

Bermaganbetov G.  
Masters degree, Two Foreign Languages

### Teams-Games-Tournaments (TGT) Method of Cooperative Learning

One strategy for establishing cooperative behaviors is the use of games that involve students cooperating to overcome an outside obstacle (time, the difficulty of the task, etc.) rather than trying to overcome one another. Games are useful because they represent activities with high appeal for children and because they can structure the environment for a brief period of time according to specific rules.

Cooperative games can be purely recreational, or they can be designed to have academic content. Cooperative games can be active or quiet, and they can be played indoors or out. They are generally characterized by the fact that all children are engaged in the activity most of the time, players are not eliminated, and children interact during the game in helpful and supportive ways.

Who Am I? Who am I is a cooperative game where each student has a card pinned or taped to his or her back with the name of a famous person, an animal, an event in history, or so forth. Participants circulate asking each other only yes/no questions in order to figure out what is on their back. Participants can only ask one question of a person before going on to another player. When players know who they are, they continue to circulate, answering questions from other players. In order to play this game, students must learn how to phrase questions that can be answered by "yes" or "no" that will yield useful information. Because of the one-question-per-person rule, students interact with a range of people. This activity can be adapted to a number of areas and very young children or nonreaders can use pictures of the object to be guessed. One third grade teacher culminated a unit on the United States by putting the name of a state on each child's back and priming them with questions to ask like, "Am I east of the Mississippi?", "Am I a Great Plains State?", "Do I border on another country?"

Concentration - Finding Partners. The teacher prepares a set of cards that contain matches (one card has Astana to match another that has baiterek; pictures of animals and their names; words and their definitions, etc.). Players stand or sit in a circle, each holding one card that they keep hidden against their chest. One player begins by calling on another player to reveal his or her card and then calling on another player (or him- or herself to reveal that card, attempting to make a match. If the player successfully makes a match (group consensus), the two cards are placed in the center. If no match is found, the next player takes a turn. The players on both sides of the person taking his or her turn are designated as "helpers," and may provide assistance if asked. The game is "won" when all matches have been made and placed in the center. Players continue taking turns even after they are no longer holding a card.

This game combines the skills of regular concentration (being able to read the cards, remember where they are, and determine if they are matches) with a cooperative framework in which students help one another to succeed. This game has been successfully used in preschool classes (children matching colors with color words) and high school terminology classes (students matching terms and their definitions). A similar game can also be played with the same cards by giving each child a card and having them circulate around the room trying to find their match. This version actively involves all students who must look at card combinations and determine if they go together.

Sequence Activities. Various cooperative games involve having students put themselves in some kind of order. Students can each be given a letter and asked to put themselves in alphabetical order, they can be given a card with an event from a story and asked to put themselves in the sequence of the story, or they can be given tenses and asked to put themselves in chronological order. In all of these cases, students must talk and discuss the sequence and all agree they are correct before asking each other or the teacher for confirmation. Sequence games can also be played with cards: cards are prepared in advance with each one containing a clue for what follows next. For example, one card might say, "When a student turns out the lights, you yell, 'Hey, it's dark in here.'" The next card would say, "When someone yells, 'Hey, it's dark in here,' you run

around in circles saying, "I'll generate a little energy," and so forth. The cues can be words, actions, gestures, or anything else that would be visible or audible to other players. One card must indicate the beginning, for example, "You go first by \_\_\_\_\_." The cards are distributed and then each child follows the sequence. This game is infinitely adaptable according to the age, level, or reading ability of the students. More advanced students often enjoy writing their own sequence games for other class members. Cards for nonreaders can have a pantomime on top that is the clue for the pantomime on the bottom. Cards can also have pieces of a story or a rhyme that begins on one card and is continued on another; one card says, "When boating never quarrel, for you will find no doubt," and the next card starts, "A boat is not the proper place to have a falling out," and then continues, "Dr. Brown fell in the well and broke his collarbone" (which in turn, is continued on the next card by, "Why didn't he attend the sick and leave the well alone?"). With children who lack experience in following directions or reading, the teacher can go over all the cards and the sequence as a group, and then pair children in reading/acting pairs.

**Hug Tag.** In Hug Tag one or more children are "huggits" with a red flag (or sock). They try to give their flag to another player, and the other players are only safe when they are in a hug-group of two or three. When the teacher calls to switch, the children must disband their groups and find a new group. At a more advanced level, hug-groups can stay together only as long as all members can hum on one breath. When any member runs out of breath, the group must disband. As one can imagine, the more players run around, the more out of breath they become and the shorter the period of time they are able to stay together. In contrast to many outdoor physical games in which children chase one another, in this game, safety comes from being with other people, touching each other. This game is an excellent example of one that can be played and enjoyed by extremely diverse groups. Two-year-olds and 80-year-olds can all participate in the same game.

### **Түйін**

*Жалпы оқушы балалардың мінездері ойын-сайыс кезінде көрінеді. Оқушы деп атап отырған шәкірттеріміз осындай белсенділік іс-шараларда тыс қалмайды және бауырмашыл, жанашырлықтарын толық көрсетуге мүмкіншілік алады.*

### **Resume**

*It is generally characterized by the fact that all children are engaged in the activity. And they are not eliminated, too. Children interact during the game in helpful and supportive ways.*

### **Özet**

*Genellikle çocukların çoğunun karakterleri oyun sırasında ortaya çıkar. Oyuncu dediğimiz talebeler aktivite esnasında gözardı edilmiş değillerdir ve o esnada yardımsever, destekleyici hareket sunarlar.*