



## DESIGNING TEACHING ORIENTATES THE DEVELOPMENT OF COOPERATED LEARNING SKILLS FOR STUDENTS IN VIET NAM

**Le Thi Quynh Trang**, Thai Nguyen University Of Technology  
**Le Thi Thanh Tra**, Hai Duong Medical Technical University  
**Ngo Thai Ha**, Hanoi National University of Education

**Abstract-** Study skills always play an essential role in the learning process and determine each student's learning quality. Education aims to learn to live together, thereby helping students integrate into the social community, progress, and succeed in their future lives and careers. Accordingly, to meet the goals of education, students need to have learning skills, in which collaborative learning skills will help students achieve high academic efficiency. Therefore, teaching in developing collaborative skills meets students' learning requirements and measures the measures to implement the desired output standards successfully. This article will present research results on building a teaching design process towards developing collaborative skills for students in Vietnam.

**Keywords:** Study skills, Cooperative learning, Cooperative learning skills, Developing collaborative learning skills.

### I. INTRODUCTION

Resolution No. 29-NQ/ TW of the 8th Central Conference of the 11th Session "On fundamental and comprehensive innovation of education and training" clearly indicated "For higher education, focusing on training highly qualified human resources, fostering talents, developing qualities and self-learning capacity, enriching learners' knowledge and creativity". At the same time, "Continue to renew teaching and learning methods towards modernization strongly; promote the positivity, initiative, creativity and knowledge and skill application of the learners; overcome one-way passive transmission and mechanical memorization. Focus on teaching how to learn and think, encourage self-study, create a basis for learners to update and renew their knowledge, skills and capacity development". Thus, the goal of training at universities is to provide students with scientific knowledge and career skills and, more importantly, equip them with learning methods, form adaptability to society, become a creative workforce, know how to study regularly, and learn for life. One of the learning skills that help students develop their competencies is collaborative learning skills to meet universities' desired output standards that are widely published on websites. In addition to the goals: knowledge; skill; foreign language; information technology ... all have "skills to work together, skills to share and collaborate." Therefore, teaching in the direction of developing collaborative skills satisfies students' learning requirements and is the measure to successfully implement the output standards to meet the universities' desires.

To develop collaborative learning skills in the teaching process, teachers need to design an appropriate teaching process. The article will address the following issues:

1. What are the basic factors influencing the development of collaborative learning skills of students in Vietnam?
2. How is teaching design towards the development of cooperative learning skills for students in Vietnam?

### II. LITERATURE REVIEW

Cooperative learning skills have been interested in many scientists around the world. Right from the beginning of the first century, Marco Fabio Quintilian believed that it would be beneficial for a student to say what he understood to others to understand. In the seventeenth century, Jan Amot Komenxki (1592 - 1670) believed that students would learn well from teaching to friends and friends (Johnson D. W. & Johnson R. T, 1991 p.15). Advanced educators have all talked about the benefits of collaborative learning. Students learn together, help each other, thereby creating a favorable learning environment.

At the end of the 13th century and the beginning of the fourteenth century, Reverend Bebel and Joseph Lancaster of the British organized small group teaching. They divided students into groups to operate. Through group activities, learners exchange, share and help each other learn and explore problems and gain good learning results.

The idea of collaborative learning was quickly brought from the UK to the US and received a comprehensive response, widely developed by pioneering educators such as John Dewey, Roger Parker, Morton Deutsch... They appreciate the society of learning and enhance the teacher's role in educating students democratically. J. Dewey said that to learn how to coexist in society, learners must experience a communal life right from within the school. Classroom life is the process of democratization in a micro world, and learning requires cooperation among classroom members (Jonson D. Jonhson R. and Holubee E,1990, p.17).

In the eighteenth century, the context of American education had an unhealthy competition with the phenomenon of discrimination and racism in education. In 1806, in New York (USA), Lancaster School started to apply cooperative education. This idea quickly spread throughout the United States.

In the early nineteenth century, American public schools emphasized collaborative learning to ensure that students of diverse backgrounds study together in the same school to become "American." A "classroom house" is where teachers teach students from different backgrounds to collaborate in learning.

