

**ENGLISH TEACHING WITH GROUP WORK IN UZBEK CLASSROOMS: PROBLEMS
AND PEDAGOGICAL IMPLICATIONS**

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Annotation: This article explores the integration of group work in English language teaching within Uzbek classrooms, addressing the specific challenges and pedagogical implications. It examines the contextual difficulties faced by teachers and students and proposes strategies to enhance the effectiveness of group work. The discussion is supported by a review of relevant literature, providing a comprehensive understanding of the topic.

Keywords. English language teaching, group work, Uzbek classrooms, collaborative learning, pedagogical strategies, educational challenges.

Introduction

Group work is widely recognized as an effective pedagogical strategy in language education, promoting collaborative learning and enhancing communication skills. In the context of English language teaching (ELT) in Uzbekistan, group work holds significant potential. However, the implementation of group work in Uzbek classrooms presents unique challenges due to cultural, logistical, and educational factors. This article aims to explore these challenges and their pedagogical implications, offering insights into improving group work practices in Uzbek ELT.

Group work facilitates active learning, encourages student participation, and fosters a supportive learning environment. Research indicates that collaborative learning improves language acquisition and critical thinking skills (Johnson & Johnson, 1994; Slavin, 1995). In ELT, group work allows students to practice language skills in authentic communicative contexts, promoting fluency and confidence (Long & Porter, 1985).

As we maintain that , in Uzbekistan it can be noticed that Cultural Context effects on Uzbek Classrooms. Uzbekistan is multinational country ,therefore, classrooms are full of Tadjik, Kyrgyz, Kazakh Russian learners except from Uzbek ones.

Uzbekistan's educational system has undergone significant reforms since gaining independence in 1991. Despite these changes, traditional teacher-centered methods remain prevalent (Fayzullayeva, 2020). The cultural emphasis on respect for authority and hierarchical classroom structures can hinder the adoption of student-centered approaches like group work (Abdullaeva, 2018).

Besides that there can be Challenges in implementing Group Work in most cases.Because of the fact that , students' L1 interfere to the second language acquisition. Moreover, some learners are different from each other in accordance with ability. Thus , it triggers affective filter which is the theory by (Krashen 1987).Since , a bulk of learners do not prefer to work cooperatively.

Teacher Preparation and Training. Effective group work requires teachers to possess skills in classroom management, task design, and facilitation. Many Uzbek teachers lack adequate training in these areas, leading to difficulties in implementing group activities (Muminova, 2019).

Professional development programs focused on collaborative teaching methods are essential for equipping teachers with the necessary skills.

Classroom Management. Managing group dynamics and ensuring equal participation can be challenging, particularly in large classes. Teachers often struggle to monitor multiple groups simultaneously, leading to issues with discipline and engagement (Karimova, 2021). Strategies for effective classroom management are crucial for overcoming these challenges.

Student Attitudes and Participation. Students accustomed to passive learning may initially resist group work, preferring traditional methods. Encouraging active participation requires shifting students' attitudes towards learning, fostering a more collaborative and open classroom culture (Sharipova, 2017). Motivational strategies and clear explanations of the benefits of group work can aid in this transition.

Resource Constraints. Limited resources, including inadequate classroom space and insufficient materials, pose significant barriers to effective group work. These constraints necessitate creative solutions and careful planning to optimize available resources (Tursunova, 2020).

Designing Effective Group Tasks. Creating tasks that are meaningful, engaging, and appropriate for students' proficiency levels is crucial. Tasks should promote interaction and collaboration, encouraging students to use English in a purposeful manner (Richards & Rodgers, 2014). Task-based language teaching (TBLT) is a promising approach for designing such activities (Ellis, 2003).

Facilitating Group Work. Teachers play a vital role in facilitating group activities, providing guidance, and ensuring that all students participate. Clear instructions, timely feedback, and supportive monitoring are essential for successful group work (Harmer, 2007). Teacher training programs should emphasize these facilitation skills.

Assessing Group Work. Assessment methods need to reflect the collaborative nature of group work, evaluating both individual contributions and group outcomes. Formative assessments, peer evaluations, and reflective activities can provide comprehensive insights into students' learning (Brown, 2004).

Integrating Technology. Technological tools can enhance group work by providing platforms for collaboration and communication. Online forums, collaborative documents, and language learning apps offer opportunities for extending group activities beyond the classroom (Dudeney & Hockly, 2007). Integrating technology requires addressing issues of access and digital literacy.

Conclusion

This article delves into the complex landscape of incorporating group work in English language teaching within Uzbek classrooms, outlining both the obstacles and pedagogical considerations essential for fostering a productive learning environment. Implementing group work in Uzbek ELT presents numerous challenges, but the potential benefits for language learning are substantial. Addressing these challenges requires a multifaceted approach, including teacher training, effective classroom management, resource optimization, and the integration of technology. By fostering a collaborative and supportive learning environment, group work can significantly enhance English language education in Uzbekistan.

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