COOPERATIVE TEACHING IN GROUP IN TEACHING:
THE PRINCIPLES OF MARXISM AND LENINISM AT UNIVERSITY AND COLLEGE

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Abstract. Cooperative learning is a popular learning perspective in developed countries which has been undeniably effective. Seeing the importance of teaching teamwork in shaping the personality and qualities of the young generation in Vietnam, through the teaching process in general, teaching Principles of Marxism and Leninism in particular, and the article proposed some measures to improve the effectiveness of cooperative teaching in group in teaching this subject in our current universities and colleges.

Keywords: Cooperation, cooperative teaching in group, The basic principles of Marxism and Leninism.

1. Introduction

“Because the nature of human is live cooperative” so “learners must experience the democratizing process in a micro world and the center life is the cooperation between members in group for learn the way to live together”. In this environment, “if students join in the specific activities, they learned more and more through conversation and their training become more interest. At a result students have much experience and know the way to work together to attain the general achievement”. It is John Deway who written the deep hallmark in the progress of finding and using cooperative teaching in group at school to assert his research in the end of 19th century [1].

In the beginning and developing history, cooperative teaching in group occupied interestedly of scientists in the world, they have many different opinions and ways about cooperative group and leaning, remarkable of the Albert Bandura with “social learning theory” [2], Jean Piaget with “conflict resolution theory” [3], R. Slavin, N. Davidson, R.T. Johnson’s forms of collaborative teaching applied in USA and West Europe from the 1990s to now [4]; Vygotsky with “collaborative theory” [5]… Although there are many different approaches and views, there is not many scholarly works confirming the enormous roles that collaborative teaching brings.

In Vietnam, a lot of the researches about collaborative teaching in group have been published. Such as Dang Thanh Hung talked about the cooperative group and teaching in the modern teaching argument but he did not mention clearly the scientific basic of cooperative teaching [4]; Nguyen Huy Chau presented cooperative learning with the method, process and note to hold the learning team [6]; Thai Duy Tuyen systematized some basic theoretical issues of group teaching as concept, importance and process of organizing group teaching by cooperative method [7]… In addition, recently some young researchers studying cooperative teaching in group such as Nguyen Thi Thanh [8], Nguyen Phuoc...
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Dung [9]... When applied to a number of specific disciplines, especially The Basic Principles of Marxism-Leninism, cooperative teaching also exerted its remarkable advantages through various forms of teaching organization such as the researches of B. Xdoratep [10], Nguyen Duy Bac [11], Tran Thi Mai Phuong [12] in the form of seminars; Bui Thi Thanh Huyen [13], Ta Thi Thuy Ngan [14] with group discussion method... However, the reality of applying the cooperative teaching viewpoint in this subject is still limited, not widely applied.

Thus, in this paper, we systemize again the theoretical basis for collaborative learning in group. On this, we proposed some measures to promote collaborative learning groups in order to improve the effectiveness of teaching The basic principles of Marxism and Leninism in colleges and universities under our current conditions.

2. Content

2.1. Some of the roles and characteristics of cooperative group teaching in the Marxist-Leninist Basic Principles

- Group and group collaboration

Grouping is the form of collective activity whose purpose is to accomplish specific tasks. Studies of the history of human development show that human’s self-interest is the close connection with others in every activity in order to survive and thrive. Thus, cooperation is biologically natural nature for every human being. It is an indispensable component for the existence of the society.

- Teaching cooperation

In teaching theory, collaborative teaching is approached from various points of view and can be considered as a specific teaching perspective, method or a teaching technique [15].

A fact-teaching shows that group teaching is a form of organizing a teacher – controlled teaching activity. Students are divided into several groups and participate together in a common activity. It is the interaction of members and their shared intelligence that enable them to accomplish learning tasks.

