

# Developing Communication And Collaborative Competences For Students In Teaching The “Popular Geography” Subject For Grade 10 – High School

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## **Abstract**

*In Geography belongs to both the social sciences and natural sciences, helping students gain basic understanding of geographical sciences, geography-related professions, and the ability to apply geographical knowledge to life. On the basis of basic knowledge and educational methods that promote proactive, proactive and creative activities of students, Geography is a subject with many advantages in forming and developing communication and cooperation capacity for students. This is a very necessary competency in modern society, when we are living in the open space of the integration process. Forming and developing this ability for students will help them stay confident and adapt well to changes in life.*

**Key Word:** *Geography, Competence, Communication and Cooperation, Teachers, Students.*

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## **I. Introduction**

Vietnamese education has undergone a transition from an educational process that is mainly equipped with knowledge to comprehensively develop the competencies and qualities of learners. In the 2018 general education program, researchers have identified 10 core competencies that need to be formed and developed for students, including: autonomy and self-learning; communication and cooperation capacity; problem-solving and creativity; language proficiency; calculation ability; scientific capacity; technological capacity; computer capacity; aesthetic capacity; physical capacity.

In particular, communication and cooperation skills are one of the most basic and core competencies that need to be formed and developed for students. Communication quality and competence are understood as the ability of individuals to interact with individuals, individuals and collectives in learning and in life. The ability of the individual to work effectively in a relationship with the collective, in a relationship of mutual support towards a common goal.

In this article, the authors explore and propose the principles and processes of teaching Geography in general, teaching Grade 10 Residential Geography in particular, and using some active teaching methods to foster the capacity of Transportation to help students strengthen communication with each other to cooperate and solve assigned tasks.

## **II. Material And Methods**

### **\* Methods of data collection and processing**

The authors have selectively collected many documents, data, research topics, and projects at all levels related to the field of transportation. The research database is systematized, arranged, and updated according to the research content of the project and fully and accurately identifies cited sources.

### **\* Analysis and synthesis methods**

On the basis of the collected data, the authors have synthesized and analyzed the innovation of teaching methods, influencing factors, and the current situation of applying new teaching methods, thereby giving appropriate principles and requirements for teaching and learning organization to develop communication and cooperation capacity for high school students pine.

### **\* Observation methods**

Through actual school attendance in high school, the authors observed that in the lessons, students' learning products are an important basis for properly assessing the current level of students' abilities during class to help teachers detect students' participation in activities, from there, it can be adjusted in the process of organizing classroom activities.

### **III. Result**

#### ***Concepts of communication and cooperation***

##### *Communication*

According to the Vietnamese dictionary [5], communication is exchange, contact with each other. Language is a communication tool. The activity of exchanging information, psychological contact, and understanding between the speaker and the listener to achieve the desired goal is the communication process. Communication creates new impressions and emotions between objects. Through communication, ideas become objects of reflection, screening, discussion, and revision, helping to build long-term meaning for ideas and publicity. Communication helps students think in order to present their results to others in a clear and convincing way. During the communication process, ideas are also evaluated and considered from many angles to help people perceive the problem more deeply. At the same time, the communication process also creates interaction and emotional connection.

##### *Cooperation*

According to the Vietnamese dictionary [5], cooperation is working together to help each other in a certain job, a certain field, for a common purpose. Collaboration takes place in the following aspects: Demonstrates the ability to work effectively and respectfully with diverse teams; Apply flexibility and willingness to help in making the compromises necessary to achieve the common goal; Share responsibility for collaborative work and valuable individual contributions by each team member. Cooperation in teaching is a combination of collectives and individuals to implement science-based measures to organize and control advocacy and development relationships in a certain order in order to perform teaching tasks well. In particular, teachers are the ones who direct students' self-learning activities, helping students seek knowledge on their own through the process of personalization and socialization. Students are active subjects of learning activities. Through collaboration, students exchange ideas to help each other in acquiring knowledge, forming skills and techniques, and seeking knowledge on their own by their own actions.

