

Отримано: 31 березня 2023 р.

Прорецензовано: 12 квітня 2023 р.

Прийнято до друку: 20 квітня 2023 р.

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DOI: 10.25264/2519-2558-2023-17(85)-196-199

Korieshkova S. P., Didenko M. O. Cooperative learning for the professional development of navigators. *Наукові записки Національного університету «Острозька академія»: серія «Філологія»*. Острог: Вид-во НаУОА, 2023. Вип. 17(85). С. 196–199.

УДК: 378.147

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COOPERATIVE LEARNING FOR THE PROFESSIONAL DEVELOPMENT OF NAVIGATORS

The article aims to study the resources that a Maritime English teacher can use offline and online to achieve the standards of higher education and develop a high-level expert who easily adapts to the modern demands of society and meets the complex, changing conditions of the market, regardless of the country of employment. So, the paper deals with cooperative learning, which is a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal.

We have conducted a theoretical analysis of the relevant books and papers and analyzed the essential conditions for the use of cooperative learning. The paper has studied possible failures when applying this toolkit and suggested ways to solve problems or prevent failures. The role of a teacher is really great when planning cooperative activities. She/he should identify objectives, decide group sizes and divide students into groups, prepare instructions to promote interdependence, specify group roles, assign tasks, monitor the behavior of students, provide help, sum up, evaluate the work result, and give feedback.

Special attention has been paid to the practical part of the research, so we have suggested cooperative learning techniques that can be used in the teaching of future navigators.

Keywords: cooperative learning, common goal, interdependence, teamwork, assistance.

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КООПЕРАТИВНЕ НАВЧАННЯ ДЛЯ ПРОФЕСІЙНОГО РОЗВИТКУ СУДНОВОДІВ

Стаття спрямована на вивчення ресурсів, які викладач морської англійської мови може використовувати офлайн та онлайн для досягнення стандартів вищої освіти та формування сучасного фахівця високого рівня, який легко адаптується до сучасних вимог суспільства та відповідає складним, мінливим умовам ринку, незалежно від країни працевлаштування. Таким чином, стаття аналізує метод кооперативного навчання, що охоплює невеликі неоднорідні групи студентів, які працюють разом для досягнення спільної мети.

Ми провели теоретичний аналіз відповідної літератури, а також проаналізували основні умови використання кооперативного навчання. У статті розглянуто можливі виклики під час застосування цього інструментарію та запропоновано способи вирішення проблем або запобігання труднощам. Підкреслено роль викладача при плануванні спільної діяльності. Він/вона має визначити цілі, визначити розмір групи та розділити студентів на групи, підготувати інструкції для сприяння взаємодії, визначити ролі в групі, призначити завдання, спостерігати за поведінкою студентів, надавати допомогу, підбивати підсумки, оцінювати результати роботи та давати відгуки.

Особливу увагу було приділено практичній частині дослідження, тому ми запропонували методики кооперативного навчання, які можна використовувати у навчанні майбутніх судноводів.

Ключові слова: кооперативне навчання, спільна мета, взаємозалежність, командна робота, допомога.

Some teachers think that we are now limited in resources because of online studying. And it's hard to disagree. Much of the energy, enthusiasm, and collaboration are lost in the online learning environment because teachers can't see body language, can't have adequate feedback, and can't build relationships through discussion because students prefer to remain silent and hide behind their avatars.

Having gained our first negative experience of teaching online, we realized that the digital platform could be a barrier to students working in positive interdependent ways. Students remain individuals with no shared physical context, only a digital one, and they do not embrace the dynamics of a larger group. And we started looking for opportunities.

The aim of the article is to reveal the specific features of cooperative learning at ESP classes when teaching future navigators as part of the development of foreign language competence.

The objectives of the paper are to:

- Define the concept of “cooperative learning”
- Find out the importance of cooperative learning for future seafarers

- Determine the main components of cooperative learning
- Offer a range of activities that can be used in the classroom

The idea of cooperative learning is not new. The theoretical basis of cooperative learning was covered in the papers of L. Vygotsky, J. Dewey, S. Kagan, J. Piaget, and others. However, the way of cooperative learning organization was developed in detail by three groups of American scientists: Johns Hopkins University (R. Slavin), the University of Minnesota (R. Johnson and D. Johnson), and the University of California (E. Aronson). Theoretical fundamentals of cooperative learning were developed under the influence of ideas about social interdependence, the development of cognition (intelligence), and ideas of behaviourism. According to Kagan, cooperative learning is a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal (Kagan, 1994). It is a process when students discover some information and knowledge which is later transformed into concepts to which the students can respond. The knowledge is then reconstructed and deepened through new learning experiences.

We find Johnson's definition of students' cooperative learning to be precise. According to Johnson et al. (1991), cooperative learning is an educational tool in which small groups of students work together to increase individual, as well as, group member learning. Cooperative learning exists when students work together to achieve joint learning goals (Johnson et al. 1992-1993).