Therefore, collaborative teaching gives learners a premise for developing human’s cooperation ability in order to build more developed, civilized and modern society. It does not only help students to gain knowledge but also to learn to accept, respect, bond and trust each other in learning. Furthermore, in the world, "every phenomenon exists in relationships, interacts and does not exclude a field." These relationships bind things together, inhibit or promote one another's development. Everything in nature, society and thought all have dialectical connections, it exists not only in the interpretation about the origin, mode of movement and development of things but also in the interplay between forces of production - production relations, infrastructure - superstructure leads to the replacement of socio-economic forms in history; the supply-demand relationships; the law of value, the factors that lead to the formation and development of capitalism ... or the internal conflicts of the proletariat and the bourgeoisie, the socialist revolution and The path Socialism ... Deeply embedded in all topics of The basic principles of Marxism-Leninism exist the cooperation, association, solidarity of people with the material world, human and nature, human and social and abstracted into thinking - knowledge. Therefore, learning the basic principles of Marxism-Marxism in universities and colleges is learning the historical explanation of the existences, development and mode of operation of the cooperation process and phenomenal things in the world.

Some salient features of group teaching are:
- On purpose, the cooperative group teaching not only teaches students the scientific and abstract knowledge of the basic principles of Marxism-Leninism but also focuses on the development of thinking, world-view, and methodology of scientific argument; create collaborative skills, creative practice skills and preparation to adapt and integrate with the community.

- In terms of content, the cooperative group teaching requires students to have basic knowledge in the subject curriculum and at the same time, students can apply, respond to cognitive exercises in the form of situations, real search, problem solving from this basic knowledge.

- Regarding the method, focusing on the training of students in self-learning habits, independent personal activities or collective cooperation through group discussion methods, problem-solving methods, teaching methodology and use of teaching aids to promote cooperation.

- Regarding the organization of teaching, cooperative group teaching uses and flexibly coordinates the types of teaching organization: group - collective, group - individual. In that group, individuals have a lot of advantages in actively promoting student learning and cooperation. Teaching space, teaching equipment, tables and chairs are flexible and flexible.

- On the assessment, as well as other subjects, for the basic principles of Marxism-Leninism in the assessment test, the student is responsible for his or her academic performance. Together with the teacher's assessment and evaluation, students participate in the process of self-assessment and mutual evaluation.

In order to conduct cooperative teaching in group the basic principles of Marxism-Leninism, the teacher must ensure five elements: developing exercises that students have to think and unite with team members to work together; making sure all members are active; observing how learners work, and what they know; teaching learners how to evaluate, to think, to listen and to receive opinions.

In cooperative teaching in group, learners will be divided into small groups to perform learning activities such as discussion, role play, problem solving. They are active subjects in the apprehension of knowledge and skills through the cooperation with the teacher and the cooperation of students together in the learning process, thereby achieving personal goals and contributing to the success of the group. Each member is responsible for co-operating, helping the team members to fulfill assigned tasks. The teacher is the instructor who – monitors and helps students to acquire new knowledge, develop interactive skills and scientific arbiters. For teachers, learning groups are the means to influence individuals. For each individual, the learning group is a positive learning environment and learning object. Thus, through the learning group, the teacher’s impact on students increases significantly while the teaching identity is still maintained. This is also the superiority of cooperative teaching that cannot be paralleled by any other teaching methods.

To perform group co-op teaching, the following basic steps should be taken: designing the learning theme; organizing learning groups; leading the implementation steps and skills in the collaborative process; setting criteria for emulation; organizing classes during cooperative hours; examining and evaluating the effectiveness of cooperation activities; Summing up lessons, assessing - drawing experience.

2.2. Some measures to effectively implement cooperative teaching in teaching The basic principles of Marxism-Leninism in universities and colleges

2.2.1 Effective use of the teaching methods that can enhance collaboration

2.2.1.1 Method of group discussion

A teaching method is one in which the class is divided into small groups to solve specific tasks relating to the content of the unit. With positive advantages for students such as the formation of self-
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Learning method, the exercise of presenting the problem of learners; promote the positive and responsible spirit of students; strengthen the collaboration, confidence and efficiency of students in the learning process so that students can evaluate themselves and others, concurrently provide opportunities for teachers to receive feedback from learners.

As can be seen, this is a teaching method that fully converges the characteristics of collaborative teaching and is considered the main method for implementing collaborative teaching.

However, when conducting group discussions, inappropriate group and group management problems or unwanted cases may arise during the discussion... etc. Teachers must be skillful in handling problematic situations having problems.