#### ***Principles of teaching organization in the direction of developing communication and cooperation capacity for students***

##### *Ensuring fairness in students' learning*

All students progress if they are taught properly, at the right level. To achieve this, in the teaching process, it is necessary to ensure the element of equity. Fairness does not mean that all students learn and do the same things. Equity in education is about creating an equal and appropriate learning environment so that all students have the opportunity to access knowledge and achieve the ultimate goal. In addition, each student will be taught and supported based on his or her own strengths and weaknesses, each individual can decide on a learning method that is suitable for his or her interests, abilities, psychophysiological characteristics and living conditions [3][6].

This is one of the main principles of competency-based education because it is geared towards the development and strengths of each individual rather than a single common standard.

##### *Ensure a close relationship between knowledge, skills and competencies*

Knowledge is the basis for forming competencies, different types of knowledge will form different competencies.

The process of competency training takes place in a spiral, the available competencies are used by students in the process of learning new knowledge, and the new knowledge acquired lays the foundation for the formation of new competencies. This is a continuous, non-stop, repetitive process according to certain rules (in which, at each stage of the process, new knowledge and abilities are formed on the basis of selective inheritance of old knowledge and abilities). Therefore, in order to form and develop their own capacity, students need to regularly and persistently cultivate knowledge and skills, and at the same time know how to self-comment and evaluate their strengths and weaknesses in the learning process, practicing a combination of knowledge, skills and abilities,... thereby overcoming limitations and shortcomings and promoting their own strengths. Thus, the process of competency training and application combining knowledge, skills and competencies is highly effective.

Applying this principle, in the process of organizing teaching in the direction of developing communication and cooperation capacity for students, teachers must determine what knowledge content can develop communication and cooperation skills, thereby choosing appropriate teaching methods, teaching techniques and forms of organizing learning activities so that students can practice develop communication and cooperation skills in a mature way. develop the ability to communicate and cooperate with the best efficiency [3][6].

*Ensure that students have active cooperation in learning activities*

This principle indicates that the fundamental element in teaching in the direction of developing communication and collaboration competencies is to create common ground among members of the collaborative team. Members of the same team have the same purpose, the same tasks, the same learning resources (materials, pens, paper,...) and the same competitors,... This has created dependency between team members, making them inseparable but always standing side by side to complete the task. Also, a real reason to do collaborative team activities is because of the complex learning tasks, which would be difficult and time-consuming if working independently. Therefore, the whole team must work together, share personal knowledge and knowledge, research, discuss, debate and agree to come to conclusions so that the learning task is completed on time and achieves the best results [3][6].

For effective collaboration, the role of teachers is also very important. First of all, teachers need to intentionally design reasonable learning tasks, creating students' needs for group cooperation. In the process of organizing learning activities, communication and cooperation, teachers need to observe and detect positive points and limitations in the teamwork spirit of students, thereby making comments and suggestions about the activity process of the whole group in general and of each member of the group in particular. helping students learn how to work together effectively to achieve a common goal.

*Ensure that students complete cognitive tasks on their own with the organization and guidance of teachers*

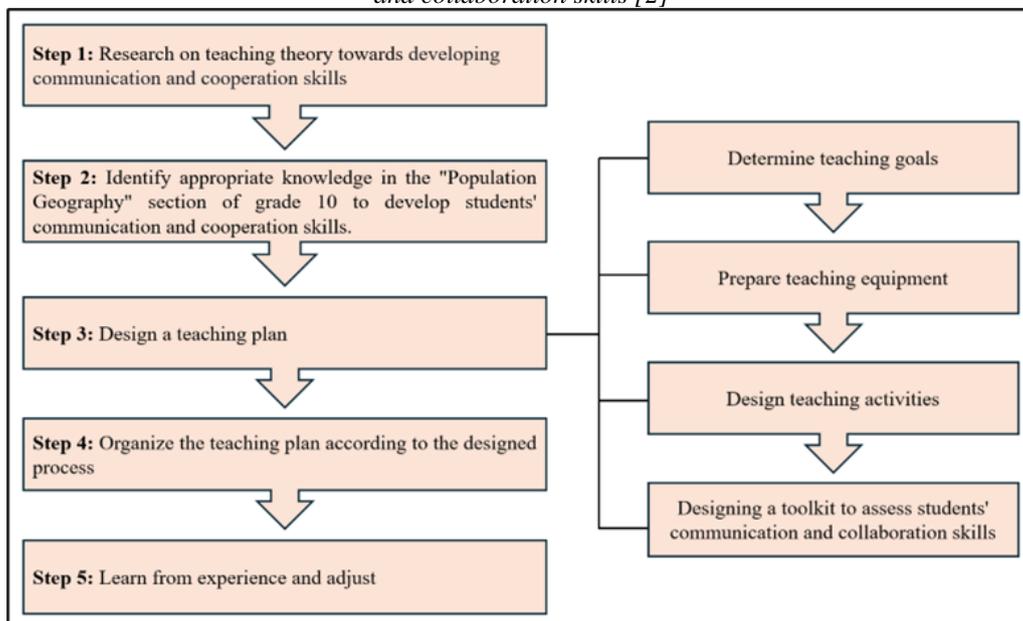
Students can only learn best when the level of work is neither too easy nor too difficult for them. This requires that in the teaching process, when choosing the content, method, and form of teaching organization, teachers need to pay attention to the psychophysiological characteristics of the age group in students. Teaching is adequate to ensure that students can complete tasks on their own under the organization and guidance of teachers.

