

Applying the Cooperative Learning Strategy in Teaching Tourism at Vocational Schools of Karbala City / Applied Study

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INTRODUCTION

Cooperative learning strategies are considered one of the most common teaching strategies at the present time due to their good characteristics that outweigh other strategies, and the importance of cooperative learning lies in increasing the achievement of students at all levels of study, and encouraging them to social work and interaction between each other, and help those with poor educational attainment and slow learners just like ordinary students. Cooperative learning strategies have the characteristic of combining the academic and social aspects, which made it one of most effective teaching strategies in various majors.

Tourism majors are considered one of the majors that are interested in such strategies, because of its positive aspects such as enhancing learning and understanding process, improving and developing various thinking abilities, and its concerns are providing students with the skills via teamwork based on cooperation, as well as working on cultivating and creating positive bonds among students. All of which is based on tolerance, cooperation, and the elimination of egoism of some highly-educated students. Thus, these strategies are a manifestation of social cohesion based on constructive consultation, spreading group spirit, and positive cooperation to

achieve the educational goals which have been called for via all former and recent educational and civilizational studies.

The idea of using cooperative learning in teaching goes back to 1949, when Morton Deutsch called for it as an alternative method for traditional competitive learning, which includes explanation and presentation from the teacher to the students inside the class ¹.

Research have indicated that collaborative learning technology encourages student's learning ability, provides academic achievements, strengthens his memorization skills, enhances students' satisfaction with their learning experience, helps develop oral and social skills, promotes student's confidence and self-esteem, and helps encourage positive competitive relationships among students ².

And since cooperative learning has positive advantages that help in developing the skills of students, the researcher adopted the idea of applying this strategy on students of the first stage of the Business Branch in the Vocational Education Department in Karbala city, at each of the Indian Vocational Preparatory School and Al-Hadara Business School for girls. He chose the subject of tourism due to being a newly implemented subject into the

¹ Al-Baraz, Haifa Hashem: The Effect of Using Cooperative Learning on Some Personal Traits, College of Education (Unpublished Master Thesis, pp. 20; 1998 AD.

² Blume, Benjamin and others: Mainstreaming student's accumulative and formative learning, translated by Technical Muhammad Amin and others, Cairo, The Egyptian Office Press, p. 15; 1983.

business departments, and because tourism is of great importance in the economic, social, sports, and environmental aspects, etc. Therefore, the researcher prepared the Summative Test to measure the effects of teaching Tourism on cooperative learning (Jigsaw Strategy) in the achievement of first-grade students in the tourism book in the two mentioned business prep schools, and applied the specialized test in order to find the test stability coefficient, and thus the test developed into its final form, and produced several results, after which, he prepared the necessary recommendations.

RESEARCH PLAN

1. Research problem: The research problem lies in creating the necessary atmosphere for implementing the cooperative learning strategy system, and providing students with sufficient awareness. As the implementation of the strategy is accompanied by not utilizing the time allocated for the lesson.
2. Research hypotheses: The research topic addresses the implementation of the cooperative learning strategy regarding tourism as a subject in the first-grade business vocational schools, the first stage, hoping that we will achieve the following results:
 - a. Developing problem solving abilities and skills.
 - b. Developing students' creativity.
 - c. Achieving a high level of self-esteem and self-reliance.
 - d. Treating some aspects of atrophy and weakness, especially among students who are lonely.
 - e. Stimulating students' curiosity and exploration skills, their love for reading and books, and strengthening memorization.
3. Research objective: The research aims at studying the impact of collaborative learning (Jigsaw Strategy) on the achievement of first grade business students.
4. Temporal and spatial limits of the research: To research temporal boundaries, which is the academic year 2017-2018, and spatial limits, where the study was conducted within the

Department of Vocational Education in the Karbala (Al-Hindiya District Schools).

5. Research Methodology: The methodology used in the research is theoretical. The concept of cooperative learning, a field study, and then the application of the (Jigsaw Strategy) and its impact on Tourism as a subject of teaching first-grade students of business department.
6. Previous studies:

First: The study of Dr. Khalil Al-Harbi: Its purpose is knowing the distribution of students into homogeneous groups according to the strategy of (Robert Slavin and his companions).

Second: The study of Dr. Mohammad Foda 2005: It aims to compare the cooperative learning method with the traditional method in academic achievement and its relationship to computers among students of the College of Education at King Saud University.

Third: The Study of Munadel Al-Jawary 2001: The study aims at the effect of two strategies of cooperative learning in mathematics on achievement and self-confidence of second-grade intermediate students.

