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## **TECHNOLOGY OF COOPERATIVE LEARNING: GUIDELINES FOR TEACHERS ON A BASIS OF NIS EXPERIENCE**

**Abstract.** The article is devoted to one of the most famous modern technologies of education - cooperative learning. Based on the ten-year experience of teaching with this technology, author proposes and argues certain rules/principles of its application. Training in cooperation (cooperative learning), or coeducation, - this one of the most demanded in modern world educational practice a method of training. In Russian or Post Soviet education he is also known as group training or training in groups though not always co-education can be equated to work in groups. Anyway, this method is widely applied now both in school and in high school training as, undoubtedly, falls under definition of "active forms" of training. Many teachers don't even suspect that co-education is a method, but not a form of active occupation. Collaborative team teaching often occurs in inclusion classrooms. (Read about the benefits of inclusion classrooms.) In a co-taught class, general education and special education teacher's work together to plan lessons, teach, monitor student progress and manage the class. The AEO NIS is a network of schools, launched as an experimental platform for implementing trilingual instruction in Kazakh, Russian and English. At the NIS, three languages (Kazakh, Russian and English) are taught as language subjects as well as used to teach different content subjects such as Geography, World History and Mathematics. In this article we described difficulties and problems occurred during team-teaching work.

**Keywords.** Active learning, technology of education, development of critical thinking, cooperative learning.

Also known as *co-teaching* or *collaborative teaching*, team teaching is an instructional strategy used across subject areas primarily in middle grades in a variety of methods. Teams are typically composed of between two and four teachers working collaboratively to plan thematic units and lesson plans in order to provide a more supportive environment for students [1].

### *History of team teaching*

In a 1963, William M. Alexander — known as the “father of the American middle school” — was scheduled to discuss the structure of the junior high school at a conference at Cornell University. However, after re-thinking the needs of adolescents at this age, he proposed the middle school concept where a team of three to five teachers would be assigned to 75 to 150 pupils organized either on a single-grade or multi-grade basis. This recommendation of junior high school reform is where the idea of team teaching developed. Team teaching is now used in all grade levels and across disciplines. When done correctly, this approach has been shown to create bonding opportunities for students and to engage teachers in collaborative, interdisciplinary planning [2].

Team teaching requires that the faculty is organized so that teachers share a group of students, a common planning time to develop curriculum and instruction in multiple content areas, the same schedule, and that the teachers are in the same physical area of the school.

### What Is Collaborative Team Teaching?

Collaborative team teaching often occurs in inclusion classrooms. (Read about the benefits of inclusion classrooms.) In a co-taught class, general education and special education teachers work together to plan lessons, teach, monitor student progress and manage the class.

It's an approach that makes it easier to teach all students the same content and hold them to the same educational standards.

### The Benefits of Co-Taught Classrooms

Being in a co-taught classroom has many benefits. Students can spend more time with the teachers and get more individual attention. And with more than one teacher, it's easier to teach students in smaller groups or one-on-one [3].

Students have the opportunity to learn from two teachers who may have different teaching styles, ideas, perspectives and experience. It also makes it easier to implement differentiated instruction, Universal Design for Learning (UDL) and personalized learning.

#### How Co-Teaching Works

Co-teaching doesn't always work perfectly. Teachers may disagree on the best strategy for teaching a topic or how to grade a certain student. Or one teacher may be more experienced working with students with learning and attention issues, so your child doesn't get to know the other teacher as well. But that also means you have twice as many people to turn to when you have concerns. If you have trouble communicating with one teacher, the other may be able to serve as a mediator. Get tips on how to talk to your child's teacher about learning and attention issues. And explore self-advocacy sentence starters your child can use with his teachers. Many schools are using team teaching in order to support the needs of a variety of students. This lesson will introduce you to the various models of team teaching as well as strategies to support a successful partnership [2].

