



THE ROLE OF JIGSAW TECHNOLOGY IN DEVELOPING LEARNERS' AUTONOMY

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ABSTRACT

The Jigsaw method of teaching is a collection of topics that students will fully develop before coming together to form a complete idea, much like a Jigsaw puzzle is a collection of various pieces that come together to make a complete picture. More specifically, this kind of collaborative learning strategy enables individuals or small groups to take charge of a specific subcategory of a larger topic. Each individual or small group has the duty to teach their idea to the rest of the group or class after conducting research and developing it.

KEYWORDS

Collection, strategy, picture, groups, charge, learning, small groups, autonomy, collaborative learning, subcategory, research.

INTRODUCTION

Using the jigsaw method in one's classroom has a lot of advantages. Starters will typically have a better understanding of the material if they take responsibility for their learning. As active learners, students are directly exposed to the information and subject matter, which fosters a deeper understanding of that subject matter.

Students learn practical skills like communication and adhering to a schedule when they have the chance to contribute to a group. This approach also encourages collaboration, discussion, and self-driven learning techniques. When students collaborate, they learn how to clarify their understanding and offer constructive criticism in the right contexts. Additionally, the Jigsaw Method of Education



Effectively Produces Academic Gains in Problem Solving and Analyzing, Two Important Cognitive Skills.

What Materials Can Be Used in the Jigsaw Method?

Most people imagine the jigsaw method as a way to teach different categories of a single overarching lesson, but it can actually be much simpler than that. Each group may be in charge of a particular chapter of the textbook, a particular approach to a mathematical concept, the culture of a county within a region, a chapter of a trade book, or even the analysis of poetry or other works of art.

Individual Components.

Starting with this approach as individuals who then come together to present their individual piece of the puzzle may be the easiest for virtual classrooms or younger students. Each student would be given a category to research in the beginning by the teacher. Each student may be asked to create a slide presentation to share with the class that fully develops their subcategory. This can also be done in a traditional classroom if the lesson as a whole has enough subcategories or if the teacher decides to have two to four students work independently on the same subcategory and share separately to give each subcategory a more in-depth look.

Groups that collaborate.

The teacher will divide the class into groups of four or five students, as with any group activity. The number of groups should be determined by how many subcategories can fit into the lengthy lesson, and the number of students should be divided into groups in accordance with that number. Each group would then be given a subcategory to collaboratively research and develop. Each group would then create a presentation and present it to the class, following the individual's approach.

Jigsaw inside of Groups.

This example permits every member of the small group to create a subcategory and share within their small group, similar to the cooperative group approach. The teacher would divide the lesson into subcategories to start this method. Each small group would then be formed, with one student assigned to each subcategory of the lesson. Every small group receives the same set of subcategories using this method.

Individuals will meet with individuals from the other small groups with the same topic after conducting their own research on their own subcategory to further their understanding and develop into subcategory experts. Then, each student would go back to their original group and instruct the other members of their small group on the subcategory they had just learned. To fully understand all subcategories, students in the group take notes or fill out a study guide. This is also beneficial for students who are learning how to collaborate in a group but may not yet feel confident speaking in front of the entire class.

Evaluation Guidelines.

No matter the jigsaw method used, all students must be evaluated on all subcategories at the conclusion of the lesson so that the teacher is aware of any material that may need to be retaught. Additionally, this assessment aims to make sure that every student has a thorough understanding of the subject matter as a whole, not just their area of expertise. Most of the time, the teacher will decide to assign each student their own individual grade based on their assessment. In contrast, the teacher may average each student's score with the scores of the other students in the small group when using the jigsaw within groups method. The small group's members would each then receive that average in addition to their own personal score. With everyone working together to teach the material



and hold one another accountable, this helps to ensure that all students learn the material. Higher grades and students who fully comprehend their role in the jigsaw method are more appropriate for this method of scoring.

Every time someone is given the chance to impart knowledge, they genuinely come to understand the subject matter more deeply. This is a well-established fact. This opportunity for peer teaching is made possible by the jigsaw method, whether it is applied individually or cooperatively in a group setting. As a result, their understanding and application of the skill are deepened. Students also develop a sense of ownership over the material they are responsible for teaching and for the material they learn. A useful educational strategy that can be used at any grade level is the jigsaw method.

CONCLUSION

In recent years, using games in the classroom has gained popularity and methodologists' recommendations. Numerous sources, including those cited in this work, list the benefits of using games in foreign language classrooms. They may be helpful in presenting and consolidating vocabulary, but I haven't come across any empirical evidence to support this.

Although the games' primary goals were to introduce new words or phrasal verbs to students and aid in their lexical item consolidation, they also aided in the growth of the students' communicative competence.

According to my observations, the student groups who practiced grade-level activity with games seemed to be more motivated and interested in what they were doing. However, the time they spent working on the words was typically a little bit longer than when other techniques were used with different groups. This may imply that investing more time into activities yields better outcomes. The feedback students received

indicated that the engaging activities and laid-back atmosphere helped students learn. The only explanation for such a result, however, is not this one. The use of games in the lessons may have encouraged students to practice the vocabulary words on their own, in which case the game may have only served as a useful stimulus for further work.

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