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DIDACTIC POSSIBILITIES OF USING THE PRINCIPLE OF COOPERATION IN THE EDUCATIONAL PROCESS.

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Researcher of Bukhara State University

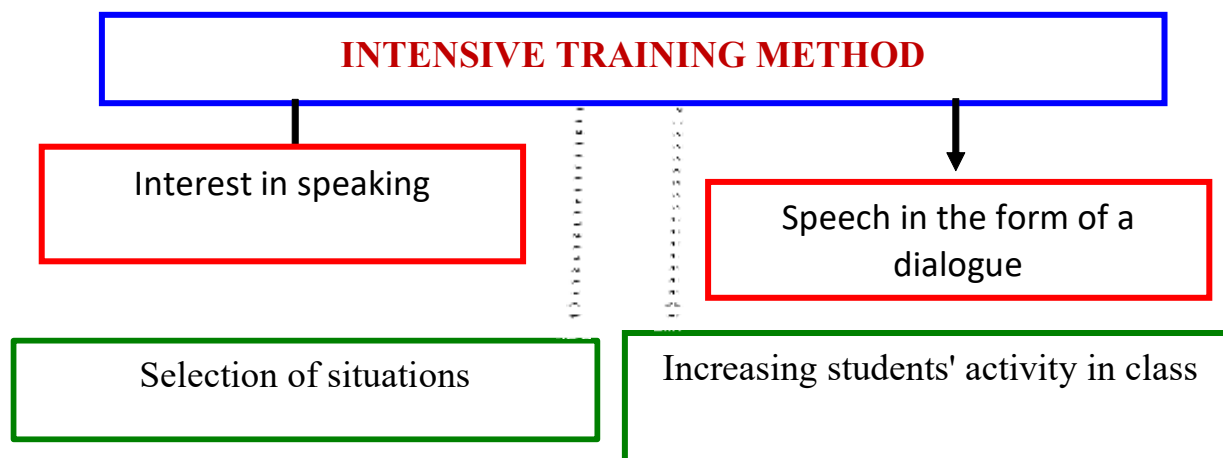
Abstract. The article deals with the cooperation principles in the educational process. Teaching English begins with teaching oral speech, because language learning is based on different structures and speech patterns. Based on this, the exercises should be exercises that require repeating the language material many times.

Keywords: cooperation, didactic, cooperation, intensive, grice, method, linguistics, exercise, principle, principle.

Noted methodologist E.I. Passov said that the communicative and cooperative approach that is being practiced in teaching English is an outline of intensive teaching, and the following two characteristic features of teaching with intensive method can be shown:

- implementation of foreign speech activities in a short time on the basis of certain educational material;
- maximum use of all psychological reserves of a person, i.e. increasing the activity of students.

The intensive teaching method was initially formed at the beginning of the 20th century on the basis of the "correct" method. Linguist N.I. Gez said that "this method provided a convenient opportunity, a basis for the transition to foreign intensive training", because there are some principled aspects of this method.



The new method, which is based on one or another of the current modern intensive methods, preserves the good aspects of the previous method. In recent years, words denoting a new direction, such as audiolingual, audiovisual, hypnopedia, relaxopedia, suggestopedia, rhythmopedia, are often found in methodical literature. , this is caused by their principle side, i.e. not relying on the use of the mother tongue, language imitation, i.e. learning by imitation, memorization and lack of creative exercises. [1,139].

It is known that a foreign language is learned through exercises and tasks, so it can be seen that the system of exercises has a good effect in the technologies proposed for the effective organization of traditional education. Each person is dealt with individually. However, in the principle of cooperation, the quality of education is achieved by

working with a group.

The role of exercises and tasks in teaching English has been scientifically investigated by such people as Dr. Noonan, J. Willis, J. Richards and T. Rogers, V. A. Buchbinder, A. N. Shchukin, I. L. Beam, V. I. Andrianova, V. A. Brilova, J. J. Zhalalov, M. Dzhusupov, S. Saidaliyev and E. Lagai.

Grice's principle of cooperation is considered a key concept in pragmatics, but its basic interpretation has always been problematic. There is some confusion between the use of the word "cooperative" in the general, lexical, and technical terms of Grice. The term "cooperative principle" is defined in various sources as having passed from philosophy to linguistics. [3,225].

