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BENEFITS OF IMPLEMENTING GROUP WORK ACTIVITIES IN TEACHING FOREIGN LANGUAGES

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Abstract: This article analyses the importance of using group work activities in teaching languages, as well as the benefits and drawbacks of implementing group work activities in teaching process are also underlined in it.

Key words: classroom organization, interaction patterns, communicative activities, group work, interactive learning experiences, collaborative and co-operative skills.

Group work is one of the most effective techniques of classroom organization, which combine aspects of communication learning and natural interaction in a stress free environment, as Kramsch says¹¹⁴ speaking a language means more than referring to the world, it also means relating to one's interlocutor. It is through the interaction with this social group that the language is used and learned, and the group

¹¹⁴ Kramsch, C. (1992). *Interactive discourse in small and large groups*. Interactive Language Teaching. New York: Cambridge University Press.



is given a social identity and a social reality. According to Brown¹¹⁵, group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. While Richards, defines group work as a learning activity, which involves a small group of learners working together. The group may work on a single task, or on different parts of a larger task. From these definitions, it can be concluded that group work is a learning activity, which involves learners working together in a small team, or group to perform a task with the objective is to give more opportunities for the students to use or practice the language.

Students who work individually often do not help progress significantly. Conversely, students who are working in groups often can solve complex problems with minimal assistance. The experience of working together not only helps students learn the materials, but also is also consistent with the real world, as it gives the students far more chances to speak English in the classroom. Students participate in the lesson much more actively because they are involved in talking to their friends exchanging opinions, practicing new structures more than listening to their teacher talking.

There are varieties of ways to design group work activities in class. Group work can be used for in-class activities, out-of-class projects, or both. It may follow a cooperative or a collaborative learning model. In the first instance, the instructor provides a lot of structure in-group formation and the processes involved in completing work. In the case of collaborative learning, the students who form the team design their own inquiry process.

In a cooperative learning model- instructor plays a large role, maintaining control, posing questions, and defining final product, as a supervisor he is responsible for a range of things like forming groups, setting guidelines for division of labor, identifying the tasks in the process, setting a detailed work schedule, and checking in often with groups or requiring reports along the way. Group members

¹¹⁵ Brown, D. (2001). *Teaching by Principles: an interactive approach to language pedagogy*. New York: Addison Wesley Longman.

work together to solve predefined problem or achieve a predefined goal. The process is structured and close-ended since instructor defines process and product, as well as sets assessment with little to no negotiation with groups, and finally groups submit final product to instructor.

In a collaborative learning model- instructor's role is minor, instructor as resource. Group members define their own work process, set the guidelines for division of labor, produce a work schedule, touch base with one another to keep each other on track – the students are responsible for deciding how to define and solve problems as they proceed. It's open-ended process where group defines the final product and both instructor and groups negotiate assessment together. At the end groups present results and reasoning to rest of class.

Working in a group children are more engaged not only intellectually but emotionally as well. They have to think, contribute to the group, evaluate what other members of the group say, share information, ask friends for clarification, and prepare a presentation together. Well-designed, open-ended problems that require the input and skills of all group members also are essential to positive group work experiences. They become more confident, their motivation also increases and they can manage without regular teacher's supervision. Students learn how to learn and gradually take responsibility for their own learning.

As everything in teaching, group work has also *advantages and disadvantages*¹¹⁶. The advantages of group work activities are:

- Group work generates interactive language;
- Group work offers an embracing affective climate;
- Group work promotes learner responsibility and autonomy;
- Group work makes students more responsible for action and progress.
- All students can get chance to experiment with the language being learned.

The disadvantages of group work activities in teaching are:

¹¹⁶ Brown, D. (2001). Teaching by Principles: an interactive approach to language pedagogy. New York: Addison Wesley Longman

➤ The first drawback relates to noise. Obviously, students speak all at once trying to accomplish their task, and this causes noise that may bother other colleagues. As Doff states “the noise created by group work is usually “good” noise since students are using English and are engaged in a learning task”.

➤ Another negative aspect is the fact that some teachers may lose control of the class or have difficulties controlling the class, especially what concerns to discipline.

In Conclusion, I want to say that despite above-mentioned drawbacks group work helps develop learning communities in which students feel comfortable developing new ideas and raising questions about the material, and enhances communication skills and students' ability to manage group dynamics, as well as group work provides huge opportunities for learning¹¹⁷, such as:

- It encourages the development of critical thinking skills;
- It requires the establishment of an environment of support, trust and cooperative learning;
- Learning outcomes are improved. It promotes student learning and achievement;
- Students are involved in their own learning. It enhances social skills and interactions;
- Students are encouraged to become active rather than passive learners by developing collaborative and co-operative skills, and lifelong learning skills;
- Students get the chance to work on large projects. Thus, they can develop and practice skills in: decision-making, problem solving, values clarification, communication, critical thinking, negotiation, conflict resolution, and teamwork;
- Group work helps students and teachers to bridge the gap between input and output. In other words, students show what they have learned by playing and using language with their peers. They also have the chance to have a small piece of reality in their classes by negotiating, turn taking, suggesting, and getting to a result.

¹¹⁷ Khamraeva, G.I., Safarova, N.A., (2017). The importance of group work activities in teaching foreign languages. International Conference, Moscow.

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SATIRE IN ENGLISH LITERATURE

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Annotation. This article is about definition of satire, types and functions of satire. Using this thesis, we find the answer to the question of what is a satire? How many types of satire are there in literature? When and where was the satire was originated? What are the examples of satire? and so on.

Key words. Satire, sarcasm, irony, fun, novels, short stories, plays, Horatian satire, Juvenalian satire, Menippean satire, fiction, non-fiction.

Satire is a genre of the visual, literary, and performing arts, usually in the form of fiction and less frequently non-fiction, in which vices, follies, abuses, and shortcomings are held up to ridicule, often with the intent of shaming or exposing the perceived flaws of individuals, corporations, government, or society itself into improvement. Although satire is usually meant to be humorous, its greater purpose is often constructive social criticism, using wit to draw attention to both particular