Between 1930 and 1940, the social psychologist Kurt Lewin studied leaders and members of democratic groups' behavior. He emphasized the importance of team behavior and built the basic theory of collaborative learning. Then, Morton Deutsch developed the theory of cooperation and competition based on "the foundation theories" of Lewin. In 1940, Morton Deutsch introduced the idea of cooperation and competition situations.

In the late 60s of the twentieth century, American society launched a large-scale anti-racism movement. Since then, many educators also began to look for educational ways to improve racial relations in the classroom environment.

In the 70s of the twentieth century, many researchers formed groups of "action studies" to design pedagogical methods based on interactive relationships among individuals in the classroom.

At the first international conference on collaborative learning in Israel in 1979, David Johnson, Elliot Aronson, Richard Schmuck, and Larry Sherman have developed a "Collaborative Learning" solution. They presented the nature, characteristics, structure, principles of collaborative learning, individual learning, and competitive learning and pointed out the pros and cons of each system of cooperative learning. In particular, it is clear that to do well, and students must have collaborative learning skills while demonstrating that collaborative learning positively contributes to integrating black and white students.

Kurt Lewin's collaborative learning theory is considered the basis for a series of studies and debates afterward. The most recent one was at the IASCE international conference held on April 21-25, 2004, in Singapore, in which collaborative learning was discussed and determined that collaborative learning skills must be considered as a direction in teaching. (Brody et al., 2004). It can be said that Kurt Lewin has made a new mark in the history of the development of group teaching thought when studying his cooperative behaviors and conclusions with generations of students is a primary feature of education towards developing collaborative learning skills.

In Vietnam, the concept of cooperative learning has also existed for a long time. In the 70s, the group learning movement developed strongly and achieved good results. However, at that time, teaching cooperation was a spontaneous movement, there was no scientific basis, so it gradually subsided.

In recent years, with the trend of innovating teaching methods towards students' positive activities and international integration, researchers have realized the need to organize learning for students.

Nguyen Huu Chau (2005), in the book "The basics of the curriculum and teaching process," mentioned collaborative teaching, indicating that collaborative teaching is using a small group for students to work

together to maximize the multiple learning results of themselves. He said that: collaborative learning is more complex than individual learning. Members must know how to build trust, resolve conflicts, and affirm to practice personal learning skills, competitive learning, collective learning. The author becomes a dual goal in teaching.

Dang Thanh Hung (2002) in the book "Modern teaching - theory, measures, techniques", on the general basis of the research works of Slavin R. ; Davison N. ; Johnson D. W. ; Johnson R. T. introduced the concept of collaborative group comparison with competitive and individual learning styles, indicating the importance of collaborative learning skills and principles that ensure successful collaborative teaching. Next, in several articles such as: "System of modern learning skills" (2004), "Identification and evaluation of skills" (2010)..., author Dang Thanh Hung pointed out the system of learning skills in modern environments.

Through learning skills, the author shows that learning is about establishing positive relationships, sharing, and solving problems together... These are cooperative learning skills—identified author in a modern learning environment. Ngo Thi Thu Dung (2002) "The scientific basis of forging group learning skills for primary school students with group teaching methods," based on the approach of activities, observing the process of collaborative learning of primary school students, has presented 18 collaborative skills that need to be practiced.

Besides, the articles by Nguyen Kim Quy (2003) "Some results on the application of collaborative teaching methods", Nguyen Thi Hong Nam (2003) "Organizing collaborative learning activities in the form of Group thesis", Nguyen Ba Kim (2006) in "Method of teaching mathematics" states that through group activities, students complete tasks that cannot be completed by themselves within a certain time. In collaborative learning in groups, students have the opportunity to express and express themselves in terms of communication; work cooperatively; learn from each other; bring an atmosphere of solidarity, help, mutual trust ... and have the opportunity to practice and develop those skills.

