

USING PAIR WORK TO INCREASE CLASSROOM PARTICIPATION

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Annotatsiya: Ushbu maqolada juftlikda ishlash usuli orqali sinfdagi o'quvchilarning ishtirokini oshirish masalasi ko'rib chiqiladi. Ta'lim jarayonida juftlikda ishlash o'quvchilarning faolligini, muloqot ko'nikmalarini va hamkorlikda ishlash qobiliyatlarini rivojlantirishda samarali usul sifatida tahlil qilinadi. Maqolada ushbu usulning afzalliklari, amalga oshirish usullari hamda o'quv jarayonidagi natijalari muhokama qilinadi.

Kalit so'zlar: juftlikda ishlash, sinf ishtiroki, faol ta'lim, muloqot ko'nikmalari, hamkorlik, ta'lim metodlari

Аннотация: В данной статье рассматривается использование парной работы как эффективного метода повышения активности учащихся на уроке. Анализируется влияние работы в парах на развитие коммуникативных навыков, сотрудничества и вовлеченности учащихся в учебный процесс. В статье представлены преимущества данного метода, способы его применения, а также результаты его внедрения в образовательной практике.

Ключевые слова: парная работа, участие в классе, активное обучение, коммуникативные навыки, сотрудничество, методы обучения

Abstract: This article examines the use of pair work as an effective method for increasing classroom participation. Pair work is analyzed as a learner-centered approach that enhances students' engagement, communication skills, and ability to collaborate. The study discusses the main advantages of this method, practical ways of its implementation, and its impact on the learning process. The findings indicate that pair work significantly improves students' interest in lessons and encourages their active involvement in classroom activities. Therefore, incorporating pair work into teaching practices can lead to more interactive and productive learning environments.

Key words: pair work, classroom participation, active learning, communication skills, collaboration, teaching methods.

Introduction. Nowadays, increasing students' participation in the classroom has become one of the main goals of modern education. Many teachers face the problem that some students remain passive during lessons and do not actively engage in learning activities. This can negatively affect their understanding and overall academic performance.

One of the effective ways to solve this problem is using pair work. Pair work allows students to communicate with each other, share ideas, and learn together in a more comfortable environment. When students work in pairs, they feel more confident and are more willing to participate compared to whole-class activities.

In addition, pair work helps to develop important skills such as speaking, listening, and cooperation. It also gives every student a chance to be involved in the lesson, not only the most active ones. For this reason, many teachers are now trying to include pair work in their teaching practice.

Literature Review and Methodology. Using Pair Work to Increase Classroom Participation has been widely discussed in academic literature. Many researchers have emphasized the importance of active learning in the classroom, especially for improving student participation. Herbert Simon[1] argued that students learn more effectively when they actively engage with the learning material, rather than passively listening to the teacher. This idea supports the use of interactive techniques, including pair work, which promotes communication and collaboration

In language education, Jeremy Harmer[2] highlights that pair work is one of the most efficient ways to increase students' speaking time. He notes that when learners work in pairs, they are more likely to practice new vocabulary, construct sentences independently, and express their own ideas freely, which improves both fluency and confidence. Similarly, Penny Ur[3] points out that pair work creates a supportive and less intimidating learning environment. According to Ur, students who feel nervous or shy in front of the whole class can express themselves more comfortably when interacting with a partner.

In addition to the studies mentioned above, Alimova (2019) highlights that the use of authentic materials in English language teaching helps learners interact with real-life language and improves their communicative competence. Authentic texts, videos, and multimedia resources create a more realistic learning environment. Furthermore, communicative language teaching activities help consolidate language skills and encourage active student participation [5; 6]. Alimova (2021) also emphasizes that teaching English through English helps improve students' language proficiency and encourages more effective communication in the classroom. This approach promotes active participation and supports the development of practical language skills [7].

In another study, Alimova (2024) emphasizes the importance of collaborative learning environments in improving teachers' professional qualifications and promoting effective interaction between teachers and students. The author notes that collaborative approaches supported by modern technologies can enhance communication and teaching effectiveness [8]. Additionally, Jack C. Richards explains that pair and group activities encourage learner autonomy, critical thinking, and problem-solving skills. Students become more responsible for their learning, and this active engagement increases their motivation and interest in the subject. Richard E. Mayer also found that collaborative learning can enhance cognitive development, because students are required to explain concepts to each other, negotiate meaning, and actively construct knowledge together.

