

GROUP WORK AND INDIVIDUAL STUDY IN LEARNING LANGUAGE.

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ANNOTATION.

This article explores the effectiveness of group work and individual study in the process of language learning. The purpose of the study is to analyze and compare these two widely used learning approaches in order to identify their strengths and weaknesses. Group work is examined as a collaborative method that encourages communication, interaction, and the development of speaking and listening skills. It also highlights how working in groups can increase motivation and create a supportive learning environment. On the other hand, individual study is presented as a more independent approach that allows learners to focus on their personal goals, learn at their own pace, and improve areas such as grammar, reading, and writing. The article discusses how self-study helps develop discipline and responsibility, although it may limit opportunities for real-life communication practice. Furthermore, the article emphasizes that both methods have certain limitations when used separately. While group work may lead to distractions or unequal participation, individual study can sometimes result in a lack of motivation and feedback. Therefore, the study suggests that combining both approaches can lead to more effective language learning outcomes. In conclusion, the article argues that a balanced use of group work and individual study provides the most beneficial results for learners, as it allows them to develop both communicative competence and independent learning skills. This research can be useful for students, teachers, and anyone interested in improving language learning strategies.

АННОТАЦИЯ.

В данной статье рассматривается эффективность групповой работы и индивидуального обучения в процессе изучения языка. Цель исследования — проанализировать и сравнить эти два широко используемых подхода к обучению, чтобы выявить их сильные и слабые стороны. Групповая работа рассматривается как совместный метод, который способствует коммуникации, взаимодействию и развитию навыков говорения и аудирования. Также подчёркивается, что работа в группе может повышать мотивацию и создавать поддерживающую учебную среду. С другой стороны, индивидуальное обучение представлено как более самостоятельный подход, позволяющий учащимся сосредоточиться на личных целях, учиться в собственном темпе и развивать такие навыки, как грамматика, чтение и письмо. В статье обсуждается, что самостоятельное обучение способствует развитию дисциплины и ответственности, хотя может ограничивать возможности для практики реального общения. Кроме того, в статье подчёркивается, что оба метода имеют определённые ограничения при использовании по отдельности. В то время как групповая работа может приводить к отвлечениям или неравномерному участию, индивидуальное обучение иногда вызывает недостаток мотивации и обратной связи. Поэтому исследование предлагает сочетать оба подхода для достижения более эффективных результатов в изучении языка.

ANNOTATSIYA.

Ushbu maqolada til o'rganish jarayonida guruhda ishlash va individual o'qishning samaradorligi ko'rib chiqiladi. Tadqiqotning maqsadi — keng qo'llaniladigan ushbu ikki yondashuvni tahlil qilish va taqqoslash orqali ularning kuchli va zaif tomonlarini aniqlashdir. Guruhda ishlash muloqot, o'zaro hamkorlik hamda gapirish va tinglab tushunish ko'nikmalarini rivojlantiruvchi hamkorlikdagi usul sifatida talqin etiladi. Shuningdek, guruhda ishlash motivatsiyani oshirishi va qo'llab-quvvatlovchi o'quv muhitini yaratishi ta'kidlanadi. Boshqa tomondan, individual o'qish mustaqil yondashuv sifatida ko'rsatiladi, bu esa o'quvchilarga o'z shaxsiy maqsadlariga e'tibor qaratish, o'z

