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**КОЛЛАБОРАТИВНОЕ ОБУЧЕНИЕ КАК
СРЕДСТВО МОТИВАЦИИ И РАЗВИТИЯ
КРЕАТИВНОСТИ СТУДЕНТОВ НА
ЗАНЯТИЯХ АНГЛИЙСКОГО ЯЗЫКА**

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**COLLABORATIVE LEARNING AS A
MEANS OF MOTIVATING AND
DEVELOPING STUDENTS'
CREATIVITY IN ENGLISH LESSONS**

Аннотация. В статье рассматривается коллаборативный подход к обучению английского языка, как способ повышения мотивации у студентов, развития их креативности, критического мышления, независимости, как средство вовлечения всех студентов в учебный процесс. Также представлены техники использования данного подхода.

Abstract. The article introduces approach to learning, which increases students' motivation, develops their creativity, critical thinking and independency, makes all students participate in the teaching and learning process. That is collaborative learning. Some techniques of organizing collaborative environment and activities are provided.

Ключевые слова: коллаборативное обучение; коллаборативная среда; мотивация студентов; коллаборация; групповая работа английский как иностранный, учитель, студенты, эффективное обучение.

Key words: collaborative learning; collaborative environment; students' motivation; collaboration; group work English as a foreign language; teacher; students; effective learning.

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The issue of improving learning efficiency is one of the oldest in the history of humanity. Scientists identify pedagogical conditions that determine the effectiveness of the educational process, among which the main are motivation and activity of the student. Therefore, the development of innovative forms of training is on the way to strengthen the development of these aspects in the first place. The question of increasing the effectiveness of teaching a foreign language to students in a relatively limited language environment is still acute [7, c. 3].

Nowadays the teacher faces such problems as students' omission, unwillingness to learn, to get knowledge. The teacher has to decide to continue working in the traditional form or to change something in his or her pedagogical activity. The monotony of the lesson, when checking homework, revision, fixation of the material

and again homework are repeated every day in the same order, gradually causes boredom in learners. The lesson involves the minimum of students, most remaining inactive. For those who have not learned the material well, there is a growing sense of fear. After experiencing a stressful situation at the beginning of the lesson, they are not included in the study of new material, and if this happens systematically, students lose interest in the learning; they fall into the category of "weak".

According to the constructive theory (J. Bruner), the development of a student's thinking occurs when he is given an opportunity to demonstrate preliminary available knowledge, linking with the unknown, questioning it, creating new assumptions, discussing in the group, thus, creating new knowledge. The student should not be limited and completely dependent on the teacher in obtaining knowledge, he must obtain, discuss with other students new beliefs. The student is involved in the process of exchanging thoughts and it turns into the joint acquisition and formation of knowledge [8, c. 35].

In a collaborative environment, the depth of understanding of the educational material, cognitive activity and creative independence of learners increase. Relationship between students is changing: indifference disappears, class cohesion increases, students begin to understand each other and themselves better, they more accurately assess their capabilities, acquire the skills necessary for living in society. Collaborative learning is an educational approach, in which groups of students work together to solve a problem, complete a task, or create a product, so teachers should give students more autonomy in decision-making, and become the observer and coordinator of student activities, thus, increasing the degree of students independency [2, c. 25-27]. With a collaborative approach to learning, the teacher is not the only source of information, he only helps students interact with each other, organize their activities to achieve a specific goal. Knowledge is not provided by the teacher to students, but arises in the course of joint educational activities, when students try to understand and apply theories and concepts [5, c. 3].

The activity or passivity during the lessons are determined by the ability to awaken thought, to involve feelings and to inspire action. The purpose of interactive learning is not only to transmit information, but also to instill in students the skills of independent finding answers. Working in groups students also form their critical thinking, involving the ability to gather information, select facts, compare them with each other and with previously studied facts and phenomena, to build the logic of solving a given problem, etc. Here, the process of discovery is important, the essence of which is to master students learning skills through interaction [1, c. 12-15].

Collaborative learning is a pedagogical approach that helps to improve the efficiency of learning [6, c. 238]. A comprehensive analysis of this area of knowledge has shown that this type of training, while students teach each other, leads to a deeper understanding of the material. In collaborative learning, students consider different perspectives and thus articulate their own ideas and defend their point of view.