Thai Duy Tuyen (2008) in the book "Traditional and Innovative Teaching Methods," has deeply studied collaborative teaching and considered this as one of the modern teaching methods to promote learning positivity to students. He pointed out the concept, the importance of cooperative education, the advantages and disadvantages of collaborative learning, the basic properties of Cooperation in learning... According to him, cooperative learning skills are a skill as important to humans as students because most human relationships are collaborative. All skills related to individuals, groups, and organizations are considered cooperative skills. Nguyen Trieu Son (2007) "Developing collaborative teaching capacity for math pedagogical students in some mountainous universities to improve the quality of the trained", proposed the development of Cooperative learning ability for Mathematics pedagogy students in some mountainous universities. Phan Van Ty (2009) "Applying collaborative teaching in teaching social and humanities subjects at military university", has researched and proposed the process of organizing class hours and hours. , now self-study humanities and social sciences at military university in a cooperative teaching style. Nguyen Thi Quynh Phuong (2012) "Training collaborative learning skills for pedagogic university students in group activities" studied in-depth on group teaching and identified a system of collaborative learning skills that need training for pedagogical university students, pedagogical colleges, and the scientific basis of skill training. Cooperative learning...

There have been many studies of domestic and foreign authors on teaching towards developing cooperative learning skills with different approaches and different names such as small group learning; learning from the viewpoint of learner-learner interaction; Cooperative education... They all affirmed that teaching towards the development of cooperative learning skills promoted students' activeness to meet learning requirements and tasks. It was appropriate with the development trend of modern teaching. However, the above works have just stopped at general theoretical research, and there has not been any research on designing teaching towards the developing cooperative learning skills for students in Viet Nam.

### III. METHODOLOGY

The author used the analytical - synthesized method, studying the theory of cooperative teaching, thereby inheriting and developing the existing approach. Simultaneously, using practical research methods to have

an empirical basis for building a teaching process towards the development of cooperative learning skills to suit university teaching conditions in Vietnam.

### **Basic concepts**

#### **Learning skills**

Learning skills are the effective implementation of learning behaviors and techniques based on the flexible application of knowledge and experience in different situations to achieve determined learning goals.

Learning skills have the following basic characteristics:

Learning skills are a combination of learning methods, which show each individual's technique and learning capacity.

Learning skills are critical to the learning outcomes of each person.

Learning skills include general skills and specific skills associated with specific subjects.

There are primary skills and secondary skills, which are two levels of skill development, resulting from formation training.

#### **Collaborative learning**

The concept of cooperative learning is widespread in developing countries and has brought significant learning, created excitement, formed positive social and psychological skills for students.

Cooperation is an indispensable element in your child's working life people; it takes place regularly in the family, in the society; thus, "cooperation has the natural biological nature of each human in society" (Thai Duy Tuyen, 2008, p.410).

According to the Vietnamese dictionary, Cooperation means working together to help each other in a job, in a specific field of activity to achieve a common goal (Hoang Phe, 1992).

According to the Psychology dictionary, collaboration is two or more parts of a team working in the same way to produce an expected result (Vu Dung, 2002).

The author's Johnson D., Johnson R. and Holubee E. (1990), Johnson D.W. and Johnson R. (1991), Nguyen Thanh Binh (1998) also gave different definitions of Cooperation. The reports of Cooperation are internally consistent with the following basic signs:

Have a common goal on a win-win basis.

The work is assigned following the capacity of each person.

Equality, mutual trust, sharing resources and information, voluntarily working.

Group members are interdependent based on high individual responsibility.

Together, help support and encourage the team spirit and complement each other.

The studies showed that cooperative learning was a participatory learning method, a direct contribution of many students working together to achieve typical results. In the process of Cooperation, students found benefits for themselves and all members of the group, promoting positive mutual influence. Based on inheriting collaborative learning concepts, the author used the idea: Cooperative learning is a learning method in which learners are organized into groups working together to complete learning tasks. There was interaction, support, interdependence, from which the collaborative habits and skills were formed and developed.

### **Cooperative learning skills**

Based on the analysis of concepts of learning skills and cooperative learning, it can be understood that collaborative learning skills are learning actions and techniques performed correctly, flexibly, and effectively based on applying the knowledge and learning experience in Cooperation with teachers and classmates in a team environment to realize the learning goals.

### **Develop collaborative learning skills**

Developing collaborative learning skills can be understood as the process of transforming and improving cooperative learning skills of students from low to high levels, from incomplete to perfect, to make learning become effective.

Developing collaborative learning skills demonstrates students' perceptions, attitudes, actions, and learning techniques, making the increasingly improved learning with better results. Since then, students often study with each other, are aware of their duties and the group's support to each other, collaborate and interact with each other, create positive and exciting learning leading to increasingly high academic results.