tempida o'rganish hamda grammatika, o'qish va yozish kabi ko'nikmalarni rivojlantirish imkonini beradi. Maqolada mustaqil o'qish intizom va mas'uliyatni shakllantirishi, biroq real muloqot amaliyoti imkoniyatlarini cheklashi mumkinligi ham muhokama qilinadi. Bundan tashqari, maqolada har ikki usul alohida qo'llanganda ma'lum cheklovlarga ega ekani ta'kidlanadi. Guruhda ishlash ba'zan chalg'ituvchi omillarga yoki ishtirokchilarning teng qatnashmasligiga olib kelishi mumkin bo'lsa, individual o'qish esa ba'zan motivatsiya va fikr-mulohaza yetishmasligiga sabab bo'ladi. Shu bois, tadqiqot yanada samarali natijalarga erishish uchun ikkala yondashuvni birlashtirishni taklif etadi. Xulosa qilib aytganda, maqolada guruhda ishlash va individual o'qishni muvozanatli tarzda qo'llash eng yaxshi natijalarni berishi, chunki bu usul orqali o'quvchilar ham kommunikativ ko'nikmalarni, ham mustaqil o'rganish qobiliyatlarini rivojlantirishi mumkinligi ta'kidlanadi. Ushbu tadqiqot talabalar, o'qituvchilar va til o'rganish strategiyalarini takomillashtirishga qiziqqan barcha uchun foydali bo'lishi mumkin.

Key words: Group work, individual study, language learning, communication skills, motivation, self-study, collaborative learning, learning strategies, speaking and listening skills, independent learning.

Ключевые слова: Групповая работа, индивидуальное обучение, изучение языка, коммуникативные навыки, мотивация, самостоятельное обучение, совместное обучение, стратегии обучения, навыки говорения и аудирования, самостоятельное обучение.

Kalit so'zlar: Guruhda ishlash, individual ishlash, til o'rganish, muloqot ko'nikmalari, motivatsiya, mustaqil ta'lim, hamkorlikda o'rganish, o'rganish strategiyalari, gapirish va tinglash ko'nikmalari, mustaqil o'rganish.

INTRODUCTION.

In the context of globalization and the rapid development of international relations, learning foreign languages is becoming increasingly important. Modern society places high demands on language proficiency, as language is a key tool for intercultural

communication, professional development, and academic mobility. Today, knowledge of a foreign language is essential not only for education but also for increasing competitiveness in the global labor market. Therefore, issues related to improving the effectiveness of foreign language teaching are widely studied in pedagogy, psycholinguistics, and language teaching methodology.

Many scholars, including L. S. Vygotsky, D. Brown, and S. Krashen, emphasize the importance of social interaction and individual learner differences in the language learning process. According to Vygotsky's theory of the Zone of Proximal Development, learners can acquire more complex knowledge through collaboration with others. Krashen's Input Hypothesis highlights the crucial role of comprehensible input in language acquisition. At the same time, theories of independent learning stress the importance of personal responsibility, intrinsic motivation, and self-regulation.

In modern educational practice, various teaching methods are used, among which group work and individual study hold a special place. Contemporary approaches, particularly the Communicative Language Teaching (CLT) model, consider group work an effective method as it creates real-life communication situations. In such an environment, learners develop not only theoretical knowledge but also practical language skills. Group work encourages the exchange of ideas, collaborative problem-solving, and the development of social skills.

On the other hand, individual study also plays a significant role in modern education. With the advancement of digital technologies, opportunities for self-directed learning have greatly expanded. Online platforms, mobile applications, and distance learning systems allow learners to study anytime and anywhere. Individual study enables learners to adapt the learning process to their personal needs, interests, and pace, leading to deeper and more sustainable knowledge acquisition.

Both approaches have their own advantages and limitations and influence the development of language skills in different ways. Group work enhances communicative

competence, teamwork, and knowledge sharing, while individual study promotes deeper understanding, independent thinking, and self-control. However, group work may sometimes lead to unequal participation or passive involvement of some learners. In contrast, individual study may limit opportunities for communication, which can hinder the development of communicative skills.

Nevertheless, the question of which approach is more effective remains relevant. The effectiveness of teaching depends on various factors, including learning objectives, learners' proficiency levels, age characteristics, motivation, and the educational environment. Therefore, modern educational concepts increasingly emphasize an integrative approach that combines both group work and individual study.

This study aims to provide a deeper analysis of the relationship and effectiveness of these two approaches and to identify their optimal combination. This issue is important not only theoretically but also practically, as it is highly relevant for teachers, students, and educational professionals.