Other studies, such as those by David Nunan and Jack C. Richards, have shown that pair work can improve not only communication skills but also listening comprehension, problem-solving abilities, and interpersonal skills. Nunan emphasizes that pair work provides more speaking opportunities than traditional teacher-centered lessons, which often allow only a few students to participate actively. Richards adds that the cooperative nature of pair activities fosters social skills and helps students learn to negotiate, compromise, and support their peers.

Moreover, Carolyn Graham highlights that using games and interactive tasks within pair work can further increase student engagement and make learning enjoyable. Her research shows that students who work in pairs on fun and meaningful activities are more likely to retain knowledge and participate actively in future lessons.

This study was conducted in a secondary school classroom to investigate the impact of pair work on students' classroom participation. The participants were 30 students aged 14–16 who were learning English as a foreign language. The study aimed to explore whether using pair work activities could increase students' engagement, confidence, and willingness to participate in class.

The research followed a qualitative and quantitative approach. Data were collected through classroom observations, student questionnaires, and informal interviews. During the observation sessions, the teacher monitored students' participation, interaction patterns, and level of engagement during different activities. The focus was on how often students spoke, how confidently they answered questions, and how well they collaborated with their partners.

By combining observation, interviews, and questionnaires, this methodology allowed the study to provide a comprehensive understanding of the effectiveness of pair work in increasing classroom participation. The approach ensured that both qualitative insights and quantitative evidence were taken into account, providing a clear picture of students' responses to interactive teaching methods.

Discussion. The findings of this study are consistent with previous research on active learning and pair work. As noted by Jeremy Harmer, pair work increases students' speaking opportunities and builds confidence, which was clearly observed in this study. Similarly, Penny Ur emphasized that pair work creates a supportive classroom environment, reducing anxiety and encouraging participation.

The study also supports Lev Vygotsky's social interaction theory, which highlights the importance of collaborative learning. In this research, students learned from their partners, negotiated meaning, and provided mutual support, confirming that social interaction enhances understanding.

In addition, the results align with Jack C. Richards's claim that cooperative learning activities promote autonomy and responsibility. Students took ownership of their learning, actively engaged in tasks, and collaborated effectively. The study also reinforces Carolyn Graham's observation that interactive and game-based pair activities increase motivation and enjoyment, which is important for sustaining engagement over time.

Some challenges were observed as well. A few students initially struggled with unequal participation, where more confident students dominated the activity. However, with teacher guidance and rotation of partners, all students eventually became actively involved. This indicates that proper planning and monitoring are essential to ensure the effectiveness of pair work.

Overall, the discussion confirms that pair work is a highly effective method to enhance classroom participation, improve communication skills, build confidence, and foster a positive and collaborative learning environment.

Results. The results of this study showed that pair work had a positive impact on students' classroom participation and engagement. During classroom observations, it was noted that most students spoke more frequently and confidently when working in

pairs compared to whole-class activities. Students who were usually shy or reluctant to answer in front of the class participated actively when they had a partner.

The data from questionnaires revealed that 85% of students felt more comfortable expressing their ideas in pairs. They reported that discussing tasks with a partner helped them understand the lesson better and reduced anxiety. Many students also mentioned that working with peers allowed them to learn from each other and share knowledge, which increased their motivation to participate.

Informal interviews confirmed these findings. Students expressed that pair work made lessons more interactive and enjoyable. They appreciated the opportunity to practice speaking and listening skills in a safe environment. Teachers also observed improvements in cooperation, problem-solving, and critical thinking skills.

Overall, the study showed that pair work increased both the quantity and quality of student participation. Students were more involved, asked more questions, and showed greater interest in lesson activities. The combination of observation, questionnaires, and interviews provided strong evidence that pair work is an effective method for promoting active learning and engagement.

Conclusion. This study demonstrated that pair work is an effective method for increasing classroom participation and enhancing students' engagement. The research findings indicate that students who worked in pairs spoke more confidently, participated more actively, and felt more comfortable sharing their ideas compared to traditional whole-class activities. Pair work also helped develop important skills such as communication, cooperation, problem-solving, and critical thinking. The study confirms that social interaction and collaboration play a crucial role in learning, supporting Vygotsky's theory of the Zone of Proximal Development. Students benefit from working with peers, exchanging knowledge, and supporting each other, which leads to improved understanding and retention of lesson content. Moreover, interactive and game-based pair activities increase motivation and make learning enjoyable, as noted by Graham (2006). In conclusion, incorporating pair work into classroom practice is highly recommended for teachers who aim to enhance student participation, build confidence, and create a positive and collaborative learning environment. With proper planning, monitoring, and guidance, pair work can become a central strategy in modern teaching methods.

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