Lev Vygotsky (1930) laid the basis of collaborative learning. The concept of training proposed by him, called the zone of proximal development, raises the question of the appropriateness of using tests as a tool for assessing the level of knowledge of students. According to this concept, to measure the true level of knowledge it is necessary to assess the ability to solve tasks both independently and in-group [10, c. 67].

Cooperation between students in groups of joint training increases their motivation and provides them with the best conditions for achieving educational goals. Students are responsible for teaching each other, as well as themselves, that is, the success of one student helps the rest of the group to succeed. Learning in groups, the students share their strengths and develop their weaknesses, ability to work in a team and learn to resolve conflicts.

Collaborative learning is more the philosophy of education: working together, learning together, changing together, improving together. This philosophy fits into the modern state of society, in which global network technologies are increasingly penetrating into all spheres of life, uniting people [4, c. 105-107].

Collaboration offers a way to work with people who respect and emphasize the abilities and contributions of each member of the group. The collaborative learning environment is conducive to the social and emotional development of students by providing opportunities to learn different points of view, express and justify their ideas.

A collaborative class is a class in which the teacher understands the extent of his or her responsibility, not limited to the scope of the subject taught. The success of learning and teaching leads to an atmosphere that allows the individual to feel free and safe in the learning process. Every student, coming to the lesson, brings with him some of his own problems: family, friends, poorly learned lesson, learning objectives that he has not achieved. Along with negative emotions, a learner comes with an emotional surge: a remarkably written essay, easily solved problem in chemistry, etc. And in order to switch to another lesson, he needs time. Often this "time" the teacher does not provide. As a result, at best, such a student will drop out at the beginning of the lesson, perhaps for half of the lesson, but in the worst case for the entire lesson. To create a friendly atmosphere in the classroom, a prerequisite for each lesson should be a collaborative environment. Trust is the foundation of a collaborative environment [8, c. 35]. On our lessons we can speak to our students about their lives, problems, they can express their opinion. All of these develops understanding and trust between the teacher and the students, which lead to better communication, harmony. Students' English level improves since they express themselves in English, and they are not afraid to speak because they know that they will not be punished for each and every mistake.

Collaborative environment also develops mutual understanding. That is the presence of similar knowledge about the interaction process, similar views and assumptions among all the participants of the training group, i.e. the division of the same ideas by the whole group. Working in a group is much more productive, because

everyone takes part in the lesson, albeit in an unequal measure, but there are no students simply sitting out. Students in the learning process are put in an active position; each of them turns into a researcher, and the effectiveness of their educational activities increases through cooperation with each other. One has difficulty, the other comes to the rescue, but everyone thinks, acts individually, contributing to the common business. By interacting in groups, students enter into new relationship with group members.

Self-reliance is a quality that needs to be nurtured in students. To this end, the learning process should put them in a position, in which they solve the proposed problems without any help. The quality of learning depends on the degree of activity of students, which increases with increasing the level of self-reliance. It is important to build the process in such a way that working together students could obtain knowledge on their own. Everyone has to contribute to the common cause by offering his or her ideas and thoughts [3, c. 55-57]. For example, the words are shown on the board, and students themselves place emphasis, if there are problems, they discuss it in the group, and then turn to the dictionary or some online resources. Therefore, without teacher's help, students get information on their own. Students' motivation increases, as even a weak student feels confident, and it will contribute to further successful learning.

Organizing methodical work in small groups and using interactive methods, the following techniques can be used:

1) Extension of the storyline

The teacher asks students to expand storylines, to dream about further fate of the main and minor characters. For example, *fantasize whether Tom Sawyer and Huck Finn will become robbers in the future, as they dream.*

This method can be used to consolidate the theme "English literature". The teacher divides students into groups of 3-4 and asks them to come up with a sequel to their favorite book, imagine what will happen with the heroes of the story. It is also suggested to use the texts of writers from the English literature class, such as *Charles Dickens, Oskar Wilde, William Shakespeare, Jack London, William Thackeray, Emily Bronte, George Orwell* and others.