## IV. FINDINGS

### **Factors affecting cooperative learning skills for students in higher education in Vietnam**

#### **\*Subjective factors**

##### ***For teachers***

Teachers' perceptions determine the identification of goals, content, methods, techniques, and teaching organization. From the beginning, the teachers have to have a sense and responsibility in designing teaching activities to develop collaborative learning skills for students.

Teaching towards developing cooperative learning skills needs to be flexibly and creatively applied with active teaching methods and collaborative teaching techniques according to the conditions and circumstances, and specific learning tasks. These methods include teaching projects, group discussions, etc. The teaching techniques are brainstorming, jigsaw assembly, tablecloths, fish tanks, numbering, etc. Therefore, the instructions for fostering competencies, skills for using teaching methods, and cooperative teaching techniques need attention.

Establishing interdependent relationships among students in groups and between the groups of collaborative students needs teachers' creativity. The teachers must know how to divide the groups, instruct the role division, guide the division of duties, arrange seats... adjust and control the cooperative learning process so that group members have a mutual positive dependency and compete in a healthy group. Therefore, the training of organizational skills and the sharing of successful experiences or lessons of failure in cooperative teaching of teachers should be concerned.

##### ***For students***

Cognitive factor: students' awareness also plays an essential role in developing student collaborative skills by students. To form and develop collaborative learning for students, it is essential that students first realize the role, meaning, implementation method, and consciously practice cooperative learning skills.

Students' training methods: cooperative learning skills are complex social skills that require students to have good sense, energy, perseverance, and the right way to practice. Without proper methods, plans or measures, it isn't easy to develop correctly.

#### **\*The objective factors**

Along with subjective factors, objective factors also play a significant role in developing student cooperative learning skills of students.

Teaching space: to facilitate the teaching activity, the teaching space is one of the conditions that need to be considered. Teaching requires a spacious, comfortable, flexible room. spaceability facilitates cooperative groups. There is a relatively independent space, students and teachers easily move tables and chairs, teaching aids can be arranged in a mobile way... besides, the change of common teaching space also creates positive emotions for students in training skills.

Facilities and material conditions for teaching-learning: Teaching towards developing cooperative learning skills must regularly use the teaching methods, the active teaching techniques. This must-have required conditions for modern teaching facilities. Therefore, besides the spacious study space, the facilities and physical conditions in the classroom or the laboratory need to be sufficient for teaching such as projectors, auxiliary tables, wifi networks; tables and chairs convenient for moving, great fans... The more modern teaching facilities and conditions are, the more diverse the teaching organization can design. That is creating a flexible learning environment for students to experience.

Textbook systems, reference materials: the more diverse the system are, the more it creates favorable conditions and creates attractiveness or interest in teaching-learning. Teaching towards the development of cooperative learning skills requires teachers to design difficult learning tasks for a competent and capable individual with all members' active Cooperation in collaborative learning groups. Therefore, both the teachers and the students need more diverse and varied textbook systems.

Number and composition of students in classes: Cooperative learning skill development requires several students that should not be overcrowded but should not be too few. Cooperative teaching experts suggest that there should be from 4 to 6 groups in each class or groups in even numbers to facilitate grouping or emulation techniques between groups. Each group should only have 4-6 students. Overcrowded groups will be complex for teachers to organize, manage, guide, and observe the students' activities. The number of too few classes will be dull, lack of atmosphere of emulation and learning among groups, and limited economic effect.

### **Establishing teaching towards developing of collaborative learning skills for students**

Based on practical teaching research, theoretical research, and inheriting many structures, strategies, and teaching curriculum steps towards organizing cooperative learning by the previous researchers, the author built a teaching design process in accordance with the development of cooperative learning skills that consist of two stages. Each stage has 6 corresponding steps, specifically as follows:

#### **Stage 1: Preparation**

##### **Activities of teacher**

##### ***Step 1: Getting to know the students***

This step is done before the lessons, which is the regular work of the teacher. Get to know the students to understand their capacity, attitude, learning consciousness, cooperative learning skills, regional circumstances, lifestyles, majors, etc. On that basis, the teachers will identify teaching goals and tasks, grouping or building the environment, and then taking reasonable impact measures.

