

Opinions on The Advantages of The Collective Learning Method

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ABSTRACT

the article examines experimental work carried out in higher educational institutions to determine the educational level of professional competence of students based on materials which are used in English classes. The results of surveys are presented, which are one of the most effective ways to obtain information in scientific research.

Collaboration means working together to achieve common goals. In cooperative situations, people seek outcomes that are beneficial not only to themselves, but also to all other group members. Cooperative learning is a method of using small groups for students to work together to maximize their own and each other's learning. This method differs greatly from competitive (students work against each other to achieve an academic goal) or individualized learning (students work alone to achieve learning goals). Collaborative learning methodology connects students to achieve a common goal. In this situation, they strive to achieve useful results for themselves and for other group members. Johnson states that "in the competitive method learners work against each other, in this method they work together and influence each other's learning" [1:4]. Researchers May and Doob [3:47] found that people who cooperated and worked together to achieve common goals were more successful in achieving results than those who worked independently to achieve the same goals. The method of joint learning in language education began to develop in the 60s of the 20th century in the United States of America, and its main goals are to create a natural environment for language learning by using students in pairs and

groups, to learn the grammatical and lexical aspects of the language with interactive tasks. It consists in reducing stress in the language learning process and creating a positive environment. As according to Weeks, a person develops well in a calm, peaceful, friendly environment, and his language also develops well, he learns to speak, and speaking is one of the main functions of a person [5;136].

Brown and Ciuffetelli Parker (2009) and Siltala (2010) discuss 5 basic and important elements of collaborative learning: [4;207] The first element is positive reciprocity. Students should fully participate and act in their groups and each group member has a task, role or responsibility, so they should believe they are responsible for their own and their group's learning. The second element is mutual motivation through face-to-face communication. Members should encourage each other's success and students should explain to each other what they have or are learning and help each other understand and complete assignments. The third element is individual and group responsibility. Each student must demonstrate mastery of the subject being studied, and each student is responsible for his or her own learning and work. The fourth element is social skills, which are taught for successful collaborative learning. Skills include effective communication and interpersonal and group skills. For example, leadership, decision making, trust building, friendship development, communication and conflict management skills. The fifth element is evaluation of group work. This process occurs when group members reflect on which member actions have been beneficial and decide which actions to continue or change.

Johnson and others [2:5] recommend working in three different groups in the method of joint learning. They are:

- 1) Formal cooperative learning groups (Official cooperative learning groups- this translation is ours). Such groups can work during one or several lessons. These groups are created to perform only one defined task. The teacher is assigned to work with these groups in four stages. Before starting work on the first stage: a) formulating academic and social skills goals, (b) determining the size of groups, (c) choosing a method of dividing students into groups, (d) choosing which roles to assign to group members, (e) arranging the room and (f) organize the materials that students need to complete the assignment. In this stage, the social skills objectives specify the interpersonal and small group skills that students should learn. By assigning roles to students, their interdependence is established. The way materials are distributed can create resource interdependencies. The arrangement of the room can create an ecological interdependence and provide a convenient environment for the teacher to observe each group, which increases individual responsibility and provides the necessary information for the group's performance.

In the second stage, the teacher (a) explains the learning task to the students, (b) defines the success criteria, (c) establishes a positive correlation, (d) defines individual responsibility, (e) determines the students' actions explain and (f) emphasize intergroup cooperation (which eliminates the possibility of competition among students and promotes positive goal interdependence for the entire class).

In the third stage, it is observed that students successfully complete the task and effectively use interpersonal and group skills. During the lesson, teachers monitor each learning group and make recommendations to improve tasks and teamwork as needed. Monitoring study groups creates individual responsibility; when the teacher observes the group, he/she gathers specific information about how the members feel responsible for being useful members, encourage each

other, use social skills, and maintain the desired patterns of interaction. This information is used to intervene in the groups and to guide the performance of the groups. And finally, the teacher assesses student learning, tells students how well their groups have worked and evaluates the quality and quantity of their achievements, ensures that students discuss how effectively they have worked together, makes a plan to improve students' skills, and evaluates the hard work of group members organizing celebration of their work. Assessment of student achievement emphasizes individual and group accountability (i.e., how well each student performed) and indicates that the group has achieved its goals (i.e., positive goal interdependence. focus). A group holiday is a form of reward reciprocity. Group feedback is aimed at improving the use of social skills and is considered part of individual responsibility. Discussion of the processes used in the group activities also highlights the need for patterns of interaction to continuously improve mutual motivation and maximize student learning and development.

2) Informal cooperative learning groups. These groups are organized for special tasks, they can work only for a few minutes, and sometimes they can work until the end of the lesson. They are organized to focus students' attention or to facilitate learning during the direct teaching process. The teacher's role in using informal cooperative learning to increase students' intellectual engagement includes facilitating pair discussions before and after the lesson and during the lesson. Two important aspects of using informal cooperative learning groups are (a) making the tasks and instructions clear and appropriate to the level of the group members, and (b) requiring the groups to produce a specific product (e.g., a written response).

3) Cooperative base groups (Key groups working together). These groups are permanent groups; they can work with their permanent members for up to one year. The main task of such groups is to achieve academic success by helping each other and supporting each other. The main responsibilities of group members are (a) to ensure good academic achievement of all members (i.e., positive goal interdependence) (b) to hold each other accountable for the pursuit of learning (i.e. (i.e., individual responsibility) and (c) support, encourage, and assist each other in completing tasks (i.e., encouraging interaction). In order to ensure effective functioning of the core groups, teachers must periodically teach the necessary social skills and show ways to work effectively. Typically, core co-working groups differ in terms of achievement motivation and task orientation, they meet regularly, for example, daily or once a week, and the duration of work can last from one semester to several years. Core group agendas include academic support tasks (such as making sure all members complete and understand homework or editing each other's essays), personal support tasks (such as getting to know each other and helping each other with non-academic problems (helping with solving) can include snow day activities (e.g. monitoring attendance) and assessment tasks (e.g. ensuring mutual understanding of questions when a test is given individually and then for a group result). To use basic collaborative groups, the teacher should (a) form large groups of four (or five), (b) schedule a time for them to meet regularly, (c) provide a clear routine for the groups to follow when they meet creating specific agendas with tasks, (d) ensure that the five key elements of effective cooperative groups are implemented, and (e) allow students to periodically assess the effectiveness of group work. The longer the core co-working group, the more caring their relationship, the more social support they provide each other, the more committed to each other's success, and the greater the influence of the members on each other. Teams that work together regularly provide a space where caring and committed relationships can be created that provide the social support needed to improve attendance, personalize the learning experience, increase achievement, and improve the quality of school

life.

Considering these advantages, we believe that the method of joint learning is one of the methods that correspond to the mentality of the students of our country, because when using this method, students consult with each other, pay attention to each other's opinions and learn from each other. Working together develops in the student the necessary skills in the professional activity of a person, such as responsibility for the work, tolerance, creativity and trying to stand out among the group members.

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