

COOPERATIVE / COLLABORATIVE LEARNING

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Abstract: This article is devoted to the topic “Cooperative / collaborative learning”, that is, “working as a group”, is considered one of the effective ways in the study of the above foreign language, cooperative learning is based on the obstacles and problems encountered in the formation and development of learning language based on the types of communicative competence, as well as its advantages and role, relevance. In the following years, we have become clear about the methods of teaching English and the main effective methods, which are one of the most important issues in some technological innovations. Today, it is important for students to know foreign languages well. Multilateral relations are being established with different countries of the world, of course, the importance of language for the development of these relations is relevant. The main objective of our study is to provide an insight into the importance of cooperative learning and teaching English language.

Key words: cooperative learning, technology, technique, jigsaw, think-pair-share, team, pedagogic approaches

In a rapidly developing era, science and technology are also growing rapidly. Progress in each area is taking a step forward. In particular, great changes and significant achievements are being made in science. The delivery of each science to students using new innovative pedagogical methods is one of the main requirements of today's education. To achieve high results by spending a short time in teaching English Science in academic lyceums, as well as effective application of modern pedagogical technologies, using the right methods of translation process and ultimately educating, aspiring, highly motivated students is one of the topical issues of this day. There are opportunities for learners to listen and understand, speak, read and write in foreign languages, in particular in English, as well as to master the English language today, to be able to communicate freely, textbooks and programs are also structured based on these skills.

Various pedagogic approaches exist to promote quality teaching so that teachers can transform classrooms into more engaging and more supportive learning environments, and one such approach is structured small-group learning. Structured small-group learning, which is referred to as “cooperative learning” (CL) pedagogy, provides teachers with alternative approaches to teaching that effects meaningful change on the cognitive, affective and psychomotor domains. The idea of cooperative learning has been around for decades, but it never got to the same prominence as

blended learning or differentiated instruction. While it's debatable as to why cooperative learning flew under the radar for so long, it's undeniably a powerful and effective teaching strategy. The core element of cooperative learning is to showcase the positive effects of interdependence while underlining the importance of personal responsibility. This happens naturally in cooperative learning since students work with one another, but they all have a different task to accomplish or concept to explain. Students are being social while they're working in cooperative learning. That could be an advantage or disadvantage for you, depending on the class.

Regardless, the experience of working socially can help students with soft skills, which is a nice bonus to cooperative learning in general. Cooperative Learning is an instructional method in which students work in small groups to accomplish a common learning goal under the guidance of the teacher. Cooperative learning strategies offer students the possibility to learn by applying knowledge in an environment more similar to the one they will encounter in their future work life.

Cooperative learning methods may be as simple as having students sit together to discuss or help one another with classroom assignments, or may be quite complex. Cooperative learning is distinguished from peer tutoring in that all students learn the same material, that there is no tutor or tutee, and that information usually comes initially from a teacher rather than a student. (Slavin, 1987, p. 1161)

These cooperative learning methods are clarified as follows:

1. Think-Pair-Share

It is a structured technique that has a specific time assigned to each partner's speaking turn. When the teacher uses this technique, s/he asks questions to the group or the whole class. After that, students think and suggest the possible and relevant answers to those questions, and then they discuss and share their views and ideas with their partners. As a result, students share their answers with other pairs, groups or the whole class. Within think-pair-share, learners have several opportunities to develop their ideas, practice their language and content before they are asked to speak in front of the entire class. The teacher uses think pair shares in order to keep all the students engaged in different interactions especially in large classes.

2. Jigsaw

Elliot Aronson (1978) developed jigsaw method, whereas jigsaw II is suggested by Slavin, in this method students work in heterogeneous groups. They are assigned to read a story or any piece of writing. Moreover, the teacher gives them an expert sheet that includes different topics for each team member to concentrate on while reading. Students from different groups with the same expert meet each other to share ideas, understanding, and thoughts, and then the experts return to their own team members to teach them what they handled. The instructor gives them quizzes and provides them

with enough time to work. As a final step, the teacher can give rewards to the successful groups.

3. Three Step Interview

Here each member chooses a student to be his/her partner. Firstly, individuals interview their partners by asking them questions then partners switch the roles. Finally, members share their response with the whole group.

4. Numbered Heads Together

In this method, each student takes a number such as 1, 2, 3 and 4. After that, the teacher asks questions to students, and then the learners give answers, discuss, and negotiate their answers and come up with a unified answer. Later on, the tutor picks out a number haphazardly to answer the question. What characterizes this strategy is that students work effectively since they do not know which one of them is going to answer the question. Each one of these methods is helpful and helps to facilitate the learning process. In think, pair, share students would know how to think individually and then how to share their ideas with others. While the students would know others' thoughts and assumptions through three step interviews. Moreover, in Jigsaw students know how to teach their classmates. The number-heads strategy creates the sense of subject interest among students. One more activity for collaboratively planning academic type essays is to start by brainstorming the topic onto a mind-map on the board, or use a mind-mapping tool. For example, in describing a festival in your country, you might have sections for dress, food, music and so on.

As I and we teachers know collaborative learning process is not an easy way of with different levels in teaching, apparently it is more complicated way to make cooperate students in learning hours. It requires methods and different approaches, furthermore it requires ability, knowledge, practice, various useful materials which make the lesson more productive. Apart from that, games, illustrations, jigsaw activities, teacher lesson plans systematically rely on learners. The implementation of Cooperative Learning method in is effective. The teacher made Lesson Plan first before teaching and learning processes. It also serves teachers as facilitators, motivators, and dynamist. It helps students to improve students' achievement in terms of academics. All of the key elements of Cooperative Learning are implemented here. Cooperative Learning method also has a contribution that can be given to the development of social skills of students, working with other students. This also helps students to develop their empathic abilities, and trying to find a solution to a problem in the group; also develops skills such as the need to accommodate the views of others. The students are also in trained how to work in groups and help each other and the students also get training about traditional group values.

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