Cooperative learning is possible for any curriculum and any level of student. There are three different applications for group learning. To finish any course requirement (such as solving problems, reading challenging text material, writing essays or reports, carrying out surveys or experiments, learning vocabulary, or responding to questions at the end of chapters), formal cooperative learning groups may last for one class period to several weeks. The instructor introduces the lesson, divides the class into groups of two to five students, provides the necessary supplies for the task, and assigns roles to the students. The teacher sets up the students' cooperation by outlining the task, teaching them any concepts or techniques they will need to finish the project, and explaining it to them. Students continue working on the assignment until each group member has completely comprehended and finished it. The teacher moves systematically from group to group while the pupils work, keeping an eye on their interactions. When there are issues with teamwork or when students don't comprehend the academic task, the teacher will step in. Following completion of the task, the teacher assesses each student's academic progress and asks the groups to reflect on their effectiveness as a team. Students understand they have a stake in each other's success and that they are both mutually accountable for each other's learning when they work together.

Informal cooperative learning groups are impromptu, ad hoc teams that form during a lecture, demonstration, or movie to focus students' attention on the material to be learned, create a learning-friendly environment, help set expectations for what will be covered in class, ensure that students are processing the material being taught, and wrap up a lesson. They can last anywhere from a few minutes to an entire class period.

Cooperative base groups are stable, long-term cooperative learning groups (lasting one semester or a year) that provide each member with the support, assistance, and encouragement required to advance academically (attend class, complete all assignments, learn), as well as with healthy cognitive and social development (Johnson et al. 1992-1993).

When teaching future navigators, it becomes obvious that in real-life situations seafarers with various ethnic and cultural backgrounds are required to work together in cohesive teams on board ships. Teamwork and the ability to cooperate become the highest priority here. These are the skills that are possible to be developed via means of learning the English language.

As we used cooperative learning when teaching offline, the idea to implement it online seemed to be a fresh challenge. Let's start with the theoretical background. Cooperative learning is a technology of learning in small groups when an opportunity is created to discuss each problem, prove, and argue one's own point of view to achieve a shared goal. As a powerful and effective teaching strategy, cooperative learning creates a positive student environment, minimizes stress, develops communicative and social skills, and boosts motivation and critical thinking. Among the benefits, we can also mention the promotion of student self-respect and peer relationship development. It suggests the diversity of ideas and opinions and a variety of activities.

There are 5 essential components of a cooperative lesson:

1. Positive interdependence

The success of the group depends on the work of each member. Group success is impossible without individual success.

2. Face-to-face promotive interaction

Close communication provides a helpful and supportive atmosphere.

3. Individual accountability

Every single member of a team is responsible for material acquisition and personal participation, as each student is assessed individually.

4. Social skills

These skills help in communication, create trust, develop the ability to solve conflicts, and make decisions.

5. Group processing

Students are concentrated on the progress and result. There is feedback on the work of each student as well as of a group.

So, if you have managed to integrate all these components, you teach via cooperative learning. Otherwise, it's ordinary pair or group work.

Challenges of cooperative learning:

- Cooperative learning fails if it isn't properly planned
- If students meet difficulties in expressing their opinions in a foreign language, they can choose the easiest way and speak their native language instead of developing English communication skills
- There is a risk of unequal workload, risk of conflict development
- Working in a group may cause inconvenience for shy students

Taking these possible failures into account, the role of the teacher can't be overestimated. A great deal of teacher's participation is in setting some regulations so students are able to solve problems, help each other, share opinions, think of others' opinions, and make decisions.

It is important to involve students in setting expectations and rules for cooperative work. Everyone brings something positive to the group (ideas, knowledge, leadership, attitude, artistic talent, etc.). Group members are responsible for the behaviour of all members. If a team member behaves inappropriately, it is the responsibility of the team to encourage the student to analyze the situation and his behaviour. Participants try to reorient such a student by offering help and making suggestions. Creating a collaborative classroom environment is an essential first step when you plan to implement cooperative learning groups teaching both offline and online. To work effectively and efficiently, students must be well prepared in advance.

When planning cooperative activities, the task of the teacher is to identify objectives, decide group sizes and divide students into groups, prepare instructions to promote interdependence, specify group roles, assign tasks, work on the criteria for success, structure positive interdependence and accountability, and set expected behaviours. It is a pre-implementation phase. When implementing cooperative learning it's important to monitor behaviour, get involved if needed, and provide help, and praise. Post-implementation phase allows for summing up, evaluating the work result, giving feedback, and reflecting.

Implementing cooperative learning, the teacher develops students' abilities to:

- coordinate their activities with the activities of team members
- express their opinions and take into account others' opinions
- provide assistance
- reflect on their actions and the actions of other group members
- build interpersonal relationships with team members
- give the highest priority to the achievement of a common goal
- prevent contradictions and conflicts

Formal cooperative learning practices are easy and practical to implement online. The greatest advantage of online learning platforms, such as Zoom, is that they provide built-in cooperative tasks. Polling, for example, requires students to "raise" their virtual hand anonymously to express their thoughts, feelings, attitudes, opinions, or judgements. You can ask anything starting from "How are you today?" to "Who has more responsibility in the situation of a collision?" It is small but cooperative anyway, it displays the group's attitude toward an idea. It's student interaction centered on data generation or task interdependence.