However, to do well at this stage, teachers must be dedicated to the profession, have the pedagogical capacity, work hard, and have basic knowledge about culture and society.

##### ***Step 2: Analyzing the program and content, identify lesson objectives***

Not all lessons can be taught in developing cooperative learning skills for students, so based on the curriculum, the teaching plans, and contents, the teachers select lessons that have advantages in designing interactive tasks for students. After choosing the study, the teacher determines the lesson objectives. There are 2 objectives that teachers need to identify when teaching a study in the direction of collaborative learning skills development. One is the goal of knowledge, attitude, and scientific skills. The other is of cooperative learning skills that the students should be achieved in learning that lesson.

##### ***Step 3: Designing collaborative activities for each content of the lesson.***

Based on the lesson's objectives, the teacher studies the related contents and teaching materials, selects the knowledge "entrusting" it to collaborative tasks that create challenging thinking, desires to solve students' problems.

The mission of Cooperation requires the core knowledge that revolves around the lesson. Especially, it must be clear, specific, suggestive, and unobtrusive following the lesson and time, space, and study plan.

When designing a collaborative task and must meet the requirement of the difficulty levels for individuals who are competent, it should be noted that it is suitable for the Cooperation of the group and requires high levels of mutual support. Simultaneously, it is necessary to identify the homogeneity or differences between the groups and the standard evaluation criteria to ensure fairness, objectivity, and motivation for cooperative groups to operate.

***Step 4: Selecting teaching methods and techniques and planning to form cooperative learning groups***

Teaching methods and teaching techniques are how teachers and students work to achieve lesson objectives and tasks. After defining the goals and designing lesson tasks, teachers need to figure out their whole teaching process to select appropriate teaching methods and teaching techniques. To achieve the lesson's goal, teachers usually cannot use only one teaching method or a particular teaching technique but need to combine many different teaching methods and teaching techniques. However, suppose there is no specific teaching method or key technique in a lesson. In that case, it is challenging to bring success, so for each lesson, the teacher needs to identify a typical teaching method or technique and reflect in their detailed class plan to promote the interaction between students - students such as projects, group discussions, role-play or using techniques cooperative technology such as brainstorming, numbering, three-step interviews, fish tanks, tablecloths ....

***Step 5: Planning to establish cooperative learning groups***

*Decide on the number of students in a group*

After the lesson, goals are clearly defined, and the study tasks are designed, the teacher needs to determine the suitable number of team members. Common cooperative groups include 4 - 6 students. However, depending on the task and using teaching methods, techniques, and practices, the teacher may have different options. When choosing the number of students, it is necessary to pay attention to the following factors:

Characteristics of the objectives are lesson tasks, materials, duration of teaching, and existing conditions for organizing the group.

Based on the teaching methods, techniques, or strategies chosen by the teacher.

Group formation will give students many opportunities to share information and understanding and contribute to complete the tasks. It is necessary to organize a small group to have cooperative learning skills before organizing a large group.

The less time spent on group activities, the smaller group size should be.

A Normal group should not exceed 6 students.

*Decide on the composition of students in a group*

Teachers need to think about organizing members into the group (according to interests, gender, learning force ...?). According to the researches of collaborative learning experts, the most optimal group is the group with diverse characteristics of capacity, interests, gender, region ... creating "slices" of the miniature layer. This means that there is a "substance" in the group, but the groups are "the same." However, depending on the typical subjects, teaching design strategies, teachers should select groups with different properties.

*Assign tasks in study groups.*

Assign specific tasks to each team member so that each student is fully aware of their roles and responsibilities in the group. The groups should have the following essential components:

Leader: Managing, directing, and operating the operation group, making working decisions in the cooperation process. Specific behaviors: defining the goals and learning tasks of the group, assigning members to present ideas and roles of each member of the group, guiding the members to focus on the work ...

Secretary: Recording the members' ideas and the results after the discussion.

Presenter: presenting the results of the group in class.

Serving staff: Preparing necessary materials and supplies; assisting the secretary to record during the cooperation process.

Supervisor: supervising the time limit, encouraging members to work and contacting the teacher for help or contacting other groups in the process.

Members: participating in the group.

Note that the group members' roles must constantly change during different learning hours so that students can participate in experiencing all the different roles in the group.