THE FIRST TOPIC: WHAT IS COOPERATIVE LEARNING:

First: The Concept of Cooperative Learning:

Cooperative learning Definition: A set of activities and procedures that depend on the cooperation and interaction of learners, to accomplish a specific educational work within a specific subject such as Arabic, Islamic education, mathematics, etc. from other school subjects, as it differs from other teaching methods, because it uses a group method Collaboratively, that is, it depends on the interaction of students with each other, making each of them a

source of scientific information, thus, helping each other ³.

In theory, the concept of cooperative learning means creating an organizational nature for the work of a group of students, so that all members of the group indulge in learning according to clear and limited roles, with an emphasis that all members learn the scientific materials, and are responsible for the group's progress ⁴.

From a practical viewpoint, cooperative learning is based on the idea of dividing students into small groups that work together, in order to achieve a goal, or goals for their learning, as well as training students on cooperation, the ability to cooperate, the ability to debate, self-confidence, acceptance and respect for others, despite differences and distinctions ⁵.

Such a concept is not new to trainers and teachers, because from time to time they use (symbolic learning) as one of their various educational activities, and the problem that arises constantly in this method is the dependence of group members on one or two students to perform the work. It was brought about by cooperative learning, which is working to create a study environment that allows all members to interact together and discuss the educational material related to their learning process ⁶.

Cooperative learning is the division of students in the class into learning teams, and each team consists of four or five members who may differ in gender and achievement, some of them are high achieving, some of them are medium, and some of them are low, and the members use worksheets, or any learning and

study tools, in order to master Academic materials, then one of them helps others to learn the material through private tutoring, short tests that test each one of them individually, and discussions in the team. Members of each group answer short tests at the end of each lecture, dealing with academic materials, correcting these tests, and giving each individual an (Improvement Score) according to the score obtained by the group ⁷.

According to all of that, the groups chosen by the teacher give students the opportunity to work with students different from them, and the opportunity to appreciate them, and that the best cooperative groups in regard to work and achievement are those that consist of students of different levels of skills ⁸.

Second: The scientific beginning of cooperative learning

If we took a short look at cooperative learning, we would find its roots depend on cooperation, which was evolving since the oldest ages of Man. Cooperation was found with the existence of the first mankind, which was formed in different parts of this earth, so man is a social being familiar with others, and cooperation is the instilled behavior within him, which the individual follows in achieving his goals, leading to a good life. Life becomes useless if the members of the community do not cooperate with each other, cooperation that leads to the integration of the efforts being done, and the human society does not achieve its goals, and its life is not easy unless its members cooperate in each of the different areas of life ⁹.

³ Johnson, David: Cooperative Learning, Al-Haddadi Dhahran Al-Ahli translation, p. 10; 1995 CE.

⁴ Al-Jawari, Ghazwan Arkan. The Effect of Using Two Strategies of Cooperative Learning in Mathematics on Achievement and Self-confidence of Second Intermediate Students, pp. 9, 1-20 m.

⁵ Khater, Mahmoud Rashidi and Others: Methods of Teaching Arabic Language and Religious Education in Light of Modern Educational Trends, Cairo Press, Sajil Al-Arabi Press, pg. 5, 1984 AD.

⁶ Damaa, Majeed Ibrahim: Notes on the Study and Teaching of Arabic Language, The College of Education, Qatar University, Issue 1, p. 3; 1982AD.

⁷ Al-Rikabi, Jawdat: Methods of Teaching the Arabic Language, Damascus, Dar Al-Fikr, Edition 1, p. 12; 1981AD.

⁸ El-Sayed, Mohamed Ahmed: The foundations of choosing growth topics for the middle school, Cairo, The Anglo-Egyptian Library, pp. 13; 1986

⁹ Zaitoun, Adnan: Self-learning, presented by Mahmoud Al-Sayed, Damascus, 1st Edition, pg. 14; 1999 AD.

Of course, education is part of these areas that surround a person's life. The means and methods of education have varied. It was between imitation and simulation of what others do in terms of actions and different behavior patterns, and that was during the first primitive eras. This has transcended to the use of modern methods based on solid scientific foundations which are concerned in educational sciences and the requirements of the human thinking strategy. Cooperative learning, although one of the modern teaching methods which are still emerging and used, it is one of the oldest means of transmitting information and knowledge experiences to others. Cooperative learning developed as a result of the development of human thought, and we find its beginnings and its first seed in ancient Greek thinking strategies ¹⁰.

Whereas in the modern era, the beginnings of cooperative learning were in the late eighteenth century, when cooperative groups were used in Britain on a large scale, then the idea was transferred to the United States, and that the first person who contributed to laying out the outlines of cooperative learning was the scientist (Ruth E. Parker), who implemented the principle of cooperative applied learning at elementary schools between 1875-1880. In 1900, the beginnings of cooperative learning developed at the hands of the scientist (Kurt Kafka), one of the authors of the Gestalt theory in psychology, who emphasized that groups are complete, active units, based on interdependence among group members, and that the individual's collective participation behavior is proportional to the extent of the saturation of the situation and direction to him ¹¹.

