

«Cooperative Learning as an Innovative Model of Teaching English»

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Abstract. *This article is devoted to the study of the changes being implemented in the education system in Uzbekistan in terms of modernization and introduction of new innovative pedagogical technologies. In particular, the article discusses the cooperative learning model in teaching English. This model is aimed at developing mutual learning and social skills of students through joint work. Detailed information is provided on the main principles of cooperative learning, including intergroup interdependence, individual responsibility, mutual assistance and support, and the development of social skills. The article also analyzes the contribution of cooperative learning to academic achievement, acceptance of social diversity, and the development of critical thinking.*

Keywords: *Cooperative learning, innovative technologies, social skills, democratic processes, interaction, motivation.*

INTRODUCTION

Great positive changes in the social life of the people and also in all branches of society have been occurred after the Independence of Uzbekistan. The changes in the Education system of Uzbekistan have been carried out according to the requirements of “National program of training personalities”.

Our government from the first days of Independence stated the importance of deep reforms in the education system and in upbringing of new generation of our country. The new adoption of “The Law on Education” in Uzbekistan was a great event in the sphere. Modernization of education system in our country is closely linked with the implementation of innovative technologies into the process of teaching and modernizing the content and methods of education. The use of innovative pedagogical technologies in education is demand and need in all spheres of educational system at present. It gives a kind of stimulant and motivation in the further development of teaching foreign languages. Innovative methods help the teachers to develop the students skills, we distinguish the effective methods of teaching English the Cooperative learning methods of teaching English.

Cooperative learning is a technique that allows students to learn from each other and gain important interpersonal skills. Learn more about the benefits, strategies and techniques involved in cooperative learning.

Cooperative learning is an organized and structured way to use small groups to enhance student learning and independence. Students are given a task, better known as an assignment and they work together to accomplish this task. Each individual has responsibilities and is held accountable for aiding in the completion of the assignment therefore success is dependent on the work of everyone in the group. Cooperative learning, put quite simply, is a type of instruction whereby 892 students work together in small groups to achieve a common goal. Although cooperative learning has numerous variations, Johnson and Johnson indicate five features of successful cooperative activity:

- students learn that their success depends upon working together interdependently;
- students are individually accountable while achieving group goals;
- students support and assist one another's success through face-to-face interactions;
- students develop social skills by cooperating and working together effectively;
- students as a group have the opportunity to reflect on the effectiveness of working together.

When these principles are realized, cooperative learning creates a rich environment for students to learn language and simultaneously develop their capacities for collaborative twenty first-century communication and problem solving. Students can reap all of these benefits by working cooperatively in the classroom, so it is no wonder that teachers desire to pool the resources in our classroom, namely our students, to maximize student learning through cooperative learning opportunities.

As teachers of English language learners, we often forget that many of the strategies that our discipline embraces as the most appropriate means for reaching our students are, in fact, culturally specific and driven by assumptions about communication that, at times, need to be taught explicitly in order for such activities to succeed. Often there are cultural elements to our expectations of how English learners should interact in groups, and depending on the students' familiarity with those norms, interactions may have varying degrees of success. For example, not all students are used to working in groups to accomplish a task, especially if they are accustomed to a more teacher-centered form of instruction.

Most cooperative learning lessons can be characterized by the following features:

- Students work cooperatively in teams to master academic materials
- Teams are made up of high, average and low achievers
- Whenever possible, teams include a racial, cultural and sexual mix of students
- Reward systems are group oriented rather than individually oriented.

The cooperative learning model was developed to achieve at least three important instructional goals: academic achievement, acceptance of diversity, and social skill development. Although cooperative learning encompasses a variety of social objectives, it also aims at improving student performance on important academic tasks. Its developers have demonstrated that the model's cooperative reward structure raises the value students place on academic learning and changes the norms associated with achievement. There are many benefits that can result from using cooperative learning strategies. Here are benefits you might notice after implementing cooperative learning tasks in your classroom:

- Cooperative learning is fun, so students enjoy it and are more motivated.
- Cooperative learning is interactive, so students are engaged, active participants in the learning.
- Cooperative learning allows discussion and critical thinking, so students learn more and remember what they've learned for a longer period of time.
- Cooperative learning requires students to learn to work together, which is an important skill for their futures.

In addition to changing norms associated with achievement, cooperative learning can benefit both low and high achieving students who work together on academic tasks. Higher achievers tutor lower achievers, thus providing special help from someone who shares their youth-oriented interests and languages. In the process, higher achievers gain academically because serving as a tutor requires thinking more deeply about the relationship of ideas within a particular subject.

Cooperative learning presents opportunities for students of varying backgrounds and conditions to work interdependently on common tasks, and through the use of cooperative reward structures, learn to appreciate each other. The most important goal of cooperative learning is to teach students skills of cooperation and collaboration. These are important skills to have in a society in which much adult

work is carried out in large, interdependent organizations and in which communities are becoming more culturally diverse.

The learning environment for cooperative learning is characterized by democratic processes and active roles for students in deciding what should be studied and how. The teacher provides a high degree of structure in forming groups and defining overall procedures, but students are left in control of the minute-to-minute interactions within their groups. If cooperative learning lessons are to be successful, extensive resource materials must be available in the teacher's room or in the school's library or media center. Success also requires avoiding the traditional hazards associated with group work by carefully managing student behavior. Story narrating through the pictures is a quite enjoyable and free-speaking activity. For this activity, students are asked to read a story, a tale or they may create their own story and to draw several sequential pictures that describe the story, which they have read.

When students come to the class, they tell the story relating with pictures to the class. This activity can be used as an individual or small group work. At the end, the rest of the students can ask questions about the pictures or story. This activity helps language learners: To improve public speaking skills; To foster creativeness and imagination; To advance critical thinking. Story forming is an interesting and teamwork activity. It provides opportunities for learners to improve imagination, speaking and as well as communication skills. Before starting the activity, class is divided into small equal groups. Teacher narrates the most essential part of the story and gives some pictures of the same story from a book.

All the pieces of pictures are scattered in front of a small group. Teacher asks members of the groups to arrange it in a sequence of the story that they have heard by communicating with each other. When they finish doing this, each one is asked to narrate their part of story through the picture. Two stars and a wish is peer assessment of language learners. This is particularly useful for the writing process, verbal and written communication skills. Students are paired and asked to read each other's written work. The reader must identify two things the author did well (stars) and one specific suggestion for improvement (wish). Before implementing this strategy, students must be trained on the process of providing appropriate feedback to their peers.

The teacher can use this strategy as a formative assessment by circulating around the classroom and listening to the conversations between partners. Information gap is one more effective strategy to improve communication skills. The point is that, everybody has the opportunity to talk extensively in the target language. For this activity, students are involved to work in pairs. One student will have the information that other partner does not have. The partners will share what they have gained from the information, which they learned in a limited time. Each partner plays an important role, because the task cannot be completed if the partners do not provide the information the others need.

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