#### What Is Team Teaching?

When educators hear the words 'team teaching,' they might picture two teachers, both standing in front of the classroom delivering the same lesson together to the same group of students. Although this is one model for team teaching, sometimes educators are surprised to learn that there are actually six different models that support the team-teaching approach. These six models are:

1. One Teach/One Observe
2. One Teach/One Assist
3. Station Teaching
4. Parallel Teaching
5. Alternative or Differentiated Teaching
6. Teaming

In this lesson, we will discuss each team-teaching model and why team teaching is used in schools today. We will also review practical strategies for managing the successful team teaching relationship [4.5].

#### The Six Team Teaching Models

##### One Teach/One Observe

In this model, one teacher is primarily responsible for delivering instruction to the entire class, while the other teacher is serving as an intentional observer. While observing, this teacher can observe and record student behavior, student understanding, or even the teaching teacher's style and behavior [6].

##### One Teach/One Assist

Teachers using this model divide the teaching responsibilities so that one teacher delivers the lesson and the other teacher monitors and assists individual students that may need help.

##### Station Teaching

Station teaching allows each teacher to work with smaller groups of students. The teachers divide the students into groups and create activities for the students to engage with the lesson material along with the assistance of a teacher. These stations can involve the teaching of new content, reinforcement of previously learned material, or challenging activities for students that are ready [4].

##### Parallel Teaching

In this model, the teachers divide the class in half. Each teacher works with one of the groups of students, teaching the exact same content. Teachers can decide to divide the group randomly, or to divide the class according to readiness level for the lesson or preferred learning style.

##### Alternative or Differentiated Lesson

When using this model, one of the teachers teaches the main lesson to the majority of the class. The second teacher works with a small group of students to either provide remedial help or to extend the lesson with more challenging material.

##### Teaming

This approach involves both teachers working together to deliver instruction to the same group of students at the same time.

##### Rationale for Team Teaching

Schools use a team-teaching approach in order to support a variety of students within the general education classroom. Oftentimes, general education and special education teachers can team teach in order to help meet the needs of students with disabilities or gifted students. Additionally, general education teachers can team teach with English as a Second Language (ESL) teachers to support English language learners [7].

*Benefits of team teaching*

The need for team teaching is based on the premise that middle school is a transitional period between the traditional elementary structure, where students have one teacher all day, and the high school setting, where students have multiple classes and teachers on a daily basis. Because students coming from a traditional elementary structure are accustomed to having a small group of peers and one teacher, they sometimes become overwhelmed when they have to change classes and have more than one teacher. Research suggests that students who do not feel connected to peers and their teachers often have a higher rate of academic failure. “The formation of interdisciplinary teams has been proposed as one way of reducing student alienation and increasing students’ sense of membership... Teams provide students with a greater sense of identity, belonging, and support.”

Ideally, teams should consist of 120 or fewer students with a student to teacher ratio of 25:1. The Carnegie Council on Adolescent Development suggests that the size of teams should be as small as possible depending on the content knowledge and strengths of the teachers.

*Middle grades team teaching models*

According to John Wallace (2007), the two-teacher team model is usually done with sixth graders, “as a sound transition from a single teacher, self-contained classroom in the elementary school to the four- or five-teacher team commonly found in seventh and eighth grade.” In this model of team teaching, the teachers are usually certified in two content areas or are certified in elementary education and teach two subjects. Because there are fewer children in this model, there are more opportunities for flexibility and combining subject areas into one lesson [8].

The four-teacher team is “the most commonly used and most logical composition, with one teacher specialist in each of the four core areas.” In this model, educators teach in the content area in which they are certified, and they plan interdisciplinary units. This model of team teaching is generally used in the middle school after sixth grade.

