



**ПРОФЕСІЙНА ОСВІТА**

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**Cooperative learning techniques for improving English  
of future security sector officers**

**Krapchatova Yaroslava**

Candidate of sciences in Pedagogy, associate professor, associate professor of the National Academy of Security Service of Ukraine 03066, Kyiv, M. Maksymovych str., 22 <https://orcid.org/0000-0001-6357-9206>

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**Abstract:** *The article is devoted to one of the urgent problems of teaching security sector cadets to speak English.*

**Objective.** *In order to improve the level of formation of skills and abilities in speaking, we offer the use of cooperative techniques and **methods** of teaching speaking, precisely: Quick, quick trade, World Café Method, Timed Pair Share, and others.*

**Results.** *We have justified, developed and used these techniques in the context of training sessions to teach lexical items and the competence in speaking for security sector cadets according to STANAG – Standardized Levels of English Proficiency. The purpose of cooperative learning is to perform tasks for teaching speaking in groups, pairs, quarters. Cooperative learning contributes to better assimilation of speech material. In addition, the teacher's teaching activity is transferred into the cadet's educational activity. Through cooperative learning cadets learn to work in a team,*



*support each other, correct and monitor each other when needed. The teacher takes the role of the observer. Thus, cadets acquire skills, abilities and competences in speaking and the ability to cooperate, interact face-to-face, and think critically.*

**Conclusions.** *Using cooperative methods of teaching speaking, cadets become more motivated to speak in English, everyone is a full participant in a monologue or polylogue, taking into account inclusiveness. Various methods of cooperative learning can be used at different stages for different purposes. In particular, the World Café method can be used at the final stage of learning a topic, when all cadets know the vocabulary of the topic and grammatical forms. The Quiz, quiz trade method is used at the stage of language material activation, to learn grammatical forms, vocabulary and the definitions of the words.*

**Key words:** *cooperative learning methods, teaching speaking in English, STANAG, cadets of the security sector.*

## **Техніки кооперативного навчання для удосконалення англійської мови майбутніх офіцерів сектору безпеки**

**Крапчатова Ярослава Анатоліївна**

канд. пед. наук, доцент, доцент кафедри романо-германських мов Національної академії Служби безпеки України 03066, м. Київ, вул. М. Максимовича, 22  
<https://orcid.org/0000-0001-6357-9206>

**Анотація:** *Метою статті є висвітлення кооперативних технік навчання говоріння англійською мовою майбутніх офіцерів сектору безпеки.*

*Задля удосконалення рівня сформованості навичок і вмінь в говорінні пропонуємо використання кооперативних **методів** і технік навчання говоріння,*



*a same: Quick, quick trade, World Café Method, прийом на повторення словникового запасу, Timed Pair Share тощо.*

**Результати.** Ми обґрунтували та розробили ці прийоми для навчання лексичних одиниць та мовленнєвої компетентності у говорінні саме для курсантів сектору безпеки відповідно до STANAG – стандартизованих рівнів володіння англійською мовою. Мета кооперативного навчання полягає у виконанні завдань для навчання говоріння у групах, парах, четвірках. Кооперативне навчання сприяє кращому засвоєнню мовленнєвого матеріалу. Діяльність викладача переноситься на навчальну діяльність курсанта. За допомогою кооперативного навчання курсанти навчаються працювати в команді, підтримувати один одного, виправляти за потреби один одного та здійснювати контроль та корекцію. Викладач займає роль спостерігача. Таким чином, курсанти отримують навички, вміння та компетентності в говоріння та вміння співпрацювати, взаємодіяти віч-на-віч, критично мислити.

**Висновки.** Використовуючи кооперативні методи навчання говоріння, курсанти стають більш вмотивованими до розмови англійською мовою, кожен є повноцінним учасником монологу чи діалогу, враховуючи інклюзивність. Різноманітні методи кооперативного навчання можна використовувати на різних етапах для різних цілей. Зокрема, World Café метод можна використовувати на заключному етапі вивчення теми, коли всі курсанти володіють лексичними одиницями та граматичними формами. Техніка Quiz, quiz trade використовується на етапі активізації мовного матеріалу, для засвоєння граматичних форм, лексичних одиниць та їх дефініцій.

**Ключові слова:** кооперативні методи навчання, навчання говоріння англійською мовою, STANAG, курсанти сектору безпеки.



**Formulation of the problem.** Methods of cooperative learning are used in teaching English more often. Cooperative learning is an educational approach where cadets work together in small groups to achieve a common goal. This comes from traditional methods where learning is primarily an individual activity. In cooperative learning, students or cadets collaborate, share ideas, and support each other's learning. We offer some key features of cooperative learning.

