports the findings of the ESP course and a comparative study. It is shown that the experimental group had a more positive attitude and much more motivation toward English learning by the end of the academic year.

In recent years, there has been a move away from the traditional approach to language teaching towards cooperative learning. With cooperative learning, students collaborate in pairs or small groups, working towards a common goal. Traditional teaching engages some students, but not all. Cooperative learning structures actively engage every student.

By implementing cooperative learning strategies, teachers give their class not only the opportunity to enhance their speaking and listening skills, but also their social and communication skills as teams learn to work towards a common goal together.

Kalit so'zlar: ingliz tilini o'qitish, kooperativ ta'lim, maxsus yo'nalish, kichik guruhlarda ishlash, muloqotga kirishish.

Ключевые слова: иностранный язык, игры, инновационные технологии, кооперативное учение, технологические инструменты, методы преподавания.

Key words: cooperative learning, ESP course, traditional approach, cooperative learning, collaborative learning, motivation, communication.

INTRODUCTION

Upper-level English classes often pose special problems for teachers. At some universities, upper-level students learn English by using the technical language of their degree program, such as medicine, business, information technology, or some other field. Known as English for Specific Purposes (ESP), this type of English instruction integrates the specialized subject matter of the field into the classroom. ESP requires the acquisition of highly specialized terminology and the

ability to explain formal processes as students prepare for the high-level competence they will have to demonstrate in their chosen careers. Because this advanced material is often difficult and challenging, students can easily fall behind or become unmotivated. It is therefore important for teachers to use methods that make upper-level classes effective and communicative. One good solution is task-based teaching, which links pair and group work with relevant activities to make language lessons more inter-active, thus increasing student engagement and comprehension. This article describes how I implemented task-based teaching to improve language learning in an upper-level ESP class for economist students.

LITERATURE REVIEW AND METHODOLOGY TASK-BASED TEACHING AND ORAL COMMUNICATION

Before I learned about task-based teaching and small group methodology, two main problems in class were to find more time for students to communicate and to motivate them to talk. If activities are primarily focused on drilling and studying grammatical forms, it is difficult for students to communicate since the language situation they are put in is rather unnatural, and their roles do not demand the use of authentic language. They therefore treat language learning as routine and simply go through the motions. Task-based learning produces the opposite effect, as is evident by the definition of task given by Willis [5,36]: "a goal-oriented communicative activity with a specific outcome, where the emphasis is on exchanging meanings, not producing specific language forms." Tasks based on relevant student interests and aspirations improve the meaningful use of language, and when tasks are focused on meaning, learners have better "opportunities in the classroom to use the language for genuine communication [6,184].

Task-based activities set up social situations so that students can have meaningful discussions with one another. When students use English to cooperate and communicate with each other, classes are more effective. According to Brown [1,174], interactive classes have the following beneficial features:

- There is a large amount of pair and group work.
- Students engage in spontaneous and authentic communication.
- Students write for actual audiences and purposes, not artificial ones.
- Tasks prepare students for the real world outside of the classroom.

RESULTS AND DISCUSSION

Group and pair work are crucial in task-based teaching. Implementing this type of classroom arrangement creates a completely different atmosphere from that of a traditional teacher-centered class; instead of strictly controlling the students, the teacher coordinates their work. According to Brown [1,174], group work creates a comfortable climate for communication by relieving students of the anxiety of having to talk in front of the whole class. Brown reports remarkable changes in students who had been too shy to talk until they worked in groups. In addition, group work makes students more responsible and autonomous—they have equal responsibility for performing a task and find it "difficult to 'hide' in a small group" [1,174].

Group and pair work also increase the speaking time for each student in a class. According to Byrne [2,31], "unless you have a very small class, you will never be able to give your students enough oral practice through whole class work." For example, if you have 30 students and 30 minutes of oral work, each student will at most have only one minute to talk; "on the other hand, if you divide your students into pairs for just five minutes, each student will set more talking time during those five minutes than during the rest of the lesson" [1,31].