*Importance of planning time in team teaching*

Thomas Erb and Chris Stevenson (1999) contend that teams need collaborative planning times in their schedules. Research conducted through The Project on High Performance Learning Communities suggests that team teachers should have the opportunity to meet four to five times per week for at least 45 minutes. Furthermore, the results of this research study show a correlation between frequent common planning time and interaction with school support staff like counselors, specialists and administrators. Common planning time among team teachers also improved teachers’ rates of coordination of student assignments, assessments, and feedback, and teachers engaged in this type of planning had more contact with parents. Additionally, research suggests that teachers who actively participated in this frequent collaborative planning time exhibited positive attitudes towards the profession of teaching [9].

*Ideal student/teacher ratio in team teaching*

The Project on High Performance Learning Communities recommends that the maximum number of students should be limited to 120 or fewer per team. Furthermore, the results of the study suggest a negative correlation between parent contact and involvement, contact with other resource staff, coordination of student assignments, assessments, and feedback, coordination of curriculum, and the quality of teaming when the number of students on a team is increased. Thus, researchers use this data when recommending that the optimal number of students to be included on one interdisciplinary team is fewer than 120 [10].

Team teaching involves a group of instructors working purposefully, regularly, and cooperatively to help a group of students of any age learn. Teachers together set goals for a course, design a syllabus, prepare individual lesson plans, teach students, and evaluate the results. They share insights, argue with one another, and perhaps even challenge students to decide which approach is better.

Teams can be single-discipline, interdisciplinary, or school-within-a-school teams that meet with a common set of students over an extended period of time. New teachers may be paired with veteran teachers. Innovations are encouraged, and modifications in class size, location, and time are permitted. Different personalities, voices, values, and approaches spark interest, keep attention, and prevent boredom [11].

The team-teaching approach allows for more interaction between teachers and students. Faculty evaluate students on their achievement of the learning goals; students evaluate faculty members on their teaching proficiency. Emphasis is on student and faculty growth, balancing initiative and shared responsibility, specialization and broadening horizons, the clear and interesting presentation of content and student development, democratic participation and common expectations, and cognitive, affective, and behavioral outcomes. This combination of analysis, synthesis, critical thinking, and practical applications can be done on all levels of education, from kindergarten through graduate school.

Working as a team, teachers model respect for differences, interdependence, and conflict-resolution skills. Team members together set the course goals and content, select common materials such as texts and films, and develop tests and final examinations for all students. They set the sequence of topics and supplemental materials. They also give their own interpretations of the materials and use their own teaching styles. The greater the agreement on common objectives and interests, the more likely that teaching will be interdependent and coordinated.

Teaching periods can be scheduled side by side or consecutively. For example, teachers of two similar classes may team up during the same or adjacent periods so that each teacher may focus on that phase of the course that he or she can best handle. Students can sometimes meet all together, sometimes in small groups supervised by individual teachers or teaching assistants, or they can work singly or together on projects in the library, laboratory, or fieldwork. Teachers can be at different sites, linked by video-conferencing, satellites, or the Internet.

Breaking out of the taken-for-granted single-subject, single-course, single-teacher pattern encourages other innovations and experiments. For example, students can be split along or across lines of sex, age, culture, or other interests, then recombined to stimulate reflection. Remedial programs and honors sections provide other attractive opportunities to make available appropriate and effective curricula for students with special needs or interests. They can address different study skills and learning techniques. Team teaching can also offset the danger of imposing ideas, values, and mindsets on minorities or less powerful ethnic groups. Teachers of different backgrounds can culturally enrich one another and students.

#### **Advantages**

Students do not all learn at the same rate. Periods of equal length are not appropriate for all learning situations. Educators are no longer dealing primarily with top-down transmission of the tried and true by the mature and experienced teacher to the young, immature, and inexperienced pupil in the single-subject classroom. Schools are moving toward the inclusion of another whole dimension of learning: the lateral transmission to every sentient member of society of what has just been discovered, invented, created, manufactured, or marketed. For this, team members with different areas of expertise are invaluable.

Of course, team teaching is not the only answer to all problems plaguing teachers, students, and administrators. It requires planning, skilled management, willingness to risk change and even failure, humility, open-mindedness, imagination, and creativity. But the results are worth it.