Teaching in the direction of developing communication and cooperation skills requires greater responsibility from students in carrying out individual tasks and group tasks. In the process of group activities, each individual needs to be assigned specific tasks to contribute to the overall results of the team. Specific assignments contribute to helping members actively perform their tasks without depending on other members. At that time, students will have the opportunity to practice more skills... This is a condition for students to form and develop their capacity and qualities to meet the requirements of society [3][6].

***The process of organizing the teaching of the 10th grade "Residential Geography" block to develop communication and cooperation skills for students***

Currently, there have been many domestic and international research works on the teaching process in the direction of developing communication and cooperation capacity for students. Within the framework of the project, the authors propose a teaching and learning organization process to develop transportation capacity for students including 5 steps as follows:

**Figure 3.1:** *The process of organizing the teaching of Geography 10 in the direction of Develop communication and collaboration skills [2]*



- ❖ **Step 1.** Research on teaching theory towards developing communication and cooperation skills. Be well aware of communication skills, manifestations of communication skills in high school students.
- ❖ **Step 2.** Identify appropriate knowledge in the "Population Geography" section of grade 10 to develop students' communication and cooperation skills [1][2].
- ❖ **Step 3.** Design a teaching plan. From the perspective of teaching oriented to student capacity development, the teaching and learning process includes a system of purposeful actions by teachers to organize students' mental and physical activities, ensuring that students can occupy the teaching content and achieve the set goals. The development of a teaching plan should be carried out according to the following process:
  - *Determine teaching goals:* Depending on each student, develop knowledge at a high level of recognition, understanding, application and application; depending on the teaching content to form and develop necessary skills such as: observation skills; information acquisition and processing skills; analysis and synthesis skills; practical skills; Presentation skills;... and forming the personality, qualities and abilities of students.
  - *Prepare teaching equipment:* Effectively use teaching equipment included in the list of minimum teaching equipment that has been equipped for required schools; actively search for and use other equipment to support teaching activities.
  - *Design teaching activities:* The teaching process is designed into a series of learning activities. The sequence of learning activities in each lesson follows the general cognitive path as follows:
    - + Warm-up activities: Teachers create "problematic" learning situations, attracting students to participate in the process of acquiring new knowledge.
    - + Activities to form new knowledge: lead students to explore, discover and absorb new knowledge and skills.
    - + Practice, application and extension activities: teachers design exercises for students to apply the knowledge and skills they have learned to detect and solve practical situations and problems.
  - *Designing a toolkit to assess students' communication and collaboration skills,* such as: student observation board according to quality criteria and quality capacity, student assessment card,... Testing and assessing students during teaching can be conducted at the beginning of the class, during the lesson, or through the assignment of home-based learning tasks to align with the objectives of each lesson [2].
- ❖ **Step 4.** Organize the teaching plan according to the designed process. Use appropriate measures to develop students' communication qualities and abilities, monitor and guide students to adjust in activities.
- ❖ **Step 5.** Learn from experience, promote good results, propose measures to overcome students' limitations, continue to implement activities to develop students' transportation capacity.

