IMPROVING SPEAKING SKILLS THROUGH PAIR AND GROUP ASSIGNMENT

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Annotatsiya: samarali muloqot qobiliyatlari ham akademik, ham professional sharoitlarda muhim ahamiyatga ega. Ushbu maqola juftlik va guruh topshiriqlarining o'quvchilarning nutq ko'nikmalarini oshirishga ta'sirini o'rganadi. Hamkorlik faoliyati bilan shug'ullanib, o'quvchilar o'z fikrlarini ifodalash, faol tinglash va fikrlarni aniq ifodalash qobiliyatlarini oshiradilar. Tadqiqot mazmunli o'zaro munosabatlarni osonlashtiradigan munozaralar, rolli o'yin mashqlari va loyihaga asoslangan o'rganish kabi turli usullarni ta'kidlaydi. Bundan tashqari, tadqiqot qo'llab-quvvatlovchi o'quv muhitini yaratishda tengdoshlarning fikr-mulohazalari va aks ettiruvchi amaliyotlarning muhimligini ta'kidlaydi. Topilmalar shuni ko'rsatadiki, tuzilgan juftlik va guruh topshiriqlari nafaqat nutqqa bo'lgan ishonchni kuchaytiradi, balki tanqidiy fikrlash va jamoada ishlashga yordam beradi. Oxir oqibat, bu yondashuv turli suhbat kontekstlarida samarali harakat qila oladigan malakali kommunikatorlarni rivojlantirishga yordam beradi.

Kalit so'zlar: muloqot ko'nikmalari, guruh dinamikasi, faol tinglash, tengdoshlarning o'zaro ta'siri, hamkorlikda o'rganish, muhokama qilish takliflari, rol o'ynash, reflektiv amaliyotlar, jamoada ishlash, ijtimoiy ko'nikmalar.

Аннотация: Навыки эффективного общения важны как в академической, так и в профессиональной среде. В данной статье рассматривается влияние парных и групповых заданий на улучшение разговорных навыков учащихся. Участвуя в совместной деятельности, учащиеся улучшают свою способность выражать свои мысли, активно слушать и ясно выражать свои мысли. В исследовании освещаются различные методы, такие как дискуссии, ролевые игры и обучение на основе проектов, которые способствуют значимому взаимодействию. Кроме того, исследования подчеркивают важность обратной связи со сверстниками и рефлексивных практик в создании благоприятной среды обучения. Результаты показывают, что структурированные парные и групповые задания не только укрепляют уверенность в разговоре, но и помогают развивать критическое мышление и командную работу. В конечном счете, этот подход помогает развивать квалифицированных коммуникаторов, которые могут эффективно действовать в различных разговорных контекстах.

Ключевые слова: коммуникативные навыки, групповая динамика, активное слушание, взаимодействие со сверстниками, совместное обучение, подсказки для

обсуждения, ролевые игры, рефлексивные практики, работа в команде, социальные навыки.

Abstract: *Effective communication skills are important in both academic and professional settings. This article examines the effects of pair and group assignments on improving students' speaking skills. By engaging in cooperative activities, students improve their ability to express their thoughts, actively listen, and express their thoughts clearly. The study highlights a variety of techniques such as discussions, role-play exercises, and project-based learning that facilitate meaningful interactions. Additionally, research highlights the importance of peer feedback and reflective practices in creating a supportive learning environment. Findings show that structured pair and group assignments not only build confidence in speaking, but also help with critical thinking and teamwork. Ultimately, this approach helps develop skilled communicators who can function effectively in a variety of conversational contexts.*

Key words: *communication skills, group dynamics, active listening, peer interaction, cooperative learning, discussion prompts, role playing, reflective practices, teamwork, social skills.*

The development of speaking skills consists of various sub-competencies. These sub-skills are pronunciation, grammar and vocabulary. The development of speaking skills depends on the correct use of tasks and exercises given in the lesson. Before presenting the necessary tasks and exercises, we briefly explain two terms. The term "task" (die Aufgabe) refers to solving and solving communicative problems in a situation. Tasks serve as an introduction to independent work and offer different methods of implementation. Exercises, on the other hand, focus on problems that can be solved through repetition and consolidation. Linguistics and situational phenomena are mostly treated separately, which gives the exercises a one-dimensional character. There is no single typology of exercises for speaking skills. Usually presented as communicative exercises in didactic and methodical manuals. A general structure or division is difficult because the requirements for teachers and students are different. Exercise typologies can be created, for example, based on skill levels. Then we have tasks and exercises that vary, and finally, fluency. If it follows from the division of speech into dialogic and monologic speech, the results of the typology of exercises that provide tasks and exercises for the development of monologic and dialogic speech.

Another typology of exercises proposed by several authors is:

- tasks and exercises to prepare for speaking,

- tasks and exercises to strengthen speaking,

- tasks and exercises that create speaking,

- Tasks and exercises that simulate speaking and come close to real communication.