Teamwork improves the quality of teaching as various experts approach the same topic from different angles: theory and practice, past and present, different genders or ethnic backgrounds. Teacher strengths are combined and weaknesses are remedied. Poor teachers can be observed, critiqued, and improved by the other team members in a nonthreatening, supportive context. The evaluation done by a team of teachers will be more insightful and balanced than the introspection and self-evaluation of an individual teacher.

Working in teams spreads responsibility, encourages creativity, deepens friendships, and builds community among teachers. Teachers complement one another. They share insights, propose new approaches, and challenge assumptions. They learn new perspectives and insights, techniques and values from watching one another. Students enter into conversations between them as they debate, disagree with premises or conclusions, raise new questions, and point out consequences. Contrasting viewpoints encourage more active class participation and independent thinking from students, especially if there is team balance for gender, race, culture, and age. Team teaching is particularly effective with older and underprepared students when it moves beyond communicating facts to tap into their life experience.

The team cuts teaching burdens and boosts morale. The presence of another teacher reduces student-teacher personality problems. In an emergency one team member can attend to the problem while the class goes on. Sharing in decision-making bolsters self-confidence. As teachers see the quality of teaching and learning improve, their self-esteem and happiness grow. This aids in recruiting and keeping faculty.

#### **Disadvantages**

Team teaching is not always successful. Some teachers are rigid personality types or may be wedded to a single method. Some simply dislike the other teachers on the team. Some do not want to risk humiliation and discouragement at possible failures. Some fear they will be expected to do more work for the same salary. Others are unwilling to share the spotlight or their pet ideas or to lose total control.

Team teaching makes more demands on time and energy. Members must arrange mutually agreeable times for planning and evaluation. Discussions can be draining and group decisions take longer. Rethinking the courses to accommodate the team-teaching method is often inconvenient.

Opposition may also come from students, parents, and administrators who may resist change of any sort. Some students flourish in a highly structured environment that favors repetition. Some are confused by conflicting opinions. Too much variety may hinder habit formation.

Salaries may have to reflect the additional responsibilities undertaken by team members. Team leaders may need some form of bonus. Such costs could be met by enlarging some class sizes. Nonprofessional staff members could take over some responsibilities [10].

Using more than two languages as mediums of instruction is becoming common practice all over the world. Bilingual immersion programmes in the United States, Canada, trilingual programs in Luxemburg, Malta, Brunei Darussalam, Italian Val d'Aosto and Trento, and European schools implement varying models of education and pedagogical approaches. Pedagogy is a key factor in trilingual education. Researchers suggest that implications of general pedagogy are relevant for trilingual (bilingual) education. However, features and characteristics of trilingual

pedagogy need to be researched in order to conceptualize a framework of effective trilingual education based on research evidence [12].

At the initiative of the President of the Republic of Kazakhstan N.A. Nazarbayev in 2008 for the first time a school was launched in the city of Astana. For 5 years, intellectual schools were opened almost in all regions of the country. Nazarbayev Intellectual Schools are characterized by the presence of highly qualified teachers, modern scientific and laboratory equipment and interactive multimedia equipment [13].

The AEO NIS is a network of schools, launched as an experimental platform for implementing trilingual instruction in Kazakh, Russian and English. At the NIS, three languages (Kazakh, Russian and English) are taught as language subjects as well as used to teach different content subjects such as Geography, World History and Mathematics.

The AEO NIS is as an experimental platform, and within its role of spearheading educational reforms in Kazakhstan, it is tasked to scale up its experience to comprehensive state schools. From 2015, the AEO NIS will be translating all its experience, gained through trilingual instruction. As the AEO NIS is intended to serve as a model for other schools, full and partial transfer options along with adapted subject programs and course plans will be passed over to schools. Moreover, translation has implications for sharing special pedagogy of trilingual education that is evolving at the NIS. In order to make it more efficient and easier for schools to adopt or adapt the trilingual education model, it is necessary to reveal constraints and opportunities in trilingual education pedagogy applied at the NIS. It would enable the NIS gather up strengths for comprehensive schools as well as revise the trilingual model and pedagogy based on pedagogical constraints [11].