#### ***Applying positive teaching methods to develop communication and cooperation skills for students***

Active teaching methods (teaching methods) are the measures and ways in which teachers and students operate in the teaching process. Some methods have many advantages for forming and developing students' capacities, especially with the ability to communicate with students. Teachers can use a variety of teaching methods. Within the framework of the topic, the authors have mentioned some methods that are commonly used in teaching and developing communication and cooperation competencies for students.

#### ***Problem-solving teaching methods***

The problem-solving teaching method as a teaching method is based on the rules of knowledge acquisition and creative ways of operating, with the basic characteristics of scientific research. The essence of this method is to create "problem situations" and control students to solve those learning problems. As a result, it ensures that students master the scientific foundation, develop creative thinking capacity and form the foundation of the scientific worldview.

This method is often applied to complex learning content or tasks, requiring students to analyze, explain, prove and perform tasks...

With the advantages: "*Create connections and use learners' existing knowledge in acquiring new knowledge as well as creating connections between different knowledge that was previously often studied independently. Learners can often explain the difference between theory and practice, and cognitive contradictions are found. Create academic motivation to develop social communication and problem-solving skills*"[4].

In the process of implementing the teaching method, it is necessary to select appropriate content to use the method of stating and solving problems: The content of the article summarizing knowledge will be more suitable for this method than the article with simple content. From there, it is possible to build problematic situations in teaching, develop communication and cooperation skills, including 3 steps: Step 1: Teachers must define lesson objectives/Ask questions. Step 2: Problem solving: Analyze the content of textbooks and related documents; Step 3: Draw conclusions, find out the possibility of building problematic situations in the lesson.

*Applying problem-solving teaching methods in teaching Geography [2][7]*

**For example, "Articles. Population distribution and urbanization - Geography 10"**

- Step 1: Ask questions: In recent years, the rapid urbanization rate in developing countries will cause many consequences for socio-economic and environmental development.
- Step 2: Solve the problem
- + Teachers guide students to solve problems
- + Planning students: State the socio-economic and environmental consequences when the rapid urbanization process does not go hand in hand with the speed of industrialization.
- Economically: Prices in urban areas are often high; Growing disparities in development
- Socially: Creating pressure on housing, employment and urban infrastructure; The risk of increasing social evils.
- Environment: Spontaneous urbanization often leads to a polluted environment and traffic congestion.
- Step 3: Conclusion

From the above situation, it shows that people in cities for developing countries are facing more and more difficulties and challenges.

*Discussion method*

Discussion is a method in which students talk and communicate with each other around an issue in the form of questions, exercises, or cognitive tasks, in this method, students play an active role, actively participate in the discussion, the teacher plays the role of raising the problem, proposals, etc. formulation and consideration.

*"In discussion teaching (in groups), teachers are the organizers for students to learn in small groups, students perform a certain task together in a certain time. In a group under the direction of the group leader, students combine individual work, work in pairs, in groups, share experiences, and cooperate together to solve assigned tasks"[4]*

- The mode of discussion shall be carried out in many forms:
- + Choose the right content and tasks
- + Designing teaching plans
- Identify the main teaching methods.
- Prepare equipment and utensils.
- Teacher and student activities.
- Design tasks for reinforcement and evaluation.
- Teaching organization:
- Teachers clearly state their duties
- Divide study groups and arrange group positions in accordance with the classroom space
- Assign tasks to the team
- Instruct students to carry out group activities
- Monitoring, controlling, guiding and supporting the team
- Organize for teams to report results and evaluate
- Knowledge Course.

*Applying the discussion method in teaching Geography [2][7]*

**Example:**

**"Article. Population distribution and urbanization - Geography 10"**

**\* Find out the content of factors affecting population distribution**

- **Step 1: The teacher shifts the task:** The teacher divides the students into 4 groups and completes the assignments
- + Group 1 and Group 2: Analysis of natural factors affecting population distribution.
- + Group 3 and Group 4: Analysis of socio-economic factors affecting population distribution.
- **Step 2: Students perform the task.** Complete the product in 5 minutes according to

**Study Card**

Element	Natural	Socio-economic
Positive		
Restrict		

- **Step 3: Students report the results of task implementation:** Students are divided into 2 groups, students are divided into groups, move by station. Each station has about 3 minutes of presentations and Q&A.
- **Step 4: The teacher concludes, comments and completes the relevant knowledge.**

Element	Natural	Socio-economic
<b>Positive</b>	- The area has a favorable location and natural conditions, rich in natural resources. are densely populated areas.	- Where there is a high level of development of the productive forces, that place is densely populated. - Areas that have been exploited for a long time often have dense population density.

