



INNOVATIVE METHODS TO ENHANCE COLLABORATION AMONG ELEMENTARY STUDENTS

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ABSTRACT

In this article, the issues of formation, development and extension of thinking of people are put forward. It is considered a task to properly shape the mind and thinking of today's youth.

Introduction

The most essential element of success is collaboration in any place whether at work or studying place. When people work together in a collaborative way, they can get better outcomes from that task and it can grow curiosity, resilience, motivation as well as enhance student's self-awareness. However, this process can be a little bit challenging since different people acquire various ideas and concepts. This may cause lots of misunderstandings and conflicts among them. As Freeman & Greenacre (2010) Janssen, Erkens, Kenselaar, & Jaspers (2007) asserted, while evaluating the effectiveness of collaborative learning (CL), scholars have identified difficulties that learners encountered like unbalanced personal involvement in group works as well as learners' lack of conversational and cooperative abilities (p- 104). These challenges cause some problems not only for students, but also for teachers. Similarly, educators also face difficulties when arranging cooperative tasks, like organizing suitable group activities, forming teams, managing instructional hours (Gillies & Boyle, 2010), and fostering and observing effective collaboration (Hamalainen & Vahasantanen, 2011; Van Leeuwen, Janssen, Erkens, & Brekelmans, 2013, p- 104). Therefore, everyone must acquire and develop this ability during his lifetime. As there is growing problem of collaboration among most of the elementary students, it is important to understand reasons behind it. This essay will focus on cultural, historical causes behind cooperation issues existing in most countries.

As I stated above, collaboration is helpful in workplaces and at schooling process while interacting with each other. Implementing collaborative ways of teaching in our education system can boost students' engagement as well as quality of education. These studies' main aims were to evaluate collaborative training tools and the importance of collaborative teaching in students' achievement. During the research qualitative data was collected. The qualitative data was gathered from different teachers' research, observations,

journals, and interviews of students. The research results indicated that learners improved their learning process after working together cooperatively.

Moreover, students' collaboration was identified to be a powerful technique in teaching language as the interaction which learners did during their team work and discussion helped them to facilitate their other soft skills that are innate and come naturally, like problem solving, time management, creativity, leadership, adaptability, good communication, task ethic, teamwork, transmit with others, interpersonal skills along with many more. These skills are universal and involve dealing with people whereas hard skills can be used sitting alone at your laptop and a crucial part of developing one's capability to work with team as well as can acquire a positive effect on improving future career. It is believed that cultivating these skills can enable one to enhance attributes and qualities that are crucial for effective workplace performance. By improving these skills learners also can start their path to individual development, that may assist them maximize their potential and obtain their career goals in their future life as well as build self - confidence in interacting with team members and improve sharing attitude among them.

School is an essential place in every single child's life as they develop their all-fundamental knowledge and competency for the rest of their life as well as acquire the most needed skills from this place. During their academic journey pupils get acquainted with lots of friends with whom they spend about half of their day. In this academic process, teachers acquire an immense influence to keep them on track. As James Baldwin (1969) mentioned, "those of you who deal with the mind and hearts of young people - must be prepared to "go for broke". A teacher's pedagogical competence not only makes their classes beneficial, but also interesting and enjoyable for their learners. As Chiriac & Granström, (2012); Hämäläinen & Vähäsantanen, (2011) have noted several issues which educators face while applying CL in the class. They described two fundamental issues affecting CL productiveness: institution of cooperative activities and evaluation of learning.

Firstly, instructors usually encounter difficulties when organizing collaborative like observing learners' on- target behaviors, controlling team- work time, offering appropriate materials, allocating personal roles, and creating teamwork philosophy as well as behaviors (Gillies & Boyle, 2010). Research by Ruys, Van Keer, and Aelterman (2010) that studied arrangements of collaborative activities of aspiring educators, showed inadequate attention of instructors to organizing cooperative tasks like deciding group dealings and encouraging activities (p - 105). Moreover, studies indicated that many elementary and high school educators divide students into groups and allow them to perform together, not adopting learners to work cooperative tasks effectively (Blatchford et al., 2003).

Second, As Strijbos (2011) mentioned, educators often consider it challenging to evaluate learners' production and accomplishments since they apply CL in class at all sectors of schooling. For instance, educators at some elementary and higher schools indicated hesitance and indistinctness about how and what to evaluate (Frykedal & Chiriac, 2011). Also, research by Chiriac and Granstrom (2012) found that the criteria or regulations for evaluation required clarity and concreteness (p-106). The absence of evaluation devices to assess collaborative achievement of every team member may lead learner dissatisfaction about the transparency and invariability of the evaluation (Strom & Strom, 2011). Nevertheless, earlier research emphasized some issues educators face while implementing CL,

this research inadequately explained the basic reasons or causal factors of these challenges (e.g., Gillies & Boyle, 2010; Lopata, Miller, & Miller, 2003). Additionally, the issues which instructors face will influence collaborating learners. This connection between issues encountered by educators and by students, nevertheless, was scarcely discussed during previous study. If educators, for instance, are uncertain about how to control students' teamwork, debate and cannot properly interfere when essential or form suitable collaborative manner, this will influence the peculiarity of the cooperative procedure as went through by learners (Van De Pol, Volman & Beishuizen, 2011; Van Leeuwen et. al., 2013; Webb, 2009). Therefore, each educator must acquire essential knowledge and approaches about how to manage the class and encourage students to engage in a group which can demand time and effort from them. The more instructors perform better in their own sphere, the more lesson will be interesting and captivating. With the help of innovative approaches and activities every student can easily be stuck into the lesson.