#### *Determining group time limit*

Based on the lesson's objectives, tasks, and content, teachers determine the time limit for grouping. If the lessons are short or small tasks that can be completed early, the students will be divided into temporary groups; If the lessons have complex functions that require high creative thinking, practical application, exploration, discovery ... and carried out over a more extended period of time, students should be decided into specific well-structured groups. It should be noted that if students participate in various group forms, it will increase the positive, closer, more sympathetic feelings among them. In particular, this interaction will bring students many opportunities for training and developing cooperative learning skills.

#### **Step 6: Planning to design learning cooperation environment**

In creating a collaborative environment, teachers may use a combination of the following techniques:

##### *Arrangement of classroom space*

The classroom space arrangement demonstrates the method of organization of the teacher to facilitate the student learning groups. It is necessary to arrange for team members to sit close to each other to share learning materials quickly and maintain contact with each other by eyes, gestures, smiles ... The space between groups should be suitable for groups and teachers to manage the groups.

In the current conditions, the vast majority of classrooms at universities in Vietnam are arranged in a horizontal direction to direct students on one side, so it is not suitable for the exchange and cooperation learning method. So when switching to teaching in collaboration, students will have difficulty in arranging seats. Teachers need to depend on the classroom space, the number of actual students to make a reasonable arrangement. Teachers draw group diagrams on the board to easily follow the teachers' intentions without wasting much time.

*Creating a positive interdependence.* The following techniques may be used:

Using documents. Using only one set of documents for the whole group, forcing students to work together to create success.

We are creating a dependency on information and tasks. Each group member is tasked with searching for a source of information, completing a different task, requiring the whole team, to sum up, working together to complete the task.

They were creating competitive learning groups. The lesson is intended to be deployed in a task-based structure so that groups compete in the style of competing against each other. If the group finishes quickly with good quality, it will be rewarded. This way also makes members of a group come together faster, work more effectively.

They were improving testing methods and evaluation. The group operation mode must diversify testing method and assessment to promote the interdependence and activeness among the group members in which each individual's capacity, the learning efficiency of the whole group, the behavior and positive attitudes of each individual in the process must be assessed.

Note that at the same time, we may or may not need or can use all the four techniques above, so the teachers should use the suitable technique depending on the goals, tasks, and content of the lesson.



### **Student activities**

By studying the subject outline, students study materials and textbooks related to the lesson content to prepare to solve the lesson tasks well. In addition, students prepare Ao paper, crayons, networked computers, projectors, and the mentality of learning under teachers' direction and guidance. Well, preparation is a sound basis for students to implement the lesson mission successfully.

### **Stage 2: Organization of implementation**

#### ***Step 1: Stabilizing the organization, introducing lessons' goals and requirements***

Teachers: Stabilizing the organization; introducing the lesson's objectives and requirements.

Students: Stabilizing the organization, self-defining goals for each lesson. Students must identify that acquiring the lesson knowledge, and students should formulate necessary cooperative learning skills.

Defining the correct and complete learning objectives will decide on the student's academic success.

#### ***Step 2: Guiding students principles, behaviors, actions, spirit, and attitude to learning Cooperation.***

After stabilizing the organization, introducing the lesson's objectives and requirements, teachers guide and explain to help students understand the principles when participating in group discussions.

(1) Students must independently think and prepare the content on paper before conducting group collaboration.

(2) When the students present their group conclusions, the other members listen and need to be conscious of thinking to provide relevant supportive evidence before seeking disagreements.

(3) The time for each student to speak shall not exceed the time specified, need to speak in turn (avoid the case of students monopolizing the forum).

(4) When participating in a critical review of another student's viewpoint, it is important to point out what advantages that student has in their position.

(5) After the discussion group (within the time set by the teacher), it is necessary to give 5 minutes for the students who do not speak or think they have the same opinion to restate the agreed opinion content.

(6) After each cooperative study, it is necessary to evaluate the group's operation process to find out which points perform well, which ones need an additional improvement step; which members are active; which members are indifferent and don't listen ... (Zhu Liya, 2010, p 67-68).

