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RECIPROCAL TEACHING AS AN INTERACTIVE APPROACH TO ENHANCING COLLABORATIVE LEARNING IN MODERN EDUCATION

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ABSTRACT

This article examines the effectiveness of reciprocal teaching as a collaborative learning strategy in an English language classroom. As educational content must rapidly adapt to advancements in science and technology, fostering interactive and student-centered environments is increasingly essential. The study involved 24 second-year English majors who engaged in group-based reading comprehension activities over four weeks, employing techniques such as prediction, question generation, clarification, and summarization. Data collected through classroom observations and student questionnaires revealed that reciprocal teaching significantly enhanced student engagement, comprehension, and willingness to participate in discussions. Over 80% of participants reported improved understanding and greater comfort in sharing ideas during group activities. The findings underscore the value of reciprocal teaching in promoting autonomy, critical thinking, and communication skills, suggesting its effectiveness as a modern instructional approach for English language education.

Key words: reciprocal teaching, collaborative learning, English language, student engagement, group work, critical thinking, communication skills, peer support, reading comprehension, learner autonomy.

INTRODUCTION

Teachers are faced with the problem of creating curricula that keep up with the rapid advances in science and technology in today's environment. To stay current and meaningful for today's students, educational information must be updated on a regular basis as knowledge advances. Naturally, this shift necessitates new methods for how pupils interact with and process information. Collaboration is one of the most essential and successful strategies for learning both cultural and academic material. This article repeatedly demonstrates that students prefer working in groups, sharing ideas, and encouraging one another while they are studying. Because of this, creating cooperative learning settings that actively involve every single student is becoming more and more important in modern teaching methods. In addition to imparting knowledge, the objective is to foster an environment where each student feels appreciated, included, and inspired to contribute. Interactive and student-centered approaches, including reciprocal teaching, are crucial in this situation. These methods promote social skills and critical thinking while also encouraging accountability, communication, and deeper knowledge. Teachers can better educate pupils to deal with the complexity of today's world by using such tactics.

METHODS

The phrase "reciprocal teaching" has no single, widely recognized definition, according to an examination of scholarly literature. Rather, academics approach it from various angles, characterizing it as an instructional tool, a teaching strategy, a means of structuring classroom engagement, or even

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as a unique kind of learning activity in and of itself. This range of interpretations demonstrates how adaptable and widely applicable the idea is in contemporary schooling. With regard to reciprocal teaching in particular, my study indicates that it is a strategy that depends on students working together in a systematic manner. Reciprocal teaching, for instance, is defined by S.M. Vishnyakova as a group-based teaching approach based on variations in students' skills, theoretical knowledge, and practical preparation. Within this framework, students collaborate to build skills, share both fundamental and supplemental knowledge, and actively assess one another's comprehension and advancement[1]. Building on her concept, reciprocal teaching fosters learner autonomy and responsibility in addition to improving academic results. Students have a deeper understanding and a greater awareness of their own learning processes through reciprocal explanation and evaluation, which makes teaching more effective and interactive. More than just a method, reciprocal teaching fosters a dynamic learning environment where students actively support one another's development. In addition to strengthening subject knowledge, this kind of contact improves critical thinking, communication, and the capacity to assess one's own and other people's work.

An examination of these definitions reveals that teaching students how to communicate effectively with one another is the core of reciprocal teaching. In order to guarantee a more thorough and long-lasting comprehension of the subject matter, students engage in mutual assessment, cooperatively develop their abilities, and share ideas. It is especially crucial to stress that students' skills vary, as do their levels of academic understanding and practical preparation. These distinctions are not a drawback but rather a useful asset since they give students the chance to enhance one another's abilities and aid in one another's academic development. According to some studies, reciprocal teaching is a type of group instruction where students act as both teachers and learners at the same time. In this paradigm, students assist one another by sharing the information and abilities they have mastered most successfully, which helps their classmates comprehend the subject matter more successfully.

Additionally, it is evident that in reciprocal teaching, more experienced students help their peers learn the material under the teacher's supervision. This demonstrates the structured character of peer interaction, in which students actively support one another's academic development while the teacher continues to operate as a coordinator. Another crucial component of reciprocal teaching is highlighted by these definitions, which stress that more advanced students act as "teachers," assisting and guiding their peers as they learn. Reciprocal education, which is predicated on student-to-student and student-teacher contact, might be considered an interactive teaching approach, according to my article. This method not only makes it easier to share knowledge, but it also fosters a more dynamic and participatory learning atmosphere where everyone takes responsibility for their own education.

