

EXAMINING THE IMPACT OF GROUP DISCUSSIONS ON PROMOTING GRAMMATICAL ACCURACY WITHIN A COMMUNICATIVE CONTEXT

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Abstract: Effective communication involves not only conveying ideas but also expressing them with grammatical precision. In this context, group discussions play a pivotal role in fostering grammatical accuracy within a communicative setting. This article explores the profound impact of group discussions on language development, emphasizing how collaborative discourse enhances linguistic skills. One of the primary advantages of group discussions lies in the diverse perspectives that participants bring to the table. Within a communicative context, individuals are exposed to varied linguistic expressions, styles, and structures. As group members engage in conversations, they unconsciously correct each other's grammatical errors, contributing to a collective understanding of proper language usage. This collaborative learning process creates an environment where participants learn not just from instructors but also from their peers.

Key words: Group Discussion, solve problems, communication skills

Teachers have many ways to engage their students, and one of such ways is conducting group discussions. Being a teacher, you should understand the **importance of group discussion** in teaching. It is an important component of learning because students participate in different ways depending on how they learn best.

Importance of group discussions is that it allows students to share their views and opinions freely. They also provide opportunities for students to interact with each other and gain knowledge from each other. Group discussion is a learning form where students discuss ideas or issues together. This helps them develop critical thinking skills and encourages them to express themselves.



Teaching Tenses through Group Discussion Method

Bormann (1975) says, “A group is defined as being composed of by at least three people.” Moreover, Brumfit (1984), says that a group is usually defined as a member of people who interact one another and who receive themselves to be a group. In addition, more specifically, Burgon and Huffer (2002) say, “In teaching, an ideal group should consist of the most eight members.” Thus, it can be concluded that a group must have at least three members who can interact each others to discuss about problem and look for solution. Then, to make discussion runs well, it is easier for the group leader in managing his or her group and more effective, the members of group are less than eight persons.

What is a Group Discussion?

Group Discussion (GD) is a method of learning where students discuss issues and ideas together. In GD, students work in groups to solve problems and learn from each other. It helps students develop their critical thinking skills, problem-solving abilities, and communication skills. Group Discussions are very important in teaching because it empowers teachers to help students in building their confidence.

Group discussion is an excellent technique to engage students in class discussions. They also provide opportunities for students to practice their communication skills. Teachers who want to engage students in meaningful conversations should consider group discussions.

Group discussions allow students to express their opinions and ideas freely. Students who participate in these types of activities gain confidence in expressing themselves and learn how to work together. Group discussions in teaching also encourage students to think critically about issues and problems they may face in the future.

Group discussion fosters the development of teamwork. Team members help each other out and share information. When students work together, they develop a sense of belonging and become closer friends.

Group discussions add to student participation. Students are often reluctant to speak in front of others. However, if they know that they will have to answer questions after class, they are more likely to participate.



When students feel comfortable speaking in front of others, they are less likely to be intimidated. In addition, they can ask questions without worrying about being embarrassed.

Group Discussion Method

The traditional mode of instruction is the lockstep approach in which a teacher interacts with all students in the class following a predetermined set of materials. All students receive the same set in the same sequence, and practically receive the same kinds and amount of input for acquisition. In group discussion, on the other hand, the students study by themselves either following a predetermined set of materials or each makes progress at their space.

Before starting the learning process, the teacher prepares some topics which have relation with English tenses in order to be discussed by students. The students are divided into several groups, each group has four to six members, since it is an ideal number for group work.

In setting group, the teacher usually divides group members based on the seat position or class attendance lists. The students move their seats and bodies, or body only if the seats are bench-like seats facing the students who sit behind or in front of them. Then, the teacher will select a group leader who assumed smart and active for each group. In this case, the leader must be responsible to keep class being active and running well.

There are many reasons in implementing group discussion in teaching tenses, namely a) it helps student understand lesson and improve their critical thinking. Moreover, b) it helps student discuss a particular problem deeply, and improve self confidence to speak English.

In practicing group discussion method, there are student's etiquette that must become an attention, so the discussion process is able to run well. Those etiquettes are divided into two sides: do and don't.

The etiquette that must do:

1. Speak pleasantly and politely to the group.
2. Respect the contribution of every speaker.
3. Learn to disagree politely.
4. Think about your contribution before you speak.
5. Try to stick the discussion topic. Don't introduce irrelevant information.
6. Be aware of your body language when you deliver information.



7. Agree with acknowledge what you find interesting.

The etiquette that mustn't do:

1. Lose your temper.
2. Shout. Use a moderate tone and medium pitch.
3. Use too many gestures when you speak. Gestures like finger pointing and table thumping can appear aggressive.
4. Dominate the discussion. Confident speakers should allow quieter students a chance to contribute.
5. Draw too much on personal experience or anecdote. Although some tutors encourage students to reflect on their own experience, remember not to generalize too much.

Conducting GDs help with proactive listening, which is a vital skill for academic achievement. By participating in group discussions, students are encouraged to listen carefully to what others say. They also learn how to follow directions and understand instructions.

Group discussion in teaching promotes the development of critical thinking, a talent that can be learned through practice. Students need to practice asking questions and listening attentively to the answers. Through group discussions, students are given opportunities to practice these skills.

