

УДК 378.147

Лариса Сергіївна САЗАНОВА,

старший викладач кафедри іноземних мов факультету №1 Харківського національного університету внутрішніх справ

ORCID: <https://orcid.org/0000-0002-3722-2593>

Любов Іванівна РУСАНОВА,

старший викладач кафедри іноземних мов факультету №1 Харківського національного університету внутрішніх справ

ORCID: <https://orcid.org/0000-0003-1102-3577>

INTERACTIVE COOPERATIVE LEARNING TECHNOLOGIES

Cooperative learning is a student-centered, instructor-facilitated instructional strategy in which a small group of students is responsible for its own learning and the

learning of all group members. “What is important with student team learning is that students don’t just do something together – they learn something as a team” (1, c. 2). The teacher supervises every student and directs the activity of the whole group. The students have the opportunities and the natural desire to communicate. This activity is effectively combined with traditional forms of teaching and can be used at different stages of obtaining knowledge.

After the presentation of new material the teacher organizes work in pairs. Group work is important for students to gain confidence in class. They should feel free while discussing problematic situations and it is the teacher who encourages them to work in pairs. At the initial stages the students work in small groups: they express their thoughts, exchange ideas and develop communication skills, ability to speak, discuss the events, and share the information.

The teacher can use more complicated work – group of three learners. All the groups get the same task, solve them and then the teacher makes rotation asking one member to join another group.

One more method of cooperative learning ‘snowslip’ is similar to pair work. Two pairs work for 3 minutes, come to a common decision then unite and share the information. It is important to achieve consensus.

Interactive method ‘merry-go-round’ is the most effective for simultaneous work for all the participants and collecting the information. The students stand in two circles – internal and external. The internal circle does not move, the external does. Each member of the internal circle expresses his own opinion and the members of the external circle move and gather the information.

The aim of work in small group is to solve the problem in discussions. In every group there is a leader, a secretary, a go-between, and a speaker. The leader reads the task and organizes the work. The secretary makes notes and expresses the general opinion of the group. The go-between controls the time. The speaker makes a report at the end of the work.

The method of aquarium is effective in small groups and on condition that the students have good skills to work in groups. The students of the first group sit in the centre of the classroom. They read aloud the task, then discuss it for several minutes and come to the conclusion. The other students do not interfere with the course of the discussion. Then the members of the first group return to their seats and the teacher discusses with other students such questions as ‘Do you agree with the opinion of the group?’ ‘Was the opinion argumentative?’ ‘Which opinion do you find the most persuasive?’

Interactive technologies of collective group study involve simultaneous front work of the whole group (‘a large circle’, ‘a microphone’, ‘a sentence fragment’, ‘a brainstorm’, ‘a problem analysis’, ‘a Brownian motion’).

In work ‘a large circle’ the students sit in a circle and express their thoughts in turns. The discussion continues as long as there is a person to speak. The teacher speaks the last to sum up the results.

In work ‘a microphone’ the students pretend to have a microphone, solve the problem and pass it to the neighbor.

The more complicated method is ‘a sentence fragment’ when the student’s answer is the continuation of such sentence as “I realized that....”, “I can draw the conclusion ...”. This technology is often combined with ‘the microphone’ method.

If the teacher wishes to stimulate the discussion, to identify all possible

alternatives, to consider various aspects of the task he should use 'brainstorm' work. The problem is written on the board, the teacher explains the rules of the 'brainstorm' and everyone should understand it. Then the members express their ideas willingly and the aim is to get as many ideas as possible (2, с. 191).

A 'problem analysis' is combined with other methods. A group of students discusses a problem in a circle. Everybody gives his opinion as to the solution of the problem and then the best one is chosen. The aim of this method is to teach students to have their own opinion and to come to a common conclusion in the group.

A 'Brownian motion' method is used to teach the students to exchange the information. Every member of the group receives a card with new facts to the topic, studies it and exchanges the information. It is allowed to speak only one at a time. The aim of the method is to catch as much information as possible.

Список бібліографічних посилань:

1. Slavin, R. E. Co-operative learning: what makes groupwork work? <http://www.curee.co.uk/files/publication/%5Bsite-timestamp%5D/Slavin%20%282010%29%20Cooperative%20learning.pdf>, 2010. P.2

2. Сисоєва С. О. Інтерактивні технології навчання дорослих : навч.-метод. посіб. / НАПН України, Ін-т педагогічної освіти і освіти дорослих. – К. : ВД «ЕКМО», 2011. С. 190-193.

Сазанова Л.С., Русанова Л.І. Інтерактивні технології кооперативного навчання. У тезах розглянуті поняття «інтерактивна технологія навчання» та методи, що можуть застосовуватися як для презентації нового матеріалу, так і для закріплення знань, умінь та навичок. Зазначено, що кооперативне навчання базується на “позитивній взаємозалежності”, і успіх можливий за умови взаємодії. Розглянуті такі інтерактивні технології, як робота в парах, ротаційні (змінні) трійки, два - чотири - всі разом, карусель, робота в малих групах, акваріум.