To organize an effective group discussion, the teacher is the facilitator, instructing the learner to find and occupy the scientific knowledge, as well as the mediator - advising and concluding the knowledge learned by the learners from previous discussion, interaction, cooperation among team members. At the same time, the lecturer must invest significant amount of time to prepare the subject matters, and be flexible in organizing and managing students during group discussion. In addition, the lecturer must prepare for evaluation throughout the student’s learning process by using various forms of assessment to receive regular feedback and corrective measure.

2.2.1.2 Teaching problem – solving methods

Problem-solving is the method by which the teacher assigns one or problem systems to put the student into a problematic situation, then altogether – they solve the problem and draw necessary conclusions accordingly.

Problem-solving teaching is an effective way to build on the collective spirit and strength to gather the best solutions in the shortest time. With a multifaceted, multi-dimensional approach, problems will be solved thoroughly. Problem solving can be carried out in the following steps:

Building a problematic situation is very important. The most important factor of the problematic situation is to have a contradiction, should be interesting to stimulate the student’s critical thinking. Depending on the content knowledge, teachers can flexibly select the problematic situation accordingly.

Organizing group discussions solve problems effectively.

The students of each group mobilize the experience they have acquired in order to select the necessary knowledge involved in resolving the contradictions in the matter raised. Problem solving in groups will help students actively take control of the lesson and at the same time deeply remember the knowledge through the previously investigated and resolved problem.

2.2.1.3 Methodology for project-based teaching

Project-based learning is a unique form of an action-oriented teaching perspective, in which the learners perform complex tasks using a combination of knowledge and skills income different scientific areas, and a combination of theories and practices. This task is done with high self-reliance combined and group collaboration, from goal setting, planning to implementation, reviewing, and evaluating the process and outcomes. The teacher gives the general topic and plays the role of "co-learner", helping the students search for materials, resources to carry out project tasks. Students themselves choose the content of the research problems, identify specific tasks, organize and solve problems by themselves.

Project-based teaching has the following basic characteristics: learner orientation, practical orientation and product orientation. In project-based teaching, students actively participate in different
stages of the learning process and work in teams to solve real problems based on the unit. The theme of the project relates to a specific situation, real events of society, occupation and life. Therefore, the learning process of students has social characteristic. The outcomes of the learning project are not only limited to gathering theories but also result in actual practical products.

With group learning, project-based teaching is closely linked with teamwork teaching in building a successful group product. Project-based learning is conducted as follows:

Firstly, assigning groups, selecting the topic and defining the purpose of the project:

Teachers divide the group and introduce a number of thematic topics for students to select or student propose topics, and then they work together to determine the purpose of the project. Topics should be related to the specific circumstances, the realities of life and career. In addition to some common topics applicable to all majors, due to the specificity of each major, teachers can offer topics with specific requirements and tasks typical to students' career.

Secondly, building the implementation plan: With the guidance of teachers, students in each group plan the implementation of the project including: tasks, expected time, materials, funding etc.

Thirdly, implementing of the project: Members in each group discuss and implement the plan.

Fourthly, collecting results, publishing the product: The results of the project can be in the form written reports, etc. The project's products can be presented on PowerPoint, publications or specific products.

Finally, project evaluation: Teachers and students evaluate the implementation process, drawing experience for the next project.

2.2.2 Effective use of techniques that have the advantage of promoting co-operation

Teaching techniques are the teachers and students’ method of action in small situations and actions to implement and control the teaching process. There are some teaching techniques that have many advantages in promoting cooperation for learners.

* "Tablecloth" technique

This is a collaborative teaching technique that combines individual and group activities to stimulate, promote active participation, enhance independence and responsibility of the learners, and concurrently develop the interactive model among members together. Students have access to a variety of solutions and strategies. At the same time, this technique develops the capacity of cooperation among learners, and improves learning efficiency. Students are divided into small groups and each group uses A0 or A4 paper as a tablecloth. Each member in teams divide the A0 or A4 into a central cell and outer cells according to the number of members of the group, each individual in each group thinks critically to give his or her opinion on the problem and write down in their "tablecloth" zone. Based on the opinions of each individual, the group discusses together to make conclusions and write them down in the center of the tablecloth. Thus, the use of this technique helps teachers to follow the activities of each student in the class, appreciate the positive and cooperative in solving common tasks and assess how actively the group performed.