Group discussion in teaching fosters creativity, which is a skill that is cultivated through experiences. Students who participate in group discussions are exposed to different perspectives and ideas. They are also encouraged to think outside the box and use their imagination.

Group discussions are an excellent way for students to review content and exercise critical thinking and problem-solving. When used correctly, group discussion can help students to deepen their understanding of a given topic. Group discussions can also be used to assess student learning, as well as to encourage higher-level thinking. Students are more interested in the classroom when they participate in group discussions.

How To Conduct And Evaluate Group Discussions

Group discussion is a powerful tool for learning and assessment. When used effectively, group discussion in teaching can promote engagement. This guide will provide you with tips on how to conduct and evaluate group discussions in your classroom.



There are many different ways to conduct a group discussion. One way is to have each participant write down their thoughts before the meeting begins. Another method is to ask everyone to share their thoughts at once. You may want to start with a question that prompts people to think about the topic. Once you have collected enough responses, you can begin to analyze them and make decisions based on what you find.

Keep in mind the following points while conducting a group discussion:

- The purpose of the discussion
- The size of the group
- The level of prior knowledge
- The available time

After you have finished collecting data, you should evaluate how well the discussion went. There are various approaches you might use to accomplish this. You can look at the number of participants who shared their thoughts. If there were only two participants, you know that they did not discuss much. However, if there were 10 participants, you know that the discussion was productive.

You can look at how much time was spent discussing the topic. If the discussion lasted less than 30 minutes, you know that the participants did not spend enough time talking about the topic. On the other hand, if the discussion lasted over 60 minutes, you know that they had plenty of time to talk about the topic.

You can look at whether the participants agreed or disagreed with each other. If they agreed with each other, you know that the conversation was productive. If they did not agree, you know that the group discussion was unproductive.

Group discussion in teaching is a key part of any group project or activity. They provide a way for group members to share their ideas, ask questions, and come to a consensus. However, not all discussions are created equal. In order to have a productive discussion, it is important to conduct and evaluate them thoughtfully.

Some Tips On How To Conduct And Evaluate Group Discussions

- Make sure all members have a chance to speak
- Encourage members to ask questions
- Encourage members to listen to and respect each other's ideas
- Keep an open mind and be willing to change your opinion
- Take turns leading the discussion
- Make sure the discussion stays on topic



- Summarize the discussion and come to a conclusion

There are many different ways to incorporate group discussion into the classroom, and the method you choose will depend on the goals you have for your students. Regardless of the approach you take, though, there are some key considerations to keep in mind to ensure that your group discussion is effective.

Don't be afraid to take the lead, especially if you know the topic well. You should not hesitate to speak if you are confident enough about the topic and know the **importance of group discussion** in teaching. But if you are not too sure about it, then it would be wise to let others speak first before you jump into the conversation.

Never copy or follow someone else's ideas or comments. This may leave a bad impression of yours in front of the evaluators. Always listen to others' opinions and add your thoughts to them.

Don't avoid making eye contact with fellow participants. The **importance of group discussion** in teaching is highlighted when each participant feels comfortable enough to speak freely without fear of being judged negatively. In such a setting, avoiding eye contact can be interpreted as an indication of insecurity.

Group discussion in teaching is meant to evaluate not only your speaking skills but also your listening skills as well. Interrupting someone while he/she is speaking may lead to negative points.

Contribute throughout the entire discussion to learn the **importance of group discussion** in teaching. Don't just speak once. Try to break your ideas into different parts and then focus on one idea at a time. Also, make certain that whatever you say is useful and not a rehash of what someone else has already said.

Don't worry about being nervous or having any kind of fear. Just remember that everyone else is also trying to do the same thing. So, just keep calm and focus on your discussion.

As a teacher, it is important to understand the **importance of group discussion** in teaching and how to use it effectively. When used correctly, group discussion can be a great way to help students learn.

The teacher is not a lecturer who can teach others how to learn. Rather, he or she is an advisor who encourages learning through discussion and problem-solving. The



teacher is a silent guide during the lesson but does take the lead in planning the next step.

Teachers should understand the **importance of group discussion** in teaching to adapt their roles to help students understand problems better. Pupils must take responsibility for their learning. The teacher should not try to solve problems for pupils; instead, the teacher should guide pupils towards solving problems themselves. The teacher should encourage pupils' independence and self-reliance and should not tell pupils what to do.

A teacher works with his pupils' varying abilities, knowing that he/she has some more able and others less able students in his/her class. Develops the technique of preparing graded problems, i. e., problems with different levels of complexity, to suit all kinds of pupils in the class.

In conclusion, group discussions have a profound impact on promoting grammatical accuracy within a communicative context. The collaborative nature of these discussions exposes participants to diverse linguistic expressions, while instant feedback accelerates the learning process. The active participation and sense of accountability in group settings contribute to individual and collective language development. Moreover, the dynamic and holistic nature of group discussions mirrors real-world communicative scenarios, preparing individuals to use grammatical rules effectively in diverse contexts. Overall, embracing group discussions as a pedagogical tool enhances language learning by fostering grammatical accuracy in a communicative setting.

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