Teachers guide students on expected behaviors and operations during Cooperation learning, such as: quickly arranging into groups without making noise; not arbitrarily leaving the seat; focusing on the presentation of discussion content; thinking carefully before speaking; no prejudicing in the discussion; not repeating the views of others ...

Besides instructing students to apply standard rules and behaviors, teachers orient and foster students about the necessary spirit and attitude to ensure success as follows:

(1) Contributing consciousness: Responsible for the success of the group and dedicated to the group's performance;

(2) Helping and supporting: Respect each other, share and support each other;

(3) Teaming up: having confidence in each other, being on equal, teaming up to complete the task;

(4) Participating: Actively attend and encourage each other to attend;

(5) Encouraging: Have fun to cooperate in studying, actively encourage other members to complete the task (Zhan Xing, 2006, p.102 -105). Students require to stabilize the class organization, take tasks, and

prepare a positive mentality to follow behavioral orientations to form cooperative learning skills and perform lesson tasks.

***Step 3: Guiding students to set up cooperative learning groups***

Teachers: Based on the expectations, teachers guide students to establish collaborative learning groups and arrange good seats.

Students: Receive assignments and quickly establish a collaborative learning group.

***Step 4: Assigning the task to cooperative learning***

Teachers: This is when teachers specify the lesson objectives into the tasks assigned to each group of students. Teachers need to help students clarify the achieved goals after completing the lesson and create a positive dependency. At the beginning of the study, it is necessary to publish the criteria for evaluating the students' activities to strive and promote cooperation to complete the task.

Students: Receiving the task, coordinating actively and voluntarily to perform the task.

***Step 5: observing, guiding, discovering, adjusting the cooperative behaviors of students***

Teachers: Teachers have five basic tasks when students participate in cooperative learning: observing, destructing, detecting, promoting, and regulating collective learning behaviors.

During the cooperative learning process, teachers must monitor and observe to correct the standard deviations that make the collaborative learning process achieve the highest results. Therefore, most of the time after the student enters the stable group, and teachers spend time observing, not resting to wait for students to finish working, the teachers will make comments and interventions.

To learn and develop cooperative learning skills for students effectively, at any time in class, teachers must observe and record the students' activities. The more detailed it is, the more valuable for teachers to evaluate and adjust cooperative learning skills. Precisely, keeping the active participation and contribution of individuals, personal responsibility, friendly expressions of support, acceptance of members' opinions, managing work, mutual assistance among members...

Based on observation, the teacher will discover the groups of students who meet difficulties such as misunderstanding the tasks, lack of cooperative learning skills... Since then, teachers can intervene, help, adjust in many ways to ensure that team members maintain equal relationships with each other; avoid the situation where students always speak well, make sure each student's point of view is taken seriously. However, teachers only play an advisory role and do not interfere too much in students' cooperation learning process.

Students: Receive appropriate orientations and behavioral adjustments to form cooperative learning skills and be active, self-conscious, and collective in implementing learning tasks.

***Step 6: Organizing the conclusion, evaluation, and adjustment***

Teachers: Teaching towards the development of cooperative learning skills has 2 basic goals:

(1) Complete the assigned learning tasks and (2) develop cooperative learning skills. Therefore, the teachers' evaluation should also focus on both of these goals.

Evaluate the products obtained after the lesson. They can be a report and a set of answers that the students discuss to reach an agreement... The teacher adds the deficiencies or guides the points that students do not focus on, accurate the knowledge and review and evaluation. Teachers summarize everything made by observation and comment on each group member's attitudes and cooperative learning skills. Teachers let each group comment and give comments to each other. There are bonus points for members with good groupwork skills and behaviors.

Students: Presenting their products, self-assessing their learning process, and collaborative groups under the supervision and guidance of teachers.

A change in the teaching process also changes the teachers' preparation schedules or detailed lesson plans, so the teachers need to change how the lesson is prepared to fit the process and make the teaching lessons effective.

## V. CONCLUSIONS

Student learning skills, especially collaborative learning skills, are decisive factors to university teaching quality in Vietnam. To develop collaborative learning skills for students, teachers should apply the above teaching design process to establish collaborative learning skills. This teaching design process has practical implications for the current university process in Vietnam because it improves students' learning outcomes and forms collaborative learning skills, positively impacts the students' learning way, and creates the foundation for their professional careers after graduation.

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