For example, in the Dialectical and Dialectical Materials chapter II of the Marxist-Leninist Philosophy section, with the question: "The similarity and difference between the views about the dialectic in history". Teacher asked students perform the instructional process in 7-10 minutes as follows: divide 4 groups (each group consists of 5-7 members), groups elect the leader and secretary. Students with through their understanding of the curriculum will write personal opinions on their
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paper. They can list the dialectical characteristics of each period and write down the contents of their assignments. From the statistics of each member, students will see the similarities and differences in viewpoints between periods. Then the whole group discusses the idea so that the secretary takes a general idea into the center of the tablecloth.

* Jigsaw techniques

It is a collaborative learning organization between individuals, group and group connection to solve a complex task that stimulates active learner participation and enhances personal role in the process of cooperation.

Jigsaw technique is carried out in two phases:

Phase 1: Expert Group: Students are divided into groups and perform different tasks. Members of each group after discussion can present the content of their research group.

Stage 2: Jigsaw puzzle - group: After completing the task in the first stage, the members of each group combine to form a new group called the puzzle group. Each new member in team will present all the content found in the expert team, thereby forming an overview and synthesizing all results findings which the expert group studied. Thus, each student is treated as a piece in the new group to complete the specific task of the group. The understanding of a topic in the expert group will turn into a common, extent understanding within the Jigsaw group.

For example, when learning about Goods in part II of chapter IV: Value Theory, the teacher divides the class into 4 groups of experts, each group receives a specific task, separately: Group 1: searching the conditions birth of commodity production; Group 2: learn about characteristics and advantages of commodity production; Group 3: learn about goods and attributes of goods; Group 4 explores the relationship between two attributes of goods. After a certain amount of time, a representative will present to the group the contents of the group which they are assigned to. The other students will add missing or objectionable content by convince, give examples, examples illustrate ...

* Think-Pair-Share Technique

This technique introduces pair work to develop individual critical thinking ability in solving problems. The teacher introduces the problem, asks open questions, and sets time for the learners to think. Then pairs are formed share, discuss and classify ideas. Each pair continues sharing with other pairs or with the whole class.

* Mind mapping techniques

Mind map is one of the tools for organizing critical thinking, the easiest way to convey information to the brain as well as a means of arranging individual’s ideas creatively and effectively is the arrangement of thoughts from the subject.

When teaching collaborative learning, the final stage shows team’s performance after a period of hard work. In addition to a smooth expression, the group's presentation needs to be easy to understand, clear, logical, with strong arguments. Mind-map can effectively satisfy such requirement because it is an optimal memorizing tool containing keywords. By using mind mapping, students are free to develop constructive ideas and modeling to solve problems and thus, students’ critical thinking skill, particularly high-order thinking skills, is enhanced. Students are both the receiver and the processor of the information, explaining and connecting it with his or her knowledge. Using mind mapping will save the time for reporting. Group ideas will be presented vividly and help members in the other groups remember and understand the ideas quickly.
The content of I: The history of the working class in chapter VII: The history of working class and socialist revolution of Part III: Marxist-Leninist theories of socialism. Teachers ask students to do group work to complete the thinking plan with the requirement: Drawing diagram illustrating why workers class has a historical mission to implement socialist revolution? To implement the mind mapping technique, students read and understand the materials, textbooks and drawings of the main branches of the thinking diagram, then divide the task for each member to learn about the branch content; continue to draw sub-branches and explain the existence of that branch in the layout of the diagram. With the mind mapping skills, teachers can let students prepare before class to facilitate the imagination, creativity of students are actively promoted.

* Brainstorming Technique

It is used to develop more creative solutions to a problem, in other words, an idea whirlwind in a short period of time. This technique works by focusing different ideas on one problem, from which different basic solutions for the problem can be drawn. Concepts, images of the problem are first raised in a very liberal and random way, in a so-called “the more the better” manner. All ideas are accepted without judgments. The problem will be approached in various angles, different aspects and eventually gathered and united.