Take the use of breakout rooms, where a larger class is divided into groups of students sent into their own virtual spaces. It's essential to give well-defined tasks and roles within groups, and not violate their personal space.

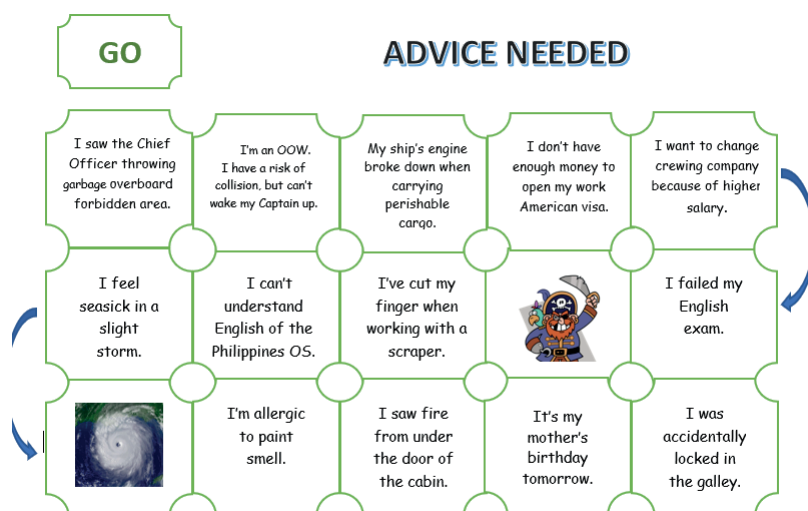
It is also possible to use a shared whiteboard where all the participants can draw and write or a picture where every student can label a piece of it.

So, we designed a set of activities that can be found useful by ESP teachers teaching Maritime English both offline and online. Cooperative learning activities can be as simple as a five-minute in-class exercise or as complex as a project which crosses class periods.

Delegate a problem. The task is to think of a problem situation on board a ship and delegate its solution to another team. The team should discuss and suggest steps to solving the problem. The problem may concern the maintenance of ships, navigation, and even bridge resource management.

Jigsaw pieces is a trendy technique. To implement it when teaching future seafarers, you may use the following – Each student in a small group is assigned one piece of a vessel's passage. All of the stages are then put together by the group in the correct order. Students then may share ideas if the procedure mentioned in the part of the passage was followed properly.

Board games are an interactive and exciting way to work on target vocabulary, grammar, functional language, and speaking skills. There is a part of a board game designed for students of the Navigation Department.



Language patterns to use:

- You should/ shouldn't + infinitive
- You should have, shouldn't have + past participle
- You ought to + infinitive (formal)
- It would be a good idea if you + past simple
- If I were you, I would...

- You had better... + infinitive
- You will have to + infinitive
- It is time you + past simple
- Why don't you... + infinitive
- You could always... + infinitive
- Have you thought about... + ing
- Imperatives (don't... Do...)

How to play

- Players give advice using appropriate language.
- The number of pieces of advice needed to continue should depend on the level of players (e.g., Elementary 2, Pre-intermediate 3, Intermediate 4, Upper-intermediate 5, Advanced 6).

Moving

- Players go from top to bottom choosing their own path starting from Go and flipping a coin (heads = 1 move, tails = 2 moves).

or

- They can roll a die and follow the numbered squares, losing a turn on the Danger squares.

Find someone who...

Asking questions to find a person who meets the requirements.

	Name	Extra Information
Can't imagine his/her life without the sea		
Has negative shipboard experience		
Took part in mooring operations		
Has never travelled abroad		
Has emergencies during shipboard training		
Will not continue the career of a seafarer after finishing the university		
Has experience of using a fire extinguisher		

Papers analysis, research in the field chosen, and experience bring us to the conclusion that in the conditions of the information society, the culture of learning and the ability to learn are becoming more in demand than educational programs themselves. The response to today's challenges, in particular in terms of the organization of the educational process in higher education institutions, is the use of cooperative learning technology, which is based on a student-oriented approach, the development of cognitive abilities and skills to develop existing knowledge and acquire new ones.

To sum up, there are some tips for teachers conducting cooperative learning:

- Set clear objectives and methods of working together in a team
- Be specific about expectations from students
- Assign a clear role to each student in each group
- Mix students of different abilities into one group
- Divide students into groups of 4-6 people. To improve students' self-esteem, start cooperative learning by dividing into pairs, then continue with bigger groups and the last step is the open class format
- Monitor to check the processing of the activity
- It's useful to change the groups from time to time to bring a variety of thoughts and opinions
- Include ice-breakers to set up a friendly and positive atmosphere to decrease the stress of the first lessons
- Encourage your students to help each other and develop a positive attitude towards assistance from other students

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