



## **INNOVATIVE METHODS OF TEACHING FOREIGN LANGUAGES: COOPERATIVE LEARNING**

**Gulnoza Nematiloyevna Shodiyeva**

Assistant teacher of the Department of Language Teaching  
Samarkand Institute of Economics and Service  
+998 973917734

[shodiyeva.gulnoza@list.ru](mailto:shodiyeva.gulnoza@list.ru)

<b>Article history:</b>	<b>Abstract:</b>
<b>Received:</b> August 24 <sup>th</sup> 2021 <b>Accepted:</b> September 24 <sup>th</sup> 2021 <b>Published:</b> October 30 <sup>th</sup> 2021	The use of methods (technologies) of teaching foreign languages in a modern school is based on the development of subject-subject relations between teachers and students. These relations presuppose: recognition of the student as the main value of the educational process; transition to cooperation, the teacher acts as the organizer of educational activities in which the student conducts an independent search; identification and maximum use of the student's subjective experience, harmonization of his experience with socially significant experience; activation of the student's personal functions, etc.
<b>Keywords:</b> Methods of teaching, student's personal functions, socially significant, pedagogical situation, selection of methods, specific teacher, specific teacher, educational problems, personality-oriented approach, independent decision.	

The knowledge of foreign languages is becoming increasingly important in today's globalized world. Learning foreign languages is essential if you are planning to travel or to get education abroad. Therefore, more and more people are learning foreign languages. It is indisputable that English speakers are likely to number in the billions. This means teaching students or learners English can be truly rewarding: students of English have many new opportunities and doors open to them thanks to their knowledge of English language. Learning foreign languages can also be useful in order to improve some specific skills of students. For instance, teaching a foreign language helps the teacher develop the pupil's voluntary and involuntary memory, their imaginative abilities and will power.

Teaching a foreign language can be a challenging but rewarding job that opens up entirely new paths of communication to students and learners. It's beneficial for teachers to have knowledge of the many different language learning techniques including English language teaching methods so they can be flexible in their methods, using them successfully in the process of language teaching.

Teaching English as a foreign language is vital especially in the developing countries in which English is considered to be a foreign language. It is noticeable that people need better opportunities that they can only get with a good group of English. In Uzbekistan people who want to learn English have a great number of abilities to know this language.

Every day, in some areas of our country, our teachers serve up the same menu: memorizing verbs, answering worksheets, taking dictation and repeating. But there is one problem. It is not modern methods of teaching. The prevalence of social media and the Internet as a whole have changed the way people learn languages – for the better. It's necessary for modern language teachers to address the needs and interests of today's students.

Each teaching method is base on a particular vision of understanding and learning the language, often using specific techniques and materials used in a set sequence.

The criteria for the selection of methods (technologies) are: interactivity, activity-oriented nature, focus on supporting individual development, the presence of freedom to make an independent decision, choice of content, method of teaching, dialogicity, shift of emphasis from memorizing information to studying reality. The choice of the method by each specific teacher is based on the analysis of the pedagogical situation.

The determination of the method of teaching foreign languages will necessarily be affected, for example, by the amount of time allotted to a subject, a separate topic; the level of preparedness of students, their age characteristics; material equipment of the educational institution; the level of preparedness of the teacher himself. Having studied the complex of conditions, the teacher decides to use a particular method in his work. Let's consider three methods,



which, from our point of view, are the most adequate to the goals of modern foreign language education.

Collaborative learning is the use of small groups of learners in a real or virtual (distance learning) classroom. The solution of educational problems presupposes such an organization of the educational process in which all members of the group are interconnected and interdependent, and at the same time are quite independent in mastering the material and solving problems. In the process of social contacts between students, a community of people is created who have certain knowledge and are ready to receive new knowledge in the process of communicating with each other, joint cognitive activity. Collaborative learning is collaborative research whereby learners work together to collectively construct, produce new knowledge, rather than consuming off-the-shelf knowledge.

Independent educational activity of students is one of the principles of learning in cooperation is changing the role of the teacher. The teacher is a full participant in the educational process. In some cases, he is involved by the trainees as a consultant, assistant.

There are several varieties of the method (technology) learning in cooperation, differing in the setting of educational tasks and organizational forms: Student Team Learning (team learning), Student Teams Achievement Divisions (individual-group approach), Teams Games Tournament (team-game approach), Jigsaw (saw), Learning Together (learning together).

Common to all collaborative learning options are:

1. Dependence on a single goal that learners can achieve only through joint efforts.
2. Individual independent work, which is an "elementary particle" of collective independent work.
3. Each student receives the same grade for their work. Either everyone is encouraged equally, or not encouraged in any way. Collaborative learning in small groups is fundamentally different from the traditional form of small group work.

Groups include following indicators:

1. The interdependence of the members of the group among themselves, along with the personal responsibility of each member of the group for their successes and the successes of their comrades.
2. Special attention is paid to the social aspects of learning - the ways of communication between group members.
3. The overall assessment of the work of the group (descriptive plan, not always in points) consists of an assessment of the form of communication of students in the group along with academic performance.

The method of teaching in cooperation corresponds to a personality-oriented approach, since it involves reflection, selectivity, responsibility, and autonomy of the student. At the same time, the effectiveness of assimilation of the actual subject content increases due to the fact that this content acquires a qualitatively new personal meaning, acts as the content and environment for the formation of the student's personal experience. This method assumes constant self-education and self-development of students. It is based on an activity approach, since joint activity is the essence of the method. The goal of training is not subject knowledge, but competencies, and not only communicative, but everything in a complex.

#### **LITERATURE**

1. Бабинская, П.К. Практический курс методики преподавания иностранных языков: английский, немецкий, французский: учеб. пособие / П.К. Бабинская, Т.П. Леонтьева, И.М. Андреасян, А.Ф. Будько, И.В. Чепик. – Минск: ТетраСистемс, 2005. – 288 с
2. Маслыко, Е.А. Настольная книга преподавателя иностранного языка / Е.А. Маслыко, П.К. Бабинская, А.Ф. Будько, С.И. Петрова. – Мн.: Выш. школа, 1999. – 522 с.
3. Рогова, Г.В. Методика обучения иностранным языкам в средней школе / Г.В. Рогова, Ф.М. Рабинович, Т.Е. Сахарова. – М.: Просвещение, 1991. – 287 с.
4. Китайгородская, Г.А. Методические основы интенсивного обучения иностранным языкам / Г.А. Китайгородская. – М.: Высш. шк., 1986. – 101 с.
5. Хведченя, Л.В. Содержание иноязычного образования: история и современность / Л.В. Хведченя. – Мн.: БГУ, 2002. – 276 с.