If we look at Grice's writings for a broader view of the term "principle of cooperation", we can understand how it is defined from the contexts in his manuscripts. In Grice's research, the concept of cooperation does not seem to be important, but it is related to the ideas of systematization and rationality in the language in which the human factor is the center. By considering and analyzing this term, we can argue that there is a correlation between Grice's technical term and folk-linguistics cooperation. Cooperation is a term often used in the linguistic literature to describe human behavior. Sometimes, in context and correspondence, it is used as an independent term, as in Grice's principle of cooperation. Both terms are discussed and interpreted differently in current research. While Grice was developing his ideas about language, other philosophers, such as Austin and Searle, focused on the relationship between speech acts rather than directly. They note that language can be used to perform actions, as a clear example of this, language is compared to opening a door or closing a window. [4,228].

This perspective, called "use theory," departs from the validity-value and purpose-based ideas for meaning presented by linguists such as Frege and Russell. On the contrary, these philosophers highlighted the active role of language in performing actions and achieving goals. In this discussion, special emphasis is placed on the meaning of sentences rather than sentences. In discourse analysis, there is no clear direction in the linguistic form and verbal meaning of the language. The specific meaning of the sentence is conveyed to the listener with the help of speech acts. According to Grice, there are several differences between the meaning of a word and its implied meaning. In such hidden meanings, listeners have difficulty understanding what the speaker means. Grice's goal is to reveal and clearly state the meaning of these hidden words.

A: Is there another pint of milk?

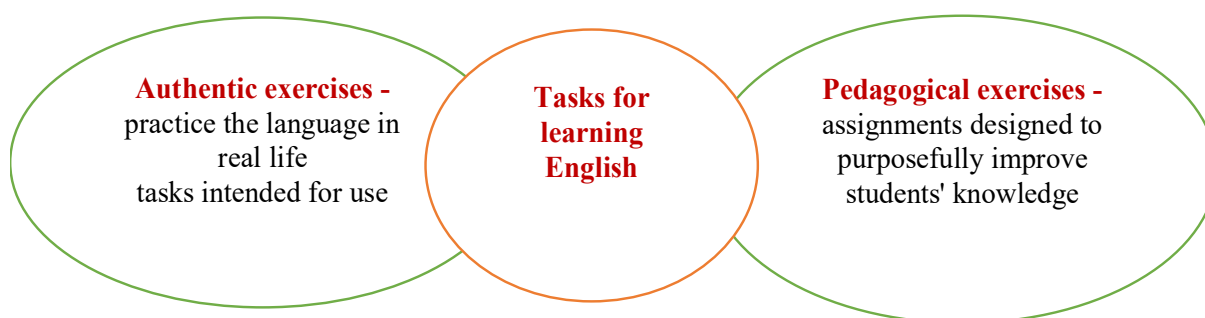
B: I'm going to the supermarket in ?ve minutes.

From the above example, we can see that a good English speaker has no difficulty in drawing conclusions. From this example, we can understand that the speaker states that there is no milk, but mentions that milk will be bought from the supermarket soon. If we analyze this example based on Grice's principle of cooperation, we take it as anormal way of communication, when we think something is true when we say or hear something.

According to the principle of cooperation, the speaker should be brief, concise and tell the truth. This leaves no room for the listener's unnecessary and unnecessary questions. Grice proposes to apply his maxims in such examples, but his principle of cooperation does not always correspond to the statements. As a clear proof of this, scientists Cameron and Taylor do not think that Grice's principle of cooperation is effective in conversations, on the contrary, they prefer to use different maxims to make the conversation more effective [5,256]. English linguist Lindbolm, based on his observations, states that Grice's principle of cooperation has not yet been fully observed.

Grice does not interpret the term "cooperative" as interaction in his works and refers to its dictionary meaning. Although Grice's principles of cooperation were created for a different purpose, they serve our principles, which include the goals of effective conversation, brevity and brevity. The principle of cooperation provides a deeper understanding of the conversation and a better quality of communication. If we conclude from the above analysis and considerations, there is no clear expression of the use of the term "principle of cooperation" in linguistics. The purpose of using this term is to avoid misunderstandings in colloquial terms and colloquial speech. Grice's goal is to bridge the logical gap between conversations.

In order to effectively teach English, it is necessary to properly organize exercises and perform them in a suitable sequence, which, of course, is carried out on the basis of scientific research. English scientist D. Nunan suggests to divide tasks for learning English into the following two types based on their purpose:



In many sources, scientists have classified tasks according to their design and description. Among such scientists, T.Pika classifies tasks as follows:
it is possible.

TASKS FOR LEARNING ENGLISH (T.PIKA)

Jigsaw tasks - students must combine different parts of mixed information and make it whole.

Exercises with omitted information (information sentence) - if the first group of students has a part of the information, then the second group has it in full form. In order for the information to be complete, the members of the first group should fill in the blanks by asking the second group for information.