Nazarbayev Intellectual Schools provide admission for children from the 1st to the 11th grades. Training is provided in three languages - Kazakh, Russian and English. The school has two main directions: either physical sciences and mathematics or chemical and biological sciences. To enter the school, all children need to pass a competitive selection, consisting of two stages.

Class sizes are small, between 11 and 22 pupils, and the purpose built schools are new and equipped with student laptops, electronic smart-boards and state of the art facilities. The academic year is 40 weeks with 36 weeks of instruction and four weeks of professional development and associated duties. The school year runs approximately from September to June [14].

The duties of international teachers include:

- Conducting classes in English in your area of specialisation to students at NIS.
- Mentoring local teachers informally and presenting them with best practice in your area of expertise. This could include providing master classes, observing their lessons, etc.
- Contributing to curriculum development
  - Preparing students for university entrance tests
  - Organising courses on critical thinking
  - Organising cultural and social events for students
  - Running co-curricular activities

Based on review of literature on bilingual and trilingual education, three categories emerged as elements of trilingual education pedagogy. The principle of cross-linguistic transfer, Content and language integrated learning (CLIL) approach and supportive learning environment is umbrella terms that cover a broad range of pedagogical issues considered central to trilingual education pedagogy [15,16].

Having two teachers in the classroom is a huge benefit to the students learning. There are challenges to having two teachers working at the same time with a group of students. Some teachers may prefer to conduct direct instruction to the entire class most of the time. Hearing another teacher explaining problems to individual students at the same time can be distracting to the teacher who is providing the direct instruction. While direct instruction to the entire class is a valid approach to teaching, it is not the only method of instruction and may not be the best way to use two teachers in the classroom.

We should be moving towards student centered teaching methods and using a variety of team teaching strategies. Many students lack the prerequisite knowledge necessary to understand the high level instruction that is taking place in many lessons.

The teachers must identify the students who need extra help in the prerequisite skills and provide more individualized instruction to these students. This is where one model of team teaching will be useful. While one of the teachers is teaching to the entire class the other teacher can be working with a small group of two or three students who have been identified as needing extra help in the prerequisite skills. The supporting teacher can make sure that these students are keeping up with the instruction and provide support with any questions they have while the instruction is taking place.

Another method of team teaching is the station method. The students are divided into three groups and three stations are created. At one station a local teacher will be teaching a lesson in the local language. At the second station the international teacher will be teaching a lesson in English and at the third station an independent activity

can be presented. The students will remain at each station for 12 minutes. This method works well for differentiated instruction. The groups of students can be chosen based on ability level. The lower level students can be taught an easier problem by the international teacher and then can be taught a more difficult problem by the local teacher. When these students get to the independent activity station they can work on three problems of staggered difficulty. The top level students can be taught difficult questions by both the local and international teachers and their independent activity can consist of very challenging problems. The midlevel group can be given medium to difficult questions at all three stations.

Another method of team teaching is to divide the class in half. One half of the class is taught by the international teacher for half the lesson and the other half of the class is taught by the local teacher. Half way through the lesson the students switch teachers. The higher ability students can start with the local teacher. The international teacher will start with the other half of the class and teach them the prerequisite skills they will need to understand the local teachers' lesson. After half of the lesson is over the groups will switch and the international teacher will teach the higher level students a challenging lesson, and the other half of the students will be taught by the local teacher.

We must identify the students who are struggling with the subject being taught early and often. Regular formative assessments must be given to the students to make sure that they are learning the material being taught. We should be giving the students a formative assessment after every two learning objectives have been taught. While marking these formative assessments the teacher can identify the students who are struggling with the material. The teachers can use this information to help them design and plan effective lessons using the methods that I described above.