We conclude from this that cooperative learning was not born in the modern era, rather, it existed a long time ago, but its existence was in its simple and spontaneous form. However, in the late eighteenth century, its ideas and elements crystallized, and studies revolved around it, with apparent increase of

interest from researchers and teachers, due to the development of learning theories and the emergence of new educational views adopted by many interested people. Rather than making this theory receive mere information and scientific facts, without taking into account individual differences, the tendencies and needs of other learners ¹².

Third: Elements of Cooperative Learning:

The cooperative educational position consists of groups, not every group is a cooperative group, because students sitting close to each other in the form of groups to accomplish tasks assigned to them, does not necessarily lead to cooperative learning, so putting students in the group to do actions does not make the group cooperative, unless the following requirements were met:

- a. Positive interdependence: The first requirement of an organizer on an effective cooperative basis is that students must have the belief that they are together no matter the situation is. Students have responsibilities in cooperative situations, including: learn the subject, and ensure that all members of their group learn this subject. The technical name for this dual responsibility is (positive interdependence), and with this accreditation, students realize that they are linked to their peers in the group ¹³.
- b. Encouraging direct interaction (face-to-face): Each cooperative group has its own objectives, goals, and activities, and the active group is in which each member stands for the sake of serving the other members of his group, on the basis of the love of mutual interaction, which the group provides the individual through expressing his views and ideas, which in turn, makes the discussion, constant encouragement, and interaction among them such an important source of their learning, thus overcoming the

¹⁰ Sharat, S, Teaching Small Groups, translated by Faik Saeed Saleh, No. 2, Bahrain, pp. 5, 1988 AD.

¹¹ Afaf and Abdel Karim: The Psychology of Play, Dar Al Fikr Amman, p. 45; 1993 AD.

¹² Towards New Linguistic Studies and Dimensions, 1st Edition, Nablus, Al-Watania University, 1995 AD.

¹³ Al-Bazzaz, Haifa Hashem, The effect of respecting cooperative learning, p. 15, M., N.

- educational problems they encounter in the classroom¹⁴.
- c. Individual and personal responsibility: it means the individual's responsibility to learn the educational material, and help the group members to learn it. It should be noted that each member must feel the responsibility assigned to him to master the assigned learning material¹⁵.
 - d. Skills related to relationships between people and small groups: which means utilizing the skills of dealing with others, listening to their opinions, respecting and communicating with them, accepting others opinions, managing the group, and eventually, decision making and mutual trust. Providing cooperative work skills is necessary for the positive interaction of the group. The socially unskilled students in cooperative groups won't achieve any significant success, and in order for democratic relations to prevail, and appropriate solution methods within the members of a cooperative society build-up, the members must have positive personal relationships and cooperation of the interest of the individuals and the group alike¹⁶.
 - e. collective treatment: The principle upon which this element is based is to critique what the group members do by following up and evaluating the quality of work, the extent to which the goals to be implemented are achieved, and the extent to which the cooperative groups use the necessary social skills. Therefore, collective treatment means analyzing the work of the cooperative group in which the members worked in, and the extent of social skills that were used¹⁷. The purpose of this collective approach is to

improve the effectiveness of the members in their contribution to the cooperative efforts of the group. The group needs to describe which of the members' actions were helpful, and which were not, in completing the group's work, and to make decisions about which behavior should continue and which should be changed¹⁸.

THE SECOND TOPIC: THE ROLE OF THE TEACHER AND STUDENT IN COOPERATIVE LEARNING:

First: The teacher's role in cooperative learning: His role is vital and effective in the educational and collective learning process. It is imperative that he should move away from the traditional, informative role, being a moving container of information only. Rather, his role is to direct students when needed without major interference, and therefore his primary role lies in planning to guide students and help them discover the facts of learning. The teacher's use of the cooperative learning method in his classroom is imperative that he should be more expressive in the reasons and motives that made him use this method rather than others, and also the educational position directs him to know his job and the great role it will play while forming groups, distributing roles, and developing other social skills¹⁹.

The success of cooperative learning depends on the teacher's skill in dealing with groups, and students in cooperative work are more involved and ready to work if they are in a traditional class, and when the groups begin to carry out the work or tasks that the teacher has set for them, the teacher moves between groups until he learns about the work of each group, and monitors its progress. He, also, may ask some questions to the group members, provide them with

¹⁴ Blume, Benjamin et al: Assessing Additive and Formative Demand Learning, p. 14, M.N.