Problem-solving exercises - students are given a problem and they have to find a solution to it.

Decision-making exercises - a problem is solved when performing such a task, but it differs from problem-solving exercises in that students have to choose one of various options as a solution. That is, the reader/student is given options of proposed solutions

Opinion exchange exercises - students exchange their opinions on the topic under discussion.

In the traditional teaching of English classes, scientist J. Willis makes a scientific opinion that it is possible to increase students' potential by giving them assignments. In his research, he divides tasks into six groups:

- 1) listing;
- 2) ordering and sorting;
- 3) comparing;
- 4) problem solving;
- 5) sharing personal information;
- 6) creative tasks.

J. Richards and T. Rodgers also give a classification of exercises:

1) one-way or two-way - whether the assignment includes one-way information exchange or two-way exchange;

2) convergent or divergent - whether students achieve a common goal or several different goals;

3) collaborative or competitive - whether students cooperate to complete the task or compete with each other during the task;

4) single or multiple outcomes - whether it is a single outcome or whether different outcomes can be achieved;

5) concrete or abstract language - whether the task involves the use of concrete or abstract language;

6) simple or complex processing - whether the task requires a relatively simple or complex cognitive process;

7) simple or complex language - whether the linguistic requirements of the task are relatively simple or complex;

8) reality-based or not reality-based - whether the assignment reflects life activity or pedagogical activity.

A.N. Here is the exercise system:

- 1) according to his proposal;
- 2) according to its descriptive character;
- 3) divides into categories according to the method of execution.

To make the exercise system category clear and understandable, the scientist divides each category in turn into groups as follows:

- 1) according to his proposal:
 - a) control,
 - b) complex,
 - d) receptive exercises;
- 2) according to the descriptive character:
 - a) dialogic,
 - b) monologic exercises;
- 3) according to the method of execution:
 - a) oral or written,
 - b) in the classroom or at home,
 - d) individual or team exercises.

E.A. Lagay also claims that it is appropriate to divide exercises into three types in foreign language teaching:

- 1) receptive exercises:
 - a) preparation,

- b) analytical,
- d) imitative;
- 2) reproductive exercises:
 - a) synthetic,
 - b) semi-constructive;
- 3) productive exercises:
 - a) constructive,
 - b) transformational.

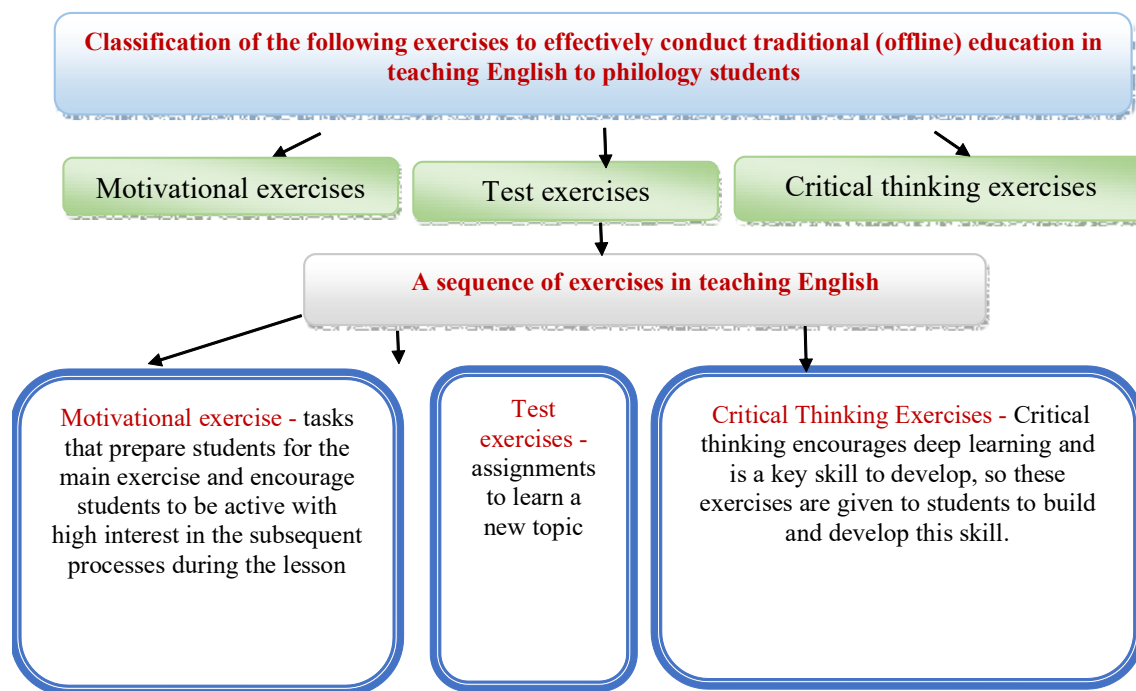
J. Jalolov in the book "Methodology of Foreign Language Teaching", "Wulf Abramovich Buchbinder conducted research on informational, operational and motivational exercises. To put it simply, it is permissible to say that they are exercises for imparting knowledge, skills, and qualifications," he writes. That is, information exercises are educational exercises, while operational exercises form skills in the student. Motivational exercises, in turn, develop the learner's language skills. Methodist scientists J. Jalolov divided the exercises into formative, developing and improving types of exercises.