		- Where there are people who are attracted to migrate to that place, there will be a large number of people.
<b>Restrict</b>	- On the contrary, areas with unfavorable locations, harsh natural conditions, scarcity of resources, etc. are sparsely populated areas.	- Where there is a poor level of development of the productive forces, that place is sparse. - Areas that are mined later tend to be more sparsely populated. - Wherever people move elsewhere, it will be sparse.

*Role-playing method*

Role-playing is a method of organizing students to practice, "trying" some behavior in a hypothetical situation [4].

- This method is intended to help students think deeply about a problem by focusing on a specific event they have just done or observed.
- The important "acting" is the discussion after the performance.
- Role-playing method performed:
  - + Teachers state topics, divide groups and assign situations, and ask for role-playing for each group. In particular, there are clear regulations on the preparation time and role-playing time of each group.
  - + Discussion groups prepare to play a role and role.
  - + The class discusses, comments, and states the meaning of the roles.
  - + The teacher concludes and comments to the students about how to behave in the situation.

*Applying the role-playing approach in teaching Geography [2][7]*

**Example:**  
**"Article. Population size, population growth and population structure of the world- Geography 10"**  
**\* Advantages and disadvantages for developing countries when the population growth rate is too fast.**  
**- Step 1: The teacher assigns the task**  
 + Teachers have 5 students forming a group of dialogue experts; 1 student is an MC; 1 student works as a secretary, the rest of the students play guest roles themselves....  
 + Identify issues that need dialogue between experts and local leaders: "*Advantages and disadvantages for developing countries when the population growth rate is too fast*".  
 + The teacher asked some questions to the students:
 

- What do you know about the above problem?
- What more would you like to know about this question?
- What did you answer to this question?

**- Step 2: Students should:**  
 + Stabilize the organization, arrange experts and secretaries to sit, MC control the program.  
 + Guests quickly read the content of the textbook and rely on the prepared materials to compose their own questions and dialogue opinions.  
 + The MC states the reason, introduces the delegates, introduces the content of the dialogue, and the dialogue expert.  
 + Dialogue experts answer questions and concerns of local leaders. Dialogue experts need to clarify the following 3 issues:
 

- Is the current situation of population growth in developing countries that the guest raised right or wrong?
- What causes rapid population growth?
- What is the solution to the problem of population growth?

 + The MC leads the dialogue back and forth, guests with opinions raise their hands to be guided to speak  
 Experts will immediately answer or synthesize opinions on unsatisfactory issues for consultation and research.  
 + Guests: ask questions, answer questions if possible.  
 + To ensure that the operation takes place conveniently and necessary:
 

- Prepare images and evidence of the impact of population growth
- Presentation and critique time regulation: 1 minute
- Recording Rules
- Evaluation of exchanges, opinions and criticism

**- Step 3:** The MC tracks the time to navigate the end of the dialogue,  
**- Step 4:** The teacher comments and summarizes the dialogue program.

#### **IV. Conclusion**

Renewing education in the direction of developing learners' capacity is not only an inevitable trend of the world but also an urgent requirement of Vietnamese education in the current period. In the world and Vietnam, there have been many research works on the concept of competencies, classification of competencies and training some core competencies for learners. In the general competency system, communication ability is studied, analyzed and considered by many authors, because this is one of the important and necessary competencies that learners need to achieve. Propose principles and processes for organizing teaching and using a number of positive teaching methods in teaching Geography in general and Residential Geography in grade 10 in particular, in order to foster the capacity of Communication and cooperation, contributing to creating a friendly learning environment, helping students develop logical thinking, problem-solving and specific abilities of Geography in students. From there, it helps students master subject knowledge, improve learning results, create interest in learning and nurture a love for Geography.

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