In this visualization of the typology of exercises, general information about the stages of speech development is given. Speech cannot be constructed or composed or imitated

without prior preparation. Preparatory tasks and exercises for speaking. Such assignments and exercises are imitative in nature and not varied. In addition, they are strictly supervised by the teacher and are only part of reproductive exercises. A distinction is made between a) tasks and exercises to improve pronunciation and articulation and b) tasks and exercises to increase vocabulary. a) Improving pronunciation and discriminative listening. There are two types of exercises and assignments. These are: 1. Imitation exercises in which students imitate as much as possible the pronunciation of what they hear. 2. Discriminating hearing, the sounds heard in it and the words that sound the same, as well as syntagms and sentences should be marked. The purpose of these exercises is to train the student's ear and get used to the sound of a foreign language. Pronunciation does not have to be perfect, but it should be understandable so that there are no misunderstandings in communication. b) Vocabulary formation 1. Pair work where learners create short oral conversations based on a specific pattern. Such dialogues usually consist of two or three sentences, which are repeated over and over again. 2. Chain exercises, association games, picture-guided exercises aimed at the speed of word recall. These are word exercises that are done under time pressure and are great for revising vocabulary (like packing a suitcase). Speaking is the priority in working with vocabulary and should be given to students only after the written face has strengthened them. Context is also important. All words, sentences, mnemonics must be conveyed in context. 3. Exercises on the use of speeches: The purpose of these exercises is to acquire and strengthen speeches. Here, the main focus is on formulaic expressions, such as greetings, thanks and requests, apologies, introducing yourself, etc. First of all, these exercises should be used according to the situation and the target group. Students should have ready phrases for all difficult communication situations. Speeches can only consist of one word and must be typical.

Effective communication is a vital skill in both personal and professional contexts. For language learners, developing speaking skills can often be challenging, but pair and group assignments offer a dynamic approach to enhance these abilities. This article explores the benefits of collaborative learning environments and provides strategies for implementing effective pair and group activities to improve speaking skills. Speaking skills are crucial for expressing thoughts, engaging in discussions, and building relationships. Proficiency in speaking not only enhances academic performance but also increases confidence in social interactions. However, many learners struggle with anxiety, lack of vocabulary, or difficulty organizing their thoughts verbally. Pair and group assignments can create a supportive atmosphere where learners can practice and improve their speaking skills.

Benefits of pair and group assignments.

1. Increased interaction: working in pairs or groups encourages more interaction than traditional lecture formats. Learners have the opportunity to speak more frequently, which is essential for language acquisition.

2. Peer learning: students can learn from each other's strengths and weaknesses. Peers often provide relatable explanations and support that can enhance understanding.

3. Reduced anxiety: speaking in smaller groups or pairs can alleviate the pressure of speaking in front of a larger audience, making it easier for learners to express themselves.

4. Enhanced engagement: collaborative tasks often lead to higher levels of engagement. Students are more likely to be invested in their learning when they work together towards common goals.

5. Development of critical thinking: group discussions require learners to articulate their ideas clearly and respond to others, fostering critical thinking and reasoning skills.

Strategies for Implementing pair and group assignments.

1. Structured activities: design activities with clear objectives. For example, role-playing scenarios related to real-life situations can help students practice specific vocabulary and phrases.

2. Discussion prompts: provide open-ended questions or topics for discussion. This encourages dialogue and helps learners practice articulating their thoughts.

3. Feedback mechanisms: incorporate peer feedback sessions where students can provide constructive criticism on each other's speaking skills. This not only helps the speaker improve but also develops the listener's analytical skills.

4. Variety of group sizes: use different group sizes depending on the activity. Small pairs may be ideal for practicing dialogues, while larger groups can facilitate broader discussions.

5. Incorporate technology: utilize digital tools for collaboration, such as video conferencing for remote learners or apps that allow students to record and share their speaking exercises.

6. Reflection activities: after group assignments, encourage students to reflect on their performance and the feedback received. This helps consolidate learning and identify areas for improvement.

7. Role assignments: assign specific roles within groups (e.g., facilitator, note-taker, presenter) to ensure that all students participate actively and develop various aspects of speaking skills.

8. Regular practice: make pair and group assignments a regular part of the curriculum to provide consistent opportunities for practice.

Researchers, coursebook writers and teachers consider pairwork and groupwork to have many benefits, and in my own experience, its absence can have a detrimental effect on even the most carefully planned of lessons. Pairwork and groupwork are good for:

– increasing student talking time, which, as mentioned above, is something students may not have access to outside of the class.

– allowing for individual differences in learning style

– encouraging learner independence

– taking the spotlight off of you and allowing you to monitor students or focus on particular individuals. This is especially useful with new – – teachers and new classes as it gives a chance to breathe and collect your thoughts.

– making the classroom more 'real life' by having a more natural form of interaction (as opposed to when the teacher is interacting with the students one at a time)

– allowing students to mix with everyone in the group. This is important when educating children, as we should be attempting to help them improve social skills by encouraging them to cooperate with each other. Adults also find it useful as it helps encourage a bit of group bonding. Pair students off with the person next to them using hand gestures and an instruction, 'Talk to the person next to you. Ask them about three things they plan to do this weekend. You have three minutes.' Then, for added fun, tell them to work with a different partner and report the conversation they've just had: it could be the person across from them; or, students can be moved around and 'repaired'.This is a very simple example, but it has the key ingredients for a good speaking activity: there's a task, students know why they are speaking and listening; there's a time limit to add a little urgency; there's ample opportunity for you to monitor, as there are several different conversations going on, and there's a potential language focus (future forms, third person pronouns, reported speech, etc.) If you want to change the language focus or make it more interesting, just change the task, 'Ask your partner about their worst habits.' 'Ask your partner what food they'd choose for their last meal.' 'Ask your partner what they would do if zombies attacked the school'".

Improving speaking skills through pair and group assignments fosters a collaborative learning environment that benefits all participants. By engaging in meaningful conversations, providing peer feedback, and practicing in a supportive setting, learners can enhance their speaking abilities significantly. As educators implement these strategies, they will not only contribute to language development but also prepare students for effective communication in diverse contexts. Through continuous practice and collaboration, students will gain the confidence and skills necessary to express themselves clearly and effectively.

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