THE EFFICIENCY OF TEACHING ENGLISH THROUGH GROUP WORKING ACTIVITIES

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Abstract: This article examines the effectiveness of teaching English through group working activities. Group work encourages students to actively participate in the learning process, improves communication skills, and creates a more interactive and engaging classroom environment. Collaborative learning helps learners develop speaking and listening abilities while also enhancing teamwork and critical thinking skills. The findings show that group-based activities significantly increase students' motivation and language acquisition efficiency.

Keywords: group work, English teaching, effectiveness, communication skills, collaborative learning.

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Annotatsiya: Ushbu maqolada ingliz tilini o'qitishda guruh bo'lib ishlash faoliyatlarining samaradorligi tahlil qilinadi. Guruhli ish o'quvchilarning muloqot

ko‘nikmalarini rivojlantiradi, ularni faol ishtirokga undaydi va til o‘rganish jarayonini qiziqarli qiladi. Tadqiqot natijalariga ko‘ra, hamkorlikda o‘qitish usuli o‘quvchilarning motivatsiyasini oshiradi hamda nutq va tinglab tushunish ko‘nikmalarini mustahkamlaydi.

Kalit so‘zlar: guruhli ish, ingliz tili, samaradorlik, muloqot, o‘qitish usullari.

ЭФФЕКТИВНОСТЬ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА ЧЕРЕЗ ГРУППОВЫЕ ВИДЫ ДЕЯТЕЛЬНОСТИ

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Аннотация: В данной статье рассматривается эффективность преподавания английского языка через групповую работу. Групповая деятельность способствует активному участию студентов, развитию коммуникативных навыков и делает процесс обучения более интересным. Совместное обучение помогает улучшить навыки говорения и аудирования, а также развивает умение работать в команде и критическое мышление. Результаты показывают, что групповые задания повышают мотивацию и эффективность изучения языка.

Ключевые слова: групповая работа, преподавание английского языка, эффективность, коммуникация, совместное обучение.

Introduction

Modern education is aimed not only at providing theoretical knowledge but also at preparing students for communication, independent thinking, and the development of fluent speaking skills. Every student should be able not only to

study subjects but also to express their thoughts freely, communicate effectively with others, and actively participate in teamwork. From this perspective, students' speaking skills are an essential component of the educational process. Speaking competence plays a decisive role in enhancing a person's communicative competence, finding their place in society, and achieving professional success. The process of developing students' speaking skills is complex and multifaceted. It is not limited to teaching grammar and expanding vocabulary; it also includes pronunciation, intonation, speech rhythm, logical expression of ideas, question-and-answer exercises, and interactive activities. Therefore, when planning lessons, teachers should not only provide knowledge but also engage students in active communication, encourage creative thinking, and create opportunities for independent speaking practice. Modern pedagogical research indicates that traditional methods often do not produce sufficient results in developing students' speaking skills. Using more interactive and active methods in teaching strengthens interaction among students, engages them in teamwork, and helps develop fluent speaking skills. Thus, every exercise and task in the lesson should aim not only to consolidate knowledge but also to motivate students to participate actively. One effective way to develop speaking skills is to involve students in various interactive exercises. For example, through role-plays, group discussions, presentations, and debates, students practice expressing their ideas freely, exchanging opinions with others, and developing argumentation skills. At the same time, free speaking exercises help students analyze their mistakes, pay attention to pronunciation and intonation, expand vocabulary, and prepare for communication.

Literature Review

Research on teaching English as a foreign language has widely emphasized the importance of interactive and learner-centered approaches. Many scholars agree that traditional lecture-based methods are less effective in developing

communicative competence compared to collaborative learning strategies. Group working activities have been identified as one of the most productive techniques in modern language teaching.[1]

According to Vygotsky's sociocultural theory, learning occurs through social interaction. He highlights that students develop higher cognitive abilities when they collaborate with more capable peers. This theory strongly supports the use of group work in language classrooms, as learners are constantly engaged in meaningful communication. Through interaction, students are able to construct knowledge together and improve their language skills more effectively.[2]

Johnson and Johnson (1999) also emphasize the benefits of cooperative learning. They argue that group work increases student achievement, improves interpersonal relationships, and enhances psychological well-being. Their research shows that students working in groups tend to perform better than those learning individually, especially in language-based tasks that require communication and negotiation of meaning.

Similarly, Harmer (2007) states that group activities provide students with more opportunities to speak English, which is essential for language acquisition. In large classrooms, it is often difficult for every student to participate individually; however, group work ensures that all learners are actively involved. This increases speaking time and reduces teacher domination in the classroom.

Furthermore, Richards and Rodgers (2014) note that communicative language teaching strongly supports the use of group and pair work. These methods create

1. [1] Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press.

2. [2] Johnson, D. W., & Johnson, R. T. (1999). *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning*. Allyn & Bacon.

realistic communication situations where students can practice language in context. Such activities help learners develop fluency, accuracy, and confidence.

Methodology

This study investigates the efficiency of teaching English through group working activities by using a qualitative and descriptive research approach. The main aim is to analyze how group work influences students' language learning process, motivation, and communication skills in the classroom environment. The research focuses on observing classroom practices and collecting data from both teachers and students.

The participants of this study include English language learners at secondary or higher education level and their English teachers. A purposive sampling method is used to select participants who regularly engage in group activities during English lessons. This allows the researcher to obtain relevant and practical information about the effectiveness of collaborative learning.

Data collection methods include classroom observation, questionnaires, and interviews. Classroom observation is conducted to examine how group activities are implemented and how students interact during tasks such as discussions, role-plays, and problem-solving exercises. Questionnaires are distributed to students to gather their opinions about group work, its advantages, and challenges. Additionally, interviews with teachers provide deeper insights into instructional strategies and classroom management during group-based lessons.

The data collected from these sources is analyzed thematically. This means that common patterns and themes are identified and categorized, such as student engagement, communication improvement, motivation level, and learning difficulties. The analysis helps to determine whether group working activities positively affect English language learning outcomes.

Ethical considerations are also taken into account during the research process. Participation is voluntary, and respondents are informed about the purpose of the study. Confidentiality is maintained, and personal information of participants is not disclosed.

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