In this case, the group does not only dream, but also tells about the author and a short storyline of the book to make others understand what it is about. The same can be done with any English movie, story, poem and even song. Thus, students develop speaking and listening, worldview, creativity, and also fix lexical means of oral statements on a subject "English literature".

2) Film script

United in groups, students make films on the studied works or documentaries. They choose a director, an operator, a costume designer, famous actors in the lead roles, etc.; come up with the name of the film, the country where the shooting will be conducted. Each group presents its own film script project, among which the whole group chooses the best.

This approach can be applied to almost any topic. For example, to come up with a script for students' favorite books – fixing the theme "English writer", to the film about artificial intelligence, exploration of space, discovery of a planet, life on another planet, etc. Students can start creating a film script in the classroom, finish it at home, and then show a whole presentation with costumes and decorations. In this case, the teacher need to set a time limit for everyone to have time.

3) Investigation

Students divide into groups of 4-5 and identify roles in each group (two interviewers, photographer, timekeeper, and chronicler). Each group gets a task and questions for investigation of students' interest [9, c. 28]. For example, *express your expectations about the last season of the Game of Thrones in the form of a script / report / short video, make an interview with a star about the 2019 FIFA Women's World Cup, comment on the use of self-driving cars, make a report about current situation in your country / city*. Students should prepare a presentation with photos, interview, videos, etc.

This technology is also effective for the topic "Mass media". Students identify their roles: a journalist, a star, a director, an operator, write a script and make a video-interview using related vocabulary. This develops their creativity, speaking and listening skills, critical thinking.

The teacher can ask students to record an interview as a homework and to bring it to the class next lesson. That gives an opportunity to provide feedback, discuss difficulties; students can see and listen themselves from the outside, moreover, videos will stay with them as a memorable souvenirs for the rest of their lives.

4) An envelope

This short activity can be used as a warm up or a revision of words. Students are divided into groups; one member of a group gets an envelope with new-learned words or some terms and should explain these words without naming them. After the word (or few words) has been guessed, an envelope goes to the next student. Wins the team finished first [9, c. 30].

This technique was used with the first course students, only one task was added – a student, who guessed the word, had to make up a sentence with it. Learners liked this activity, everyone participated, was active.

This method can be used to consolidate the words on the theme "War and terrorism", then in the envelope will be the types of wars and terrorism, and students will have to explain what it is. Other suggested topics are natural disasters, English writers, types of art, flows in art, religions, scientific discoveries, etc.

It can also be used in theoretical subjects, such as lexicology, sociology, intercultural communication, methodology, etc. We use the method of envelope in the classes of theoretical grammar and theoretical phonetics for better memorization and

revision of terms and it shows great effect. Moreover, students like included competitive approach increasing their motivation and interest grow.

5) Each one teaches one

It is an alternative method of transferring large amounts of information among students. Instead of the teacher giving a lecture or dictating new material, the students share information with their groupmates:

1. Each student is given a piece of paper with a certain fact or information. Ideally, all students get different tasks. Students can be divided in two groups, if the amount of information is smaller than the number of them.

2. Students walk in the classroom and share their information with other students. They should strive to communicate facts or figures to as many students as possible.

3. Students can be asked to develop their explanations with examples, if relevant, or by linking their facts with those of other students.

4. After spending enough time exchanging information with other students, learners can work in small groups to classify the information they have acquired during their work.

5. In the following discussion of the work, students will be able to explain the basis on which they built their system of classification. The main results of the reflections can be recorded on the board or flipchart. [2, c. 78-80]

This technique was used for the topic “Religion” with the four-year students. In this case, one group of students received information on three religions different from the ones of the second group (Christianity, Islam, Buddhism, Confucianism, Hinduism and Judaism). Therefore, in the short time (about 30 – 40 min.) they have learned about six confessions.

Summarizing mentioned above, we can conclude that the future is for collaborative learning, as in the conditions of collaborative learning, students have an opportunity to participate actively in communication with peers, providing and arguing their ideas, exchanging a variety of opinions and beliefs, rethinking established concepts. The main feature of the group form of work is that new knowledge is not given in the finished form. Students “discover” it themselves in the process of self-activity. The teacher only directs these activities. The group form of work in English lessons is a special factor of joint activity and stimulating effect on the development of students’ personality.

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