Brainstorming technique is easy to perform when teachers organize group discussions to maximize collective strength. Because reviews are not allowed in the collection process, all ideas are recorded, thereby encouraging group members to participate. However, there are some limitations that the teacher needs to pay attention to: it is easy to go off-topic if the topic is not clear, choosing the best ideas may take time; If the team leader is incapable of running the group, this can cause some members of the team becoming inactive while others are not.

2.2.3. Testing and evaluation measures in collaborative teaching

Starting from the characteristics of collaborative teaching, evaluating student’s learning outcomes is done in the following ways: the teacher’s assessment with the student and the student's assessment with the student's (peer review) by quantitative and qualitative scales.

The basis for assessing the student’s participation in group co-operation should be to ensure fairness, equality and continuity throughout the learning process. That is shown in detail:

First of all, evaluate the performance of team members based on the contribution of each student in solving common tasks of the group. This will stimulate self-awareness, arousing enthusiasm, active learners.

Secondly, evaluation of the participation in the teaching process should be carried out regularly with many different forms such as by observing the product of students.

Thirdly, students must directly join in the assessment of their own learning levels and others in order to maximize the learning of the group.

Fourthly, teachers must build a system of assessment scales and criteria in line with the appropriate ability development orientation and avoid any comparison of achievement levels among learners.

Fifthly, teachers use different assessment forms in a flexible way to obtain the most accurate information on the learning quality of students.

Evaluation of the group performance results of student can incorporate multiple assessment measures and combine teacher’s assessment with group assessment and self-assessment.
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The assessment content includes:

* Evaluate the progress of knowledge, skills and attitudes through self-assessment in the group.

    - Criteria for participation assessment and learning outcomes: the number of classes in class; Be mindful of writing and preparing presentations in groups; Awareness of learning attitudes during school hours, the inquiring mind, positive participation in learning process ... On that basis, each group assesses the result and grade each member in the group.

    - Self-assessment activities are conducted regularly with each lesson, each team meeting. With each report, the members will self-assess, grade the spirit, responsibility and efficiency of their work and then send a report to teachers for assessment.

    - Determining the assessment rating for the aforementioned criteria.

    - Grading based on the two criteria take the average to be the student’s participation grade.

* Evaluating the progress of the group's knowledge, skills and attitudes through reporting: With this method, the teacher grades the presentation of the student based on the product quality as well as the group’s report in class.

* Evaluation by score, product, competition between teams. The learning tasks set for the group are varied and diverse, so depending on the structure of activities, the teachers build their own assessment. However, the following factors must be met:

    - Evaluating the working level of members to avoid student’s freeloading.

    - Evaluating the level of team collaboration, possibly by examining any member or the whole group to help students see the efforts of each individual are important in the success of the group.

    - Assess the progress of each member in terms of knowledge, operational skills. It should be noted that cooperative teaching is not only applied in one or two periods, but also regularly and for a long time. Therefore, teachers have to plan to evaluate the changes in students’ positive progress throughout the learning process.

    - Teachers also need to facilitate students’ participation in the process of self-evaluation to help them adjust-themselves and raise their sense of learning.

    - By designing the evaluation and reward in a timely, accurate and fair manner, the teacher will create the confidence and excitement in students with the subject and with the rest of the group.

3. Conclusion

Because human beings seem to be forced to cooperate with one another, they have to live side by side “in order to live in a society, people must experience a cooperative life right from the school. Life in the classroom is the process of democratization in a micro world and learning requires collaboration among class members". Cooperative teaching applied in teaching The basic principles of Marxism-Leninism does not only shorten the process of acquiring knowledge in students easily through collaborative learning activities (i.e. discussions, debates and resolve disputes, etc.) but also equips and cultivates effective collaboration skills for students - the generation of global citizens. However, in teaching co-operation, teachers and students both face certain difficulties. If teachers have mastered the steps of implementing, organizing and operating effectively, they will bring into full play their strengths and overcome the limitations of cooperative teaching, thereby improving the effectiveness of teaching.
REFERENCES