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## **ТЕХНОЛОГИЯ СОВМЕСТНОГО ОБУЧЕНИЯ: РЕКОМЕНДАЦИИ ДЛЯ ПРЕПОДАВАТЕЛЯ НА ПРИМЕРЕ НИИШ**

**Аннотация.** Обучение в сотрудничестве (cooperative learning), или совместное обучение, - этот один из наиболее востребованных в современной мировой образовательной практике метод обучения. В российском/постсоветском образовании он также известен как групповое обучение или обучение в группах, хотя не

всегда совместное обучение можно приравнять к работе в группах. В любом случае, этот метод сейчас широко применяется и в школьном и в вузовском обучении, поскольку, несомненно, подпадает под определение «активных форм» обучения. Многие преподаватели даже не подозревают, что совместное обучение - это именно метод, а не форма активного проведения занятия. В основе метода обучения в сотрудничестве, как и положено, лежат базовые идеи и определенные принципы, нарушение которых зачастую и приводит к профанации данного метода, а именно подмену содержания формой, объявление его игровым и т. п. Дело в том, что при кажущейся простоте такая педагогическая технология, как совместное обучение, является достаточно сложной для применения в сложившейся практике вузовского и школьного обучения. В данной статье мы рассматриваем возможности и рекомендации по применению данного метода на примере Назарбаевских Интеллектуальных школ. С 2015 года по всем подразделениям НИШ идет активное внедрение Team-teaching or cooperative teaching, таким образом, преподавание ведется двумя преподавателями, один из которых иностранец; обучение происходит сразу на двух языках.

**Ключевые слова.** Активное обучение, педагогическая технология, развитие критического мышления, cooperative learning.

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### **БІРЛЕСІП ОҚЫТУ ТЕХНОЛОГИЯСЫ: НЗМ ТӘЖІРИБЕСІНДЕ ОҚЫТУШЫЛАР ҮШІН ҰСЫНЫМДАР**

**Аннотация.** Оқытудағы ынтымақтастық (cooperative learning), немесе бірлесіп оқыту –қазіргі заманғы әлемдік білім беру тәжірибесіндегі анағұрлым сұранысқа ие оқыту әдістерінің бірі. Ол сондай-ақ, Ресейлік білім беру кеңістігінде топтық оқыту немесе топтағы оқыту ретінде белгілі, бірақ әрқашан бірлесіп оқытуды топтардағы жұмыстармен салыстыруға келмейді. Сөз жоқ, бұл әдіс мектепте және жоғарғы оқу орындарында кеңінен қолданылады және оқытудың «белсенді түрлері» тобына жатады. Көптеген оқытушылар бірлесіп оқыту әдісі – бұл белсенді сабақ жүргізу түрі емес, нақты әдіс екеніне күдікпен қарайды. Ынтымақтастықта оқыту әдісі негізінде нақты ұстанымдар мен базалық идеялар жатыр, оларды бұзу аталған әдістің профанациясына алып келеді, атап айтқанда оның мазмұнын ауыстырып, ойын түрі деп хабарлайды. Мәселе мынада, бірлесіп оқыту сияқты педагогикалық технология қарапайым көрінеді, бірақ оны мектепте және жоғарғы оқу орындарында қалыптасқан тәжірибе ретінде қолдану едәуір күрделі болып табылады. Бұл мақалада біз Назарбаев Зияткерлік мектептерінің тәжірибесінде аталған әдісті қолдану мүмкіндіктері мен ұсынымдарын қарастырамыз. 2015 жылдан бастап НЗМ бөлімшелерінде Team teaching or cooperative teaching енгізу белсенді жүріп жатыр, сөйтіп, оқытуды екі оқытушы жүргізеді, оның біреуі шетелдік оқытушы; оқыту бірден екі тілде жүргізіледі.

**Тірек сөздер:** белсенді оқыту, педагогикалық технология, сыни ойлау, cooperative learning.