

THE ROLE OF GROUP WORK AND PAIR WORK IN DEVELOPI SPEAKING FLUENCY

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***Annotation:** In this article, the role of group and pair work in the development of speech fluency is analyzed. The importance of group and pair work in the processes of improving communication skills, mutual learning, increasing motivation and interest, developing critical thinking, and correcting speech errors is shown. By working together, students exchange ideas, share their knowledge, and learn from each other. These methods create an atmosphere of communication during the lesson, increase the participation of students and help to strengthen their speaking skills. As a result, the effective use of group and pair work significantly increases students' speaking fluency.*

***Key words:** communication, skills, motivation, critical thinking, speech errors, interest, participation, learning process, reinforcement, pair work, self-evaluation, experience sharing, educational process, creating a communication environment.*

Main text. Fluency in educational organizations is a widespread idea of content that ensures communication and mutual understanding of people. Fluency cannot be separated from the world of thoughts: fluency is the fluency of thoughts, which reflects the child's ability to think logically, reflect on what he perceives, and express them correctly. Formation of fluent speech, changing its function is a consequence of the child's activity, which is becoming more complicated, and it depends on the conditions of the child's communication with others, the form of communication. In preschool age, it is formed in the process

of communication and education. The formation of fluent speech occurs gradually from an early age. In the first seven years of children's life, it is necessary to pay special attention to the emergence and development of speech as a means of communication with the people around them. Fluent speech is important in everyone's life, and it performs three main functions: interpersonal, intra-individual and universal. The speech function reflects the stage of its real development process in ontogeny, each of which has its own characteristics: 1st task - interpersonal - is a means of communication between people. In this case, speech comes out as oral speech - monologue, dialogue, conversation of several people.

Task 2 - intra-individual - speech here involves many psychological processes (thinking, attention, memory, imagination, etc.).

3rd task - universal - speech in this place allows an individual person to receive information from the treasury of universal social-historical experience. In this case, it is written speech materialized in graphic symbols and signs. In the formation of speech and the child's use of it, the factors of the communicative nature that change in children in different periods of the preschool stage are of decisive importance. Communicative factors are understood as factors that influence the establishment of communication, the need for communication. In the first seven years, there are 4 stages of development of the need for communication with adults in a child. [4;15p]

Stage I - situational-personal communication (in the first half year of the child's life) - the need for attention and good treatment of adults;

II stage - situational-practical communication (from 6 months to 2 years to 6 months) - need for cooperation with adults and their participation;

Stage III - non-situational-cognitive communication (from 2 years 6 months to 4 years) - the need for respect from adults. It arises as part of the child's cognitive activity aimed at determining the imperceptible interrelationships in the physical world. During this period, the child strives for a unique theoretical cooperation with adults, which is expressed in the joint discussion of events and

events of the subject world. Approaching the speech based on the analytical task it performs, leads to understanding that the speech appears first of all as a means of communication of the child with the people around him. By itself, if the child's communication gives life to speech, the pace and duration of its development is related to how children's communication activities are organized at different age stages, the emergence and development of these tasks how quickly the child reaches a high level of consciousness and freedom depends on how long the child can master written speech, which allows him to develop and improve his knowledge in various fields. Formation of fluent speech arising from the text, changing its tasks is a consequence of the complexity of the child's activity, which depends on the content, conditions and forms of the child's communication with others. The task of speech is formed in parallel with the development of thinking, they are continuously connected with the content expressed by the child through language. Development of fluent speech in children is the main task of the preschool education organization, by the end of the preschool age, the child must master the main forms of oral speech characteristic of adults, i.e. master two forms of fluent speech - dialogic and monologic speech. The main developmental task of working on fluent speech is to develop children's thinking, the ability to clearly express their thoughts using language tools, to form skills for independent creative solving of tasks related to speech thinking, to activate memory, imagination. In order to successfully solve the tasks, the pedagogue needs to clearly imagine the following: 1 - language material that serves as a basis for the development of fluent speech; 2 - the totality of speech skills and skills that can be formed in this material; 3 - the sequence of practicing these skills based on the principle of "simple to complex". Monological speech is formed in the process of teaching storytelling - children learn two categories of oral monologic speech - retelling and narration, descriptive stories, explanatory stories, and proving stories. As mentioned above, there are two types of fluent speech: dialogic (dialogue) and monologic (monologue) speech. Dialogue is a conversation between two or more people. The purpose of the conversation is usually to ask about something and get

an answer, to encourage some action. A monologue is a fluent speech of one person. The purpose of a monologue is to report a fact. A dialogue is mainly an oral speech in its style, and a monologue is usually a book-style speech. Dialogical fluency often uses incorrect sentences, the speaker understands the omitted clauses based on the speech situation, and full sentences of a standard structure (pattern) are used more often: —u he cannot stop coming - that is, he will definitely come.

The role of group and pair work is very important in the development of fluency of speech. These methods help students develop communication skills, express their thoughts and work effectively with others. Below is the role of group and pair work in the development of speech. [3;12p]

1. Developing communication skills

Group activities:

- Students solve problems together, exchange ideas and ask each other questions. Through this process, they learn to express their own opinions and to pay attention to the opinions of other students.

Couple works:

- Working in pairs allows students to interact. They ask each other questions and share their thoughts, which increases the fluency of speech. [5;20p]

2. Mutual learning

Group activities:

- Working in a group creates an opportunity for students to learn from each other. Each student can share their knowledge and experiences with others, which expands speaking skills.

Couple works:

- Students in pairs develop their speaking skills by helping each other. For example, one student can help another student explain new words or use them in sentences.

3. Motivation and interest

Group activities:

- In the process of working in a group, students encourage each other, which increases their interest in the lesson. In such an environment, students feel free and are not afraid to speak. [2;4p]

Couple works:

- Pair communication is often more personal, which increases student engagement. Through mutual conversations, they have the opportunity to freely express their thoughts.

4. Develop critical thinking**Group activities:**

- Critical thinking skills are developed in the process of solving problems in group work. Students actively participate in finding solutions together, which expands their thinking.

Couple works:

- Pair discussions give students the opportunity to hear and evaluate different points of view. This helps to develop their critical thinking skills.

5. Correcting speech errors**Group activities:**

- In the process of working in a group, students review each other's speech mistakes and make corrections. Through this process, they will have the opportunity to further strengthen their speaking skills.

Couple works:

- When working in pairs, students can show each other their mistakes and help them correct them. This leads to faster development of their speaking skills.

The role of group and pair work in the development of speech fluency is incomparable. Through these methods, students not only master the language, but also develop communication skills. Teachers can organize students' speaking activities more effectively by supporting these methods during the lesson. [1;16p]

Conclusion. In conclusion, group and pair work play a crucial role in the development of speaking fluency. These collaborative methods provide students with opportunities to engage in meaningful communication, practice new

language structures, and improve their speaking skills in a supportive environment. Group work fosters mutual learning, motivates students through peer encouragement, and enhances critical thinking as students solve problems together. Pair work, on the other hand, offers a more intimate setting for students to practice speaking, receive immediate feedback, and correct their speech errors. Both methods contribute significantly to increasing students' participation, boosting their confidence, and refining their communicative abilities. By incorporating group and pair work into language lessons, educators create a dynamic learning atmosphere that promotes the development of speaking fluency, helping students effectively communicate and express themselves in various contexts.

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