The idea of cooperative learning throughout life is expressed in the European recommendations on language education [1]. The principles of cooperative learning are based on the idea of cooperation, collaboration and mutual assistance between students.

Here are some basic principles of cooperative learning:

- Interdependence: Students work together to achieve common goals. The success of each member is important to the success of the whole group.
- Mutual help: Students learn to solve tasks together and help each other in the learning process.
- Relative Assessment: Students receive feedback from their classmates that helps them improve their skills and understanding.
- Group responsibility: Each member of the group is responsible for his contribution to the joint learning process and results.
- Group Dynamics: Facilitate the development of cooperation and communication skills such as listening, understanding and constructive discussion.
- Individual Responsibility: Each student is responsible for their own learning and contribution to shared success.
- Active participation: All students have the opportunity to actively participate in the learning process, cooperate and interact with others.



These principles contribute to the creation of a conducive learning environment where each student can develop their skills, communicate and learn together with others.

**Analysis of recent research and publications.** Cooperative learning originated from the United States. The concept of cooperative learning does not have a single creator, as it has evolved over time through the contributions of various educators, researchers, and theorists. However, two outstanding figures of Ukrainian foreign language school who are often credited with popularizing and formalizing the principles of cooperative learning are S. Nikolayeva and N. Borysko. These educational professors have actively researched cooperative learning methods since the 1980s. They are the authors of numerous books and articles on this topic and are considered pioneers in this field in Ukraine[3], [4].

The Ukrainian foreign language school, along with S. Nikolayeva, developed the key principles and structures of cooperative learning, emphasizing positive interdependence, individual responsibility, face-to-face interaction, the development of cooperative skills, and group processing. Their work has had a significant impact on educational practice around many universities, influencing teaching methods and classroom dynamics to promote more active and engaging learning.

**Highlighting previously unresolved parts of the overall problem.** Teaching a cadet to perform the necessary rational actions in order to learn the algorithm of cooperative learning is a necessary condition for a successful higher education student. Thus, he or she is self-educated. Self-study and development of speaking skills are improved throughout life. The means of cooperative learning, in our opinion, are various methods and methods of learning, which provide the ability of a higher education student to perform his speech activity, to exercise self-control and self- and mutual correction, and most importantly, the students will be able to be responsible for their own decisions and implement them. In addition, students of higher education can



check and control the formation and improvement of their own speaking skills and abilities.

Therefore, **the purpose of the article** is to investigate the means and methods of cooperative speech learning, with the help of which the cadet can self-study and control his own speech activity.

**Presenting main material. (Results of the research).** It should be noted that military personnel must be proficient in English in accordance with STANAG 6001 - Standardised Agreement 6001. English language proficiency levels in accordance with the NATO-agreed standardized English language proficiency levels for military personnel, from level 0 to level 5:

- level 0 – No Proficiency.
- Level 1 – Survival.
- Level 2 – Functional.
- Level 3 – Professional.
- Level 4 – Expert.
- Level 5 – Highly articulate, where the expression of thoughts is close to the native speaker.

We suggest highlighting the issue of methods of cooperative learning of speaking English for military personnel. The goal of cooperative learning is to involve all cadets in cooperation at the same time (this is work in pairs, fours, groups). The educational activity of the teacher is transferred to the educational activity of the cadets, thus mutual responsibility and mutual assistance among the cadets increases, they become more responsible and interact with each other, the teacher takes the controlling role of an observer. Let's dwell in more detail on some methods of cooperative learning of speaking:

1. Quiz Quiz Trade Method.



Cards with questions are distributed to the cadets. For example, to practice the topic «Travel» and the past tense. Questions are written in the cards, for example: When was your last trip? Where did you go? What places of interest did you visit? What dishes did you taste? What surprised you during the trip, saddened, cheered you up?, etc.

Cadets take cards and move around the class with their hands up, looking for a free partner. Having found a partner, the cadets take turns asking each other questions, then exchange cards and, with a raised hand, look for another partner to communicate with. Thus, one cadet can ask and answer several questions.

Another variant of this method is to write the definition of the word on the card (or the Ukrainian translation, for a simpler level) and the word itself on the reverse side. Cadets with a raised hand approach each other, read the definition in turn and name the word. If someone does not know the word, their partner can give them a clue, for example, the first letter or translation of the word, association, etc. Then the cadets exchange cards, repeat the words and move on. Thus, cadets repeat or learn words. It depends on the stage at which this teaching method is carried out. Cadets can make such cards with words on their own, remembering the words and their definitions.