Each professional instructor must know how to engage their students in the class and inspire them to collaborate. With the help of ever- expanding use of technology, language teachers now have opportunities for using innovative and new means of integrating technological devices in their classroom. The most essential task in schooling and learning requires growing learners' involvement in language learning. Current innovations which have been done in learning and pedagogy brought alteration into education sphere that exchange the role of both teacher and student in the classroom. In the traditional way of teaching teachers were all in charge, however, now they are just instructing, and classes are being altered into student-oriented ones. Therefore, it is essential to find methods of enabling your learners to continue interacting with one another not only during classes, but also after them.

Teaching- supported cooperative learning develop language advancement as learners' study in social interactions; commenting on each other's work urges students to share their experiences, reflect on their schoolmates' and their personal work and examine it hence facilitating their critical thinking abilities. Utilizing current technological devices in the classroom can enhance commencement both inside the class and outside of it, as it motivates learners to join on a global scale. Educational technology, like video conferencing, digital writing programs, wikis, gamification, AI, blockchain, social bookmarking applications, e-portfolios can assist to improve learners' skill to advance their cooperative abilities. Through video conferencing, such as Zoom meetings, we can make the group working process more convenient and captivating. Gamification identifies containing games or other electronic activities in the lesson. Utilizing games during the lessons can make learners more interested in the topic, enhance their learning, assist them stay healthy not only mentally, but also physically. The implementation of games in education may promote significant improvements in both learning and education outcomes (Kula, 2021; Syafii, 2021). Based on my own experience, I can say that games are the most essential part of the lesson which keeps students interested in the class and encourages them to attend to every single lesson. That is why, during my each lesson I try to take advantage of some innovative game or activity to catch my students' attention and keep them engaged. By this way I easily engage my learners into my topic or students with one another. I strongly believe that effective collaboration can be achieved by the engagement of students through interesting games. I can not only engage

my learners, but also encourage them by this innovative approach. Because currently students want more creative lessons rather than traditional ones.

According to the Ames theoretical framework (1992), self-motivated desire requires engaging in a task based upon individual interest in the task itself (p- 47). This statement resisted to external motivation which can influence motivation like accomplishment, revenues. Blended learning highlights game- based learning, encouraging collaboration and problem- solving. Students can vigorously be associated with game play, they can make their own choices, as well as utilize their critical thinking abilities once they play the game. AI integration during the class time provides the possibility to offer improved individualized learning experience for learners. With the help of AI- powered adaptive educational technology, we can examine enormous quantities of data on learners' learning styles, desires, and growth. Research has indicated enhanced participation, encouragement, educational performance among learners utilizing an AI- powered learning system (Means, Bakia & Murphy 2014). Among the major benefits of using AI in the class is its capability to improve student involvement and encouragement. AI- powered instructional tools and strategies can integrate interactive features, gamification mechanisms, and adaptable feedback techniques. These elements make a captivating and immersive training environment which catches learners' attention, motivates to active involvement, encourage them to persevere in their academic journey. For instance, AI –assisted online teachers can offer quick and individualized comment, raising a sense of accomplishment and advancement, and encouraging a positive mindset among learners. Investigations which were done by VanLehn (2011) have indicated essential learning gathers and enhanced educational achievement among learners who immersed in intelligent teaching mechanisms in diverse subjects, containing computer science, foreign language teaching, as well as mathematics (p-54). As an English teacher I can say that now with an aid of technology, I am able to conduct my lessons in an interesting way by engaging my students into topics. Technology creates me a lot of chances to make my lessons innovative and meaningful.

Conclusion

The research's important findings showed that students improved their learning process after working together on specific tasks. This was clearly shown by the outcomes of the tests and interviews with both students and teachers. Student collaboration was identified being an impactful technique in teaching foreign languages and others since students could assist one another in deciphering meanings of unfamiliar words in different texts. Furthermore, their interaction during group discussion helped them to cultivate a range of soft skills as time management, leadership, problem solving exc. On top of that, team working provided student possibilities in their own educational process, cultivate their self- confidence while interacting with team members and improve sharing manner among them. Besides that, this case study clearly indicates the significance of teamwork in learning foreign languages and attempts ought to be taken to foster direct teaching of soft skills during the lessons along with language skills through the collaborative learning method.

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