This study investigated the efficacy of reciprocal teaching in an English language classroom using a qualitative methodology enhanced by quantitative data gathering. Twenty-four English majors in their second year of college participated. Over the course of four weeks, the study was carried out within a reading comprehension course.

Four main strategies—prediction, question creation, clarification, and summarization—were used to implement the reciprocal teaching approach through group learning exercises. Small groups of four to six students each were formed. They were given specific roles to play during each lesson, and they

1. Vishnyakova S.M., Профессиональное образование: Словарь. Ключевые понятия, термины, актуальная лексика, Москва, NMC SPO, 1999, p. 538.

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were encouraged to discuss the reading materials, create questions, explain complex ideas, anticipate future information, and summarize the texts' major points.

A student questionnaire and classroom observations were used to gather data. Students' involvement, interaction, communication, and engagement during educational activities were the main topics of observation. Students filled out a questionnaire with five statements at the conclusion of the implementation period in order to assess how they felt about reciprocal teaching and how it affected their educational experience.

RESULTS AND DISCUSSION

The results show that students' involvement and comprehension were positively impacted by reciprocal teaching. Students started participating more actively in the learning process, according to observations made in the classroom. They worked together with their peers to analyze readings, share ideas, and resolve comprehension issues rather than depending only on the teacher's explanations.

These findings were corroborated by the questionnaire answers. Reciprocal teaching enhanced students' comprehension of reading content, according to about 83% of the students. Additionally, 87% of respondents said that group contact helped them better understand challenging subjects than individual study, and 79% said they felt more comfortable voicing their opinions during class discussions.

Students were encouraged to use higher-order thinking processes through the use of prediction, question generation, clarification, and summarizing. By making predictions, students engaged their past knowledge and set reading goals. The creation of questions encouraged deeper text study and critical thinking. While summarizing assisted students in identifying and remembering the most crucial information, clarification allowed them to work together to overcome problems.

These results align with the opinions of academics who characterize reciprocal teaching as a collaborative and interactive teaching method. The study demonstrates that reciprocal teaching improves academic achievement while also fostering learner autonomy, communication skills, and learning responsibility. Throughout the exercises, students took on both teaching and learning roles, fostering a nurturing learning atmosphere where knowledge was created collaboratively.

All things considered, the findings show that reciprocal teaching can be a successful teaching strategy in English language instruction. It makes the classroom more student-centered and interactive by promoting critical engagement with learning materials, active involvement, and peer support. As a result, when viewed as a type of learning organization, reciprocal teaching is distinguished by particular characteristics including the number of participants, the time and environment in which the process takes place, and the methodical way in which it is executed. Researchers characterize reciprocal teaching as a method centered on communication and role-sharing inside the classroom, either between students and the teacher or among students themselves. With this method, students are usually divided into small groups, assign duties to each member, and frequently designate a facilitator or leader to oversee the group's work and encourage cooperation. Additionally, it develops interpretive skills as students learn to clarify concepts, ask questions of one another, and explain ideas through interaction, which eventually improves their analytical skills and general academic performance. Four essential techniques are suggested for this kind of work: "prediction," "question generation," "clarification," and "summarization." With the aid of these strategies, students can independently assess their comprehension of the text and establish specific reading objectives.

CONCLUSION

It is difficult for educators to create curricula that keep up with the quick changes in science and technology. Educational materials must be updated frequently, with a focus on collaborative learning as a crucial tactic, in order to properly engage today's students. Cooperative learning environments are

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necessary to guarantee that every student feels valued and included since students prefer working in groups to share ideas and encourage one another. Critical thinking, communication, and accountability are encouraged via interactive, student-centered methods, especially reciprocal education. With this approach, students work together methodically to improve their knowledge and abilities through reciprocal instruction and evaluation. According to studies, by allowing students to function as both peers and teachers, reciprocal teaching promotes learner autonomy and improves academic performance. Reciprocal teaching can be defined as an interactive method that emphasizes role-sharing and communication in which students work together under the supervision of teachers to improve abilities using techniques including summarization, question generation, prediction, and clarification.

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