2. The next technique for teaching speaking is called the World Café Method. This technique is taken from psychology and is used to find solutions. It is also used to teach speaking.

Divide the group into 3-4 subgroups of four people each (depending on the number of cadets in the group). Each subgroup is given a blank A3 or A4 poster for notes. Each subgroup chooses a host or keeper (Host of the table), who sits and writes down all the ideas. The rest of the team members are guests. For example, the task is to write ways to solve the problems of pollution of the planet, the steps of providing first aid, etc. Guests dictate for a few minutes, the keeper writes. Then the custodian remains sitting at the same table, and the members of his «guest» team get up and move



to another table and add their solutions to this problem there. The keeper's task is to control which problems have already been discussed, so that the guests do not repeat the same decisions. After adding a solution to the problem, the team members move to the third table and write the solution again at the third table. Then they return to their table and summarize what they and other guests have written. At the end, each host of the table speaks and reports on the collective decisions.

3. One more variant is working in teams. You can divide the class into two teams. Each group of four or five people is given posters. Divide the poster into two parts and write all the advantages and disadvantages of using the Internet. These posters are then given to another team, who in turn write their ideas. If you have three teams, then the posters are circulated again, passed until the posters return to their owners. As a result, the cadets will work through all the vocabulary from the question you asked or the solution to the problems.

#### 4. Vocabulary revision.

Preliminary preparation: The teacher prepares two lists of words (10 words in each of the active vocabulary) that the cadets have already learned. The game goes like this:

1) Cadets are paired. Partner A sits with his back to the board. Partner B sits across from Partner A, facing the board.

2) The teacher quickly writes the first list of 10 words on the board and says «Start!»

3) Partner B starts to explain the words in English to partner A. Gestures are allowed, but no translation. Partner B must not use any part of the word (for example, if the word is «travel agency», you cannot say «tourist»).

4) Partner A tries to guess the word. When the word is guessed correctly, partner B moves on to the next word.

5) The first pair to guess all 10 words raises their hands. They are winners.



6) Then the cadets change roles and play again. Partner B sits with his back to the board while Partner A explains the second list of 10 words.

The next technique for teaching speaking is called Timed Pair Share. Cadets work in pairs. The topic is set by the teacher. Partner A speaks on a certain topic for 1 minute, (monologue speech), Partner B listens without interrupting, then the partners change roles. Partner B speaks, partner A listens.

Another technique for working in pairs on the move. The cadets stand up. Form two circles. External and internal. The cadets stand facing each other. The teacher sets a topic for communication. (What did you do on the weekend? How to provide first aid?, etc.). Cadets work in pairs. They ask each other questions and answer them. Then, after saying one or two lines, the teacher commands: «Move on» and claps his hands. Everyone takes a step to the right and meets a new communication partner. Thus, each cadet communicates not only with the person sitting at the desk, but with as many cadets as possible.

**Conclusions.** Hence, Cooperative Learning can take many forms, including group discussions, problem solving activities, collaborative projects, peer learning, including brainstorming ideas. Instructors play a critical role in structuring and facilitating collaborative learning to ensure it is productive and beneficial for all cadets involved.

Some key features are necessary for effective cooperative learning:

**Positive interdependence:** cadets rely on each other to accomplish tasks or achieve learning goals. Success depends on the collective efforts of the group, fostering a sense of teamwork and shared responsibility.

**Individual Responsibility:** Although cadets work together as a team, each member is responsible for his or her own contribution to the group's success. This ensures that they are all actively engaged and accountable for their learning.



**Face-to-Face Interaction:** Cooperative learning encourages direct interaction between cadets. This may involve discussing ideas, solving problems together, or teaching each other concepts. This direct interaction promotes the development of communication skills and a deeper understanding of the material.

**Developing Collaboration Skills:** By working in groups, cadets learn valuable collaboration skills such as communication, teamwork, leadership and conflict resolution. These skills are needed not only in an academic environment, but also in professional and social contexts.

**Promotes critical thinking:** Cooperative learning often involves activities that require higher-order thinking skills, such as analyzing information, evaluating arguments, and synthesizing ideas. Through discussions and debates in groups, students and cadets learn to think critically and develop their own views.

**Increases motivation and engagement:** Working together with peers can increase motivation and engagement of students and trainees in the material. This provides opportunities for active participation and can make learning more enjoyable and meaningful.

Hence, cooperative learning can take many forms, including group discussions, problem-solving activities, joint projects, etc., and is used to teach English (speaking and writing), including military-based learning.

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