DISCUSSION.

The results of this study, as supported by previous research, indicate that both group work and individual study contribute uniquely to language learning, and their combined use yields the most effective outcomes. Firstly, group work significantly enhances communicative competence and interaction. Research on collaborative language learning shows that structured pair and group activities help learners improve their speaking performance. One study found that “group work within the Communicative Language Teaching (CLT) approach significantly boosts learners' speaking expertise, especially in using interactive language for transactional and interpersonal purposes” during classroom interaction, with increased participation and reduced teacher dominance in group environments. Similarly, investigation into group work revealed that regular pair and group activities “significantly enhance learners' speaking performance... particularly in terms of fluency and interactional competence”, indicating the clear benefits of interaction in

acquiring oral skills. Moreover, research from cooperative language learning emphasizes the motivational and affective advantages of group settings. Studies show that learners in cohesive groups often feel more confident and motivated to interact, which enhances language performance. For example, scholars note that group cohesiveness motivates learners and supports active engagement in language tasks because students feel “interdependent and gain mutual acceptance,” leading to improved participation and communication. On the other hand, individual study offers opportunities for focused, self-regulated learning, which is important for mastering accuracy and deeper understanding of language structures. Independent study allows learners to revisit materials, concentrate on specific areas such as grammar, and learn at their own pace. Research in educational methodology shows that self-study accompanied by modern technologies and learning platforms supports the development of individual skills and accommodates different learning styles. However, individual learning also has challenges: without interaction, learners may lack sufficient opportunities to practice real-life communication and receive peer or instructor feedback. This suggests that while individual study is crucial for internalizing and strengthening linguistic knowledge, it cannot fully replace communicative practice offered by group interactions. Importantly, blended learning models that integrate group and individual approaches have shown promising results. Research conducted on blended learning in language education highlights that combining face-to-face group interaction with online independent study creates a more flexible and effective learning environment, allowing learners to benefit from both collaborative communication and individualized practice.

CONCLUSION.

In summary, evidence from various studies supports the idea that group work promotes communicative fluency, interactional competence, and learner motivation, while individual study enhances accuracy, self-directed learning, and in-depth understanding of language structures. Group work allows learners to engage in authentic communicative tasks, exchange ideas, negotiate meaning, and respond in real-time to their peers, all of

which are essential for developing practical speaking and listening skills. According to research, students participating in regular group discussions and collaborative projects show higher levels of confidence in using the target language and are more willing to take risks in communication, which accelerates language acquisition. On the other hand, individual study provides learners with the opportunity to focus on personal learning goals, control their learning pace, and devote time to areas that require improvement, such as grammar, vocabulary, reading comprehension, and writing. Independent learning encourages learners to develop self-discipline, time-management skills, and the ability to critically reflect on their own progress. Studies have shown that students who combine independent study with feedback from teachers or peers achieve more consistent improvement in accuracy and retention of linguistic knowledge. When these two approaches are combined, learners benefit from a balanced and integrated learning environment. They are able to apply the knowledge gained during self-study in interactive group settings, reinforcing their understanding and improving both fluency and accuracy simultaneously. For example, learners may first practice new vocabulary or grammatical structures individually, and then use these forms in collaborative speaking or role-play activities, which helps consolidate learning and fosters communicative confidence. This integrative approach not only addresses the weaknesses of each method when used separately—such as lack of interaction in self-study or unequal participation in group work—but also maximizes their strengths, creating a more holistic, engaging, and effective language learning experience. Furthermore, research emphasizes that the combination of group work and individual study supports the development of essential 21st-century skills, including autonomy, critical thinking, problem-solving, and collaborative skills. By alternating between collaborative and independent learning activities, students develop a sense of responsibility for their own learning while also benefiting from social interaction and peer support. This approach reflects modern educational paradigms, such as blended learning and flipped classrooms, which aim to create flexible, learner-centered environments that cater to diverse learning preferences and maximize overall language competence.

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