And M. Djusupov exercises:

- 1) on the formation of knowledge in language systems;
- 2) on the formation of knowledge in language dynamics;
- 3) divides skills and competencies in speech activity into groups such as formative exercises and considers that the first and second groups of exercises can be used as preparatory exercises, and the third group as the main exercises in teaching a foreign language [6,185].

Another Uzbek scientist, S. Saidaliyev, divides exercises into language-related and preparatory exercises. According to the scientist, language-related exercises belonging to the first group are exercises that teach the student to use language as a means of communication, while preparatory exercises are exercises that shape the language's phonetics, grammar, lexicon, and speech mechanisms.

During the analysis of scientific research conducted by scientists on exercises and their types, there was no doubt about the importance of organizing exercises based on a certain system in teaching a foreign language. Having studied the research work on the classification of assignments and exercises, we developed the following classification of exercises to effectively conduct traditional (offline) education in teaching English to philology students.



In teaching a foreign language, especially English, it is appropriate to use the exercises in this sequence, i.e. motivational at the beginning of the lesson, then a test on the topic, and then critical thinking exercises.

1) Motivational tasks - tasks that prepare students for the main exercise and encourage students to be active with high interest in the subsequent processes during the lesson. Sometimes students may get bored of completing tasks, in such a situation, these exercises motivate students and encourage them to complete tasks again with interest. Motivational exercises are exercises that increase students' interest in learning English, and at the end of the session, students are more interested in learning a foreign language and continue the learning process with interest. As an example, we cite the following motivational exercises performed by students with interest during the experiment.

Motivational task.

This task can be played individually or with two teams. To set up the task, pass out an indexcard and open 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 learn a new topic. Test exercises can be used in two ways:

1) students are given several exercises within the new topic in order to encourage students to understand the topic without the teacher explaining it to them. After completing these tasks and receiving feedback from the teacher about their mistakes, students will understand the new topic by themselves.

2) Or practice tests can be given after the teacher explains a new topic to practice

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and gain a better understanding of the concept.

In effective teaching of the English language, it is appropriate to perform test exercises using the following technology. In order to encourage students to learn English independently, it is necessary to adapt them and not use ready-made exercises in the textbook. To develop receptive language skills, listening comprehension 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 read they make questions about the text, true/false sentences based on the text for true/false practice. Then the students will have to ask their own questions and answer their peers' questions to check their peers' understanding of the English text. Of course, it is natural that such exercises seem difficult and boring for students who have previously completed exercises that only find the answers. To overcome this difficulty, it is advisable to use adapted exercises during the lesson, not all at once, but one by one in each lesson. Then the students can easily complete the customized test exercises. By performing such exercises, students of the philology major not only learn English, but also develop their professional skills as future teachers, such as making changes to the exercises to suit language learners. Examples of test exercises include: 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. A reading exercise that is traditionally used:

In order to develop speaking and writing in the proposed technology for productive language skills, which is one of the important professional skills of future English teachers, the test exercises are adapted as follows: a topic for students to speak/write, an exercise to complete or Guidelines and evaluation criteria are given. Exercises can be done individually or in small groups. After completing the assignment based on the given topic and assessment criteria, students share their exercises with their classmates or other group representatives. That is, they exchange the essay or letter they wrote in the exercises of developing writing skills, and they give speeches to each other in the speaking exercises. Students check each other based on the given evaluation criteria and give feedback. Taking into account the feedback of their peers, students rewrite their written work and then submit it to the teacher for checking. In speech exercises, he will have the opportunity to give a better speech to the teacher, correcting mistakes, taking into account the feedback of his peers. This, of course, will lead to fewer student mistakes, more learning from each other, and in turn, higher grades, and most importantly, independent learning of English.

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