

The background of the cover is white with a light blue geometric pattern of interconnected hexagons and dots. Four teal-colored 3D cubes are arranged in a staggered grid. Each cube has a dark teal shadow cast to its right and slightly forward. The title text is centered on the left side, overlapping the cubes and the background pattern.

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PECULIARITIES OF CO-OPERATIVE LEARNING IN ENGLISH LESSONS

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Abstract. The article deals with the peculiarities of co-operative learning in English lessons. The main idea of collaborative learning is to learn together, not just do something together. Practice shows that studying together is not only easier and more interesting, but also much more effective. Cooperative learning is an educational approach where students work together in small groups or teams to achieve a common goal or complete a specific task.

Keywords: competition, co-operative learning, students, together, think, understand, remember, reading exercise, cards, control, situation.

INTRODUCTION

In modern practice of teaching a foreign language, various options for teaching in cooperation are effectively used, which help to involve students in interactive activities in the classroom.

The main idea of cooperative learning is to create conditions for active joint learning activities of students in various learning situations. If you combine students with different levels of training and give them one common task, defining the role of each student in a joint activity, then the students find themselves in conditions where they are responsible for the result not only of their part of the work, but also of the entire group. In this situation, mutual control is carried out, counseling and teaching weak students by their peers, deeper understanding of the material by strong students.

Cooperative learning is an educational approach where students work together in small groups or teams to achieve a common goal or complete a specific task. It differs from traditional teaching methods, which primarily focus on individual learning and competition. In cooperative learning, students work together, talk to

each other, and help each other learn. They think that by doing this they will be able to understand and remember what they are learning even better.

MATERIALS AND METHODS

To teach English effectively, it is necessary to organize exercises correctly and perform them in an appropriate sequence, which, of course, is done on the basis of scientific research.

A.M. Dzhusupov divides exercises into groups such as: 1) on the formation of knowledge in language systems; 2) on the formation of knowledge on the dynamics of language; 3) exercises that form skills in speech activity, and believes that the first and second groups of exercises can be used as preparatory exercises, and the third group as main exercises when teaching a foreign language (5).

Another Uzbek scientist S. Saidaliev divides exercises into language and preparatory ones. According to the scientist, language exercises belonging to the first group are exercises that teach the student to use language as a means of communication, and preparatory exercises are exercises that form the phonetics, grammar, vocabulary and speech mechanisms of the language.

1. Motivational task. This task can be played individually or with two teams. To set up the task, pass out an index card and a pen for each participant. Ask each person to write down something interesting they have done. Try to instruct students to write a fact that most people don't already know – the sillier (or more unbelievable) the better. Collect all the cards (separate them into two piles if two teams are playing). Shuffle the cards and then pass them back out. Each person (or team) takes turns reading aloud their card and then the reader must guess whose fact he or she read. After he or she guesses, the guessed student simply says "yes" or "no". If the person guesses correctly, the guessed person can briefly explain what they wrote (if desired). The guessing continues until all cards are exhausted. Everyone reveals who wrote which card at the end.

2. Test exercises - tasks performed to study a new topic. Test exercises can be used in two ways: 1) several exercises on a new topic are given to students without

the teacher explaining the topic, but rather to encourage students to understand it on their own. By completing these tasks and receiving feedback from the teacher about their mistakes, students will understand the new topic themselves. Or you can take practice tests after the teacher explains a new topic to practice and understand the concept better.

When teaching English effectively, it is advisable to perform test exercises using the following technology. To encourage students to learn English on their own, it is necessary to adapt them rather than using ready-made exercises in the textbook. To develop receptive language skills, listening and reading comprehension exercises should be adapted as follows: after listening or reading an English text, instead of answering questions prepared by the teacher or given in the textbook, students should ask questions about the text themselves, perform “true/false” exercises on based on correct/incorrect text. Students will then have to ask their own questions and answer those of their peers to test their understanding of the English text. Naturally, such exercises at first seem difficult and boring to students who have previously performed exercises to find a ready-made answer. To overcome this difficulty, it is advisable to use adapted exercises in the lesson, not all at once, but one at each lesson. Then students can easily complete the adapted test exercises. By performing such exercises, philological students not only learn English, but also develop their professional skills as future teachers, including making changes to the exercises to suit the needs of language learners. As examples, we give the following test exercises: Traditional listening comprehension exercise: Adapted listening comprehension exercise: Listen to a song “9 to 5”. Make 5 comprehension questions based on the song. Ask and answer created comprehension questions in pairs to check that your partner understood the song.

