

ACTORS OF USE OF "COOPERATIVE LEARNING" METHOD IN ENGLISH LANGUAGE LESSONS

Yaxiyayeva Dinara Azizovna
Fergana city school № 7 EFL teacher

Today, in a number of developed countries, the methods that form the basis of great experience in the use of modern pedagogical technologies that guarantee the effectiveness of the educational process are called interactive methods. Interactive educational methods are currently the most common and widely used methods in all types of educational institutions. In practice, it is possible to select the ones that are suitable for specific purposes and use them accordingly.

In the educational process, the use of innovative technologies and interactive methods to increase the efficiency of the lesson, to strengthen the knowledge of students, and to increase the interest of students in the lesson is becoming more and more widespread. Interactive methods, like other methods, help to organize teacher-student cooperation as a component of educational training. In other words, it serves for the full implementation of the technological process. The main feature of interactive methods is to activate students and create conditions for the development of thinking. In the educational process, the use of innovative technologies and interactive methods to increase the efficiency of the lesson, to strengthen the knowledge of students, and to increase the interest of students in the lesson is becoming more and more widespread.


The concept of cooperative learning (cooperation in small groups) was first developed by the American scientist Spencer Kagan in the mid-1980s, and is now widely used in schools and universities around the world.

Cooperative learning (in small groups) has a unique structure and is based on the joint actions and activities of the participants. Finding solutions to problems through cooperative learning (working in small groups) is effective because the individual responsibility of each group member increases. Within the framework of cooperative learning, group members work to achieve a target result and an effective (maximum) result is achieved.

In this method, students do not simply join small groups, but form a strictly interrelated "structure".

The structure of Cooperative Learning (in small groups) can be defined as follows:





- Positive Interdependence (Performs independently, achieves a positive result)

- Individual Accountability (Everyone is responsible)
- Equal Participation
- Simultaneous Interaction

Features of the model:

- strictly interrelated "structure";
- group and individual responsibility;
- influencing each other (face to face);
- improvement of students' skills in small groups;
- group activity.

Several technologies of the "Cooperative learning" model are used. When these technologies are used, students work in pairs or in groups of 4-5 people.

Cooperative Learning (cooperation in small groups) teaching method can be implemented in the following stages:

Step 1. Each member of the small group assigns a number from 1 to 5.

Step 2. A problem or question is posted

Step 3. Each small group participant discusses the possible options together and makes sure that each of them can say the solution to the problem or the answer to the question.

Step 4. From each small group, one of the participants numbered from 1 to 5 is invited to the board (for example, those with number 3)

Step 5. Participant number 3 writes on the board the solution to the problem or the answer to the question on behalf of the group.

Step 6. Each group member in number 3, after writing down the selected alternatives, shows them to the class at the same time. The teacher checks the correctness of the answers.

Step 7. If there is more time, you can ask additional questions.


It seems that the Cooperative Learning (cooperative in small groups) method of teaching serves to increase the effectiveness of lessons and the student's ability to think creatively, to increase responsibility and activity in working in a cooperative team. Acquaintance with new researches in the field of pedagogical technologies, knowledge and ability to use active methods of teaching are among the main requirements of the time for every pedagogue.



REFERENCES:

1. Busen T., Busen B. Superthinking. - Minsk: Potpourri, 2003.
2. Arkhangelsky G. Time-drive: Kak hushivat jit i rabotat. - M.: Mann, Ivanov and Ferber, 2005.
3. Sabirdinov, A. (2019). Sketches to the novel "Night and day" by Chulpan. Scientific journal of the Fergana State University, 1(6), 119-120.
4. Sabirdinov, A. G. (2021). Interpretation of Characters in Utkir Hoshimov's Story "Yanga". International Journal of Multicultural and Multireligious Understanding, 8(6), 196-200.
5. Sabirdinov, A. (2020, December). ASKAR KASIMOV IN THE UZBEK POETRY OF THE XX CENTURY THE ROLE AND IMPORTANCE OF CREATION. In Конференции.
6. Sabirdinov, A. G. (2021). Interpretation of the banned period in the stories of Naim Karimov. Asian Journal of Multidimensional Research, 10(11), 4-91.
7. Сабирдинов, А. Г. (1993). Слово и образ в поэзии Айбека.
8. Murodilovna, O. G. (2020). Melody and musicality in Liryys. ACADEMICIA: An International Multidisciplinary Research Journal, 10(11), 656-664.
9. Oripova G. M., Tolibova M. T. Q. Composition Of Modern Uzbek Stories //The American Journal of Social Science and Education Innovations. – 2021. – Т. 3. – №. 03. – С. 245-249.
10. Oripova, G. (2020, December). RHYTHM AND MYTHING IN LYRICAL GENRE. In Конференции.
11. Oripova, G. (2019) "Traditions of folk ballads and distinctiveness of uzbek poetry of independence period," Scientific journal of the Fergana State University: Vol. 2 , Article 12.
12. Oripova, G. M. (2021). Genesis And Essence Of Genre Concept. The American Journal of Social Science and Education Innovations, 3(12), 90-94.
13. Oripova, Gulnoza, & Ibrohimova, Gulchiroy (2022). SIROJIDDIN SAYYID IJODIDA MUMTOZ MUSHTARAKLIKLAR. International scientific journal of Biruni, 1 (2), 251-255.
14. Oripova, Gulnoza Murodilovna, Akhmadjonova, Okila Abdumalikovna, Kholmatov, Oybek Umarjon Ugli, & Muminova, Tabassum Siddigovna (2022). INTERPRETATION OF MOTHER IMAGE IN LITERATURE. International scientific journal of Biruni, 1 (2), 304-309.



- 
15. Oripova, Gulnoza, & Alijanova, Maftuna Azimjon Qizi (2022). ASQAD MUXTORNING “CHINOR” ROMANIDA AYOL PORTRETINING BADIY-PSIXOLOGIK ASOSLARI. International scientific journal of Biruni, 1 (2), 221-226.
 16. Oripova, Gulnoza Murodilovna, & Abdurasulova, Nafisa Abdumannob Qizi (2022). O‘ZBEK NASRIDA URUSH MAVZUSI VA “YO‘QOTILGAN AVLOD” MUAMMOSI. International scientific journal of Biruni, 1 (2), 213-220.
 17. Oripova, G. (2019). UZBEK POETRY AND THE WORLD LITERATURE IN THE YEARS OF INDEPENDENCE. Scientific Journal of Polonia University, 32(1), 116-120.
 18. Oripova Gulnoza Murodilovna. (2019). THE PECULIARITIES OF VAZN METER IN UZBEK POETRY OF THE INDEPENDENCE PERIOD. International Journal of Anglisticum. Literature, Linguistics and Interdisciplinary Studies. Volume: 8 /Issue:2/. – Macedonia, 2019. –P.33-39.

