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# **The Strategies <Cooperative Learning> and <Brain-Based Learning> as the Basis of Formation of Universal Accomplishing Activities During Foreign Language Learning**

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## **Abstract**

This article reveals the main didactic principles of the strategies "Cooperative learning" and "Brain-based learning", and examines methods that promote the development of communicative and cognitive learning activities for students learning foreign languages. The author offers universal methods, which enable the activation of the speech and the intellectual activity of students in the process of joint work on the training task as members of the team, and in the class as a whole.

## **Keywords**

strategy, competences, Cooperative Learning, Brain-based Learning, communication and cognitive skills.

## **Background**

In accordance with the concept of modernization of education, the competence to approach the construction of a modern lesson is the competence approach, which, according to the research of A.V. Khutorskogo, A.G. Kasprzhak and L.F. Ivanova, is

"a set of general principles - departmental goals of education, selection of the content of education, organization of the educational process and evaluation of educational results.

Among these principles are the following provisions:

The meaning of education is to develop

Students have the ability to independently solve problems in various spheres and activities based on the use of social experience, the main element of which is the students' own experience.

The meaning of the organization of the educational process is to create the conditions for the students to develop an independent learning experience in cognitive, communicative, organizational, moral and other problems that make up the content of education "[1: 3].

## **Implementation**

The implementation of these didactic principles presupposes the introduction of new educational models into the practice of teaching, among which the "Activity-based model of education" developed by V.Lednev [2] and M.Kagan [3] can be singled out. According to this model, the content of education is not a set of scientific and subject areas, but human activity. It consists of the following five types of human activity:

1. Practical-transformative
2. cognitive
3. communicative
4. value-orientational
5. aesthetic.

Communicative and cognitive activities are leading in the lessons of the Russian language and literature and contribute to the formation of universal educational activities (UAL). In order to create a communicative and informative educational environment in the lessons of the humanitarian cycle, you can use the techniques of the strategies "Cooperative learning" (learning in cooperation) and "Brain-based learning".

### **Cooperative learning**

Cooperative learning is a successful learning strategy in which small groups, each consisting of students at different levels of knowledge, use different forms of learning to improve their understanding of the subject. Each member of the team is responsible not only for training, but also for helping classmates, thereby creating an atmosphere of success. Students work on the assignment, until all members of the group understand and complete it.

### **Examples of cooperative learning activities.**

As an activity in order to develop speaking and support cooperative learning, "Story telling" can be used. The teacher starts to tell a funny story from his/her own experience and the learners one by one have to continue that story by improvising the next step. Such activities are good as competition activities. When a teacher divides the group into 2 or more teams, the students do their best to get a score. Those students who know the language better can be asked more complicated question according to the main theme. Other tasks like doing exercises also can be done in the form of group competition. In that case, those students who know English better won't get bored.

## **Brain based learning**

Brain based learning can have several different activity options. I will give listening activities as an example for a basic approach. From my point of view, this approach is good for learning a foreign language. As, in speaking, the listener, that is the learner, does not have access to visual aid (the text itself) he/she has to understand and analyze the information itself (decode) and then translate it into the target language (encode). Here, our brain has to deal with the information itself, not with language units.

In order to determine the main theoretical provisions of auditing as a type of educational activity, it is necessary to determine the three functions of listening for the learning activity of junior schoolchildren:

- reception and comprehension of new information;
- control over the presentation of the well-known (listening to the answers of classmates);
- Self-control, manifested in the correction of speaking, in the ability to assess one's oral utterances.

### **Examples: Listening activities**

The following are examples of listening activity exercises:

Listening, without reply:

1. unfamiliar text relying on script.
2. A familiar text
3. Text relying on visual concepts.

#### 4. Poems, rhymes, songs

Listening, with short answers

1. To-do instructions.
2. Text with performance of the task - put a "tick"
3. Exercising "true - false"
4. Exercising with finding errors
5. Describing texts: Finding a picture from a description of nature
6. Listening to unfamiliar text, with the task to find specific information
7. The text contains the description of areas,

maps or charts.

8. The text contains information on a family or its family tree.

From these examples it can be seen that the most common activities are exercises for listening training suggesting a short answer, as this is most common in communicative situations. In addition to communicative exercises, the teacher uses tasks and exercises that train and develop auditory skills and perception, which contribute to successful learning of the language being studied.

There are also exercises to overcome phonetic, grammatical and lexical difficulties; exercises for the development of auditory

memory, attention, imagination and logical thinking as well as exercises to teach anticipation, forecasting, isolating various categories of semantic information and speech exercises.

### **Examples for brain based learning**

The following are examples of activities for brain based learning:

Translation dictations. A teacher reads the text or sentences in the learners' mother tongue and gives some time for the students to translate it into English. Mute dictation is a good example for learning spelling and structure.