RESULT AND DISCUSSION

A traditionally used reading exercise. In the proposed technology for productive language skills in order to develop oral and written language, as well as assessment skills, one of the important professional skills of future English teachers, test

exercises are adapted as follows: the topic on which students must speak/write, instructions for completing the exercise and evaluation criteria. The exercises can be done individually or in small groups. After completing an assignment on a given topic and assessment criteria, students share their exercises with classmates or other members of the group. That is, they exchange an essay or letter they have written in writing exercises, and in speaking exercises they make speeches to each other. Students test each other against given assessment criteria and provide feedback. Taking into account peer feedback, students rewrite their written work and then submit it to the teacher for review.

In speech exercises, the student will have the opportunity to perform better in front of the teacher by correcting mistakes and incorporating peer feedback. This, of course, will lead to a reduction in the student's mistakes, an increase in knowledge due to learning from each other and, in turn, to a higher score, and most importantly, to independent learning of the English language.

As an example of developing speaking skills, we present the following exercise. ***Adapted speaking exercise:*** You are given following topic and one to two minutes for preparation. Firstly, practice the speech with your partner for 4-6 minutes, and give feedback. Next, the teacher examines you. Remember: in task one, you are scored how appropriately evaluating and giving feedback on your partner's speech (in the peer feedback section). In task 2. You are scored on how well you speak. Task 1. Answer the questions to your partner. Evaluate peer speech according to the given rubric and write your feedback in the peer feedback section. Appearance and personality What does your closest friend look like? Do you and your friends have similar personalities? How important is it for you to look good? What makes good friend? Are you good at keeping secrets?

Task 2. Exclude errors from your speech and develop it considering your peer's feedback in task 1. Speak to the teacher about the chosen topic and answer the questions.

The assessment criterion was designed to allow students to check each other after completing the adapted oral development exercise as outlined above. This evaluation criterion requires checking oral speech according to the following five criteria: 1) clear and comprehensible speech;

2) judicious use of grammatical constructions and grammatical errors;

3) sufficient vocabulary and ability to use words correctly according to the context;

4) ability to speak fluently and pronounce words correctly;

5) ability to express a thought completely in the allotted time and to speak confidently.

A maximum of three points is awarded for each of these criteria, and it is detailed how each assessment criterion is awarded one, two or three points, with a maximum of 15 points in total.

In the "Peer feedback" section of the above recommended criterion for assessing the speaking skills of future English teachers, students write their feedback about their peers' speech and are evaluated accordingly. We believe that using this assessment criterion ensures that future English teachers will not face difficulties in assessing their students' speaking in the future.

A specific assessment criterion was developed to check each other's work as students completed the adapted writing exercise. This assessment criterion requires students' writing skills to be tested on the following five criteria: 1) Structure (presence and correct order of all components of the essay); 2) Correct and appropriate response to the assigned question or topic; 3) Sufficient vocabulary and ability to use words correctly according to the context; 4) Reasonable use of grammatical constructions according to the context and presence of grammatical and technical errors; 5) Presence of author's opinion and ability to express it correctly. A maximum of three marks is awarded for each of these criteria, with details of when one, two or three marks are awarded for each assessment criterion, and in total a student can receive a maximum of 15 marks for a written essay.

Unlike traditional rubrics, the recommended writing rubric includes a “Peer feedback” section for peer feedback on each other's essays. This, in turn, forces students to think deeply and encourages analysis and synthesis. Peer assessment develops assessment and feedback skills in future English language teachers. In the above-mentioned adapted speaking and writing exercises, the fact that students have to evaluate and give feedback to their peers along with the exercise itself encourages students to think critically. 3) Exercises that develop critical thinking. Critical thinking promotes deep learning and is a key skill to develop, so these exercises are given to students to build and develop this skill. After completing the test tasks, when students themselves understand the topic, they should do critical thinking exercises to effectively master the given topic and apply it in real life. As an example of a critical thinking exercise, consider the following exercise.

Critical Thinking Task. You need to agree on when to have classes and how to prepare for the exam. Suggest solution to the situation. Student: You are doing an English language course and want to take the exam. There is an exam in two weeks' time but you haven't finished the course. The next exam is in six months' time, but you don't want to wait; you want to do the exam soon. You would like the teacher to give you extra lessons so you are ready for the exam in two weeks' time. Teacher: You are the teacher of the English course. The course ends in one month. You also teach another course in the evenings. You do not have much free time and you don't really want any more work.

CONCLUSION

With this form of organization of the educational process, learning motivation increases, collectivist relationships are formed, and independence develops. In conclusion, I would like to note: work experience and observations on this issue have shown that collaborative learning technology helps to increase the efficiency of mastering a foreign language and is one of the sources of intensification of the educational process, as it increases the motivation of students and improves the effectiveness of their educational work.

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