ORGANIZING GROUP WORK

A basic consideration is how to arrange the students to perform a task in pairs and groups, and teachers must find solutions to problems such as cramped classrooms and having to pair up students of different language levels or with mixed abilities. Although a classroom with moveable tables and chairs is ideal, many classrooms have rows of desks that are permanently attached to the floor. In this case, one solution is to ask the students in one row to turn around and talk to the students sitting in the row behind them. In this way, they can face each other during their conversation, which I believe is better than talking to the student sitting next to them. This method also works when dividing students up into groups of four: two students who sit next to each other can turn around and work with the two students sitting behind them. Sometimes I ask my students

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to leave their desks and find partners themselves. However, if it takes them too much time to decide, I pair them up myself or number off the students and assign each pair a place in the classroom.

A SERIES OF LANGUAGE LEARNING TASKS

I first encountered the amazing possibilities of interactive techniques for preparing students for real-world language use when I discovered the following six tasks categorized by Willis [6,184] that form a chain in advanced order of complexity:

1. Listing. Students work individually or in groups to gather facts about a topic by brainstorming, researching, and interviewing. This provides plethora data and activates their background knowledge and experience of the topic.

2. Ordering and sorting. Students sequence or rank the facts, vocabulary, or ideas about a topic in a meaningful order.

3. Comparing and contrasting. Students point out the similarities and differences in the data they have gathered.

4. Problem solving. Students create and evaluate a hypothesis related to a problem and analyze possible solutions.

5. Sharing personal experiences. Students engage in conversations and discussions about topics that have personal relevance.

6. Creative tasks and projects. Students collaborate to produce a written, oral, or multimedia project that summarizes the important things they have learned from task-based work.

These techniques are especially valuable for organizing group or pair work, and they can be based on almost any text, adapted to almost any topic, and used in any class. While performing these tasks, students engage in spontaneous discussions, solve problems, and prepare presentations. These activities help students communicate freely and overcome the psychological barrier to communication that so often occurs in a classroom setting "agreeing and disagreeing, interrupting, asking for repetition and clarification, changing the subject or the emphasis, highlighting the important part of the message, guessing at meanings and making inferences and so on" [5,137].

According to the first task my students review and activate what they know about this topic and at the same time related vocabulary. Firstly they talk about the words related to ecology and social consequences of computers, phones, cars and products of our everyday lives. Then they choose the most appropriate words to the given topic. Students work in the groups and organize the words into three labeled parts: Nouns, Adjectives and Verbs. Finally, they create phrases. Examples are: air pollution, dangerous fly, cause diseases and others.

In groups they discuss two problems each caused by cars, phones and computers. Students report the results to the whole class and teacher records the list with problems: Cars: air pollution, wasting much energy. Cell phones: chemical wasting from thrown batteries. Computers: ruin people's eyes, cause capral tunnel syndrome. At the end students give their solutions dealing with such problems: 1. use ecological fuel and electric engines 2. use modern LCD monitors and glasses with filters 3. improve design of the computer 4. use Bluetooth earphones 5. improve recycling technology.

CONCLUSION

Using these task-based activities in my upper intermediate classes has really helped motivate my students to communicate in English and made my lessons lively. At first, I was afraid that my students would be too shy and reluctant to participate in the activities. I was especially concerned because my groups of students consist of mainly from mixed ability girls and male students, and I tend to find that male students are, overall, less talkative and more reserved than female students are. Nevertheless, I was both surprised and inspired by the fact that they did not object at all to performing the tasks, and I could even see that they enjoyed doing them. I also observed that even the quietest students spoke more freely in groups and pairs than in front of the whole class.

In closing, I would also like to mention that because the students' communication in groups and pairs is much like real communication between people outside of class, they now feel more confident as English speakers. In addition, I feel more confident as a language teacher!

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