¹⁵ Johnson, David: Cooperative Learning, Translated by Dhahran Private Schools, p. 13, mn.

¹⁶ Khater, Mahmoud Rushdie and Others: Methods of Teaching the Arabic Language and Religious Education, p. 5; From.

¹⁷ Damaa, Majeed Ibrahim: Notes on the Study and Teaching of the Arabic Language, pg. 6; From.

¹⁸ American, Jawdat: Methods of Teaching the Arabic Language, p.20; M.N.

¹⁹ El-Sayed, Mohamed Ahmed: The last exam of the topics of growth for the middle school, p. 50; 198.

additional information, or direct them to new learning sources²⁰. If the teacher intends to use this method, he must take into account the following:

1. Working steadily and consistently to make the concept of working in groups an important life skill for students.
2. Modeling cooperative learning, group deployment, and group making as required.
3. Making sure to note the time limits.
4. Praising students, and spreading enthusiasm.
5. Motivating the group, or groups, when they feel unmotivated.
6. Defining the objectives of the lesson²¹.
7. Taking a decision regarding the distribution of students in educational groups before the lesson begins.
8. Evaluating students' achievement and helping them discuss the degree of quality that is achieved as a result of their cooperation together²².
9. Ensuring that there is interaction between all group members.
10. Connecting ideas at the end of the class.
11. Distributing the worksheet to the group members.
12. Selecting classroom assignments.
13. Informative observation of the participation of members of each group.
14. Moving between groups, and monitoring the performance of tasks and duties.
15. Selecting the resources and scientific references that students can benefit and borrow from²³.

Second: the students' role in cooperative learning:

Cooperative learning does not pop-out from itself, but rather, it emerges in a social environment that is based on students. It is not a routine cooperation that every member can practice, and each teaching method has its foundations and components, and its duties which are imposed on the teacher and the learner, and the students' role is as follows:

1. Organize, define, and form expertise.
2. Collecting and organizing information and data.
3. Activating previous experiences, and linking them to new experiences and positions.
4. Positive group interaction, provided that each member does not lose its individuality.
5. Exercising appropriate efforts to gain acceptance from others, and contributing to similar views that stimulate the position of expertise²⁴.
6. Discussing the scientific topics assigned to them quietly and with low voice.
7. Avoid chaos while forming groups.
8. Respect the role of each member of the group and give him sufficient time to explain and clarify the task that has been assigned to them.
9. Do not underestimate the work of others and their roles.
10. Return the seats to its place after finishing all the work.
11. Strengthening communication between groups, because the more the contact, the smaller groups acquire additional and deeper experiences.
12. Take direct responsibility towards all members of the group²⁵.

²⁰ Zaitoun, Adnan: Self-learning, presented by Mahmoud Al-Sayed, p. 18; 1999.

²¹ Al-Bazzaz, Haifa Hashem: The Impact of Using Cooperative Learning, pg. 16, M. N.

²² Sharan, S, Teaching Small Groups, pp. 19, 1998.

²³ Al-Lababidi, Afaf and Abdul-Karim Khalilah: The Psychology of Play, pp. 21; 1993 AD.

²⁴ Fatima Khalifeh: The effect of using cooperative learning in teaching the unit of positive movement on the emotional aspects of the students of the teacher preparation program, The Arab Journal, First Publication..

²⁵ Al-Harmzi, The Nissan Side: The Effect of Using Cooperative Learning in Changing Sixth-Grade Students'

How to learn cooperative skills:

The steps involved in learning cooperative skills are:

1. Making sure that students have a need to learn cooperative skills by contacting and talking to them, and emphasizing the importance of cooperative skills by providing rewards to the group that performs the skills efficiently.
2. Ensuring that students understand what a skill is, and how to perform it, by explaining and describing it.
3. Preparing teaching positions in advance to practice the skill.
4. Ensuring that students practice the skill they have learned, by providing feedback to them.
5. Ensuring that the students will continue to practice the skill.
6. Creating educational situations that assist students in teaching the skill successfully.
7. Using the skill successfully to generate automatic natural behavior.
8. The teacher prepares the conditions for the skill by encouraging students to acquire it and providing rewards for students²⁶.

Third: Steps of cooperative learning:

To achieve effective collaborative learning, the following steps must be followed:

1. A test on a unit or study subject that can be taught to students in a limited period, as it contains items that students could prepare, and the teacher could prepare on-the-fly test based upon that.
2. The teacher should make an organized paper for each educational unit in which the educational unit is divided into small units, so that this paper contains a list of important vocabulary in each period.
3. Organizing the learning paragraphs and test items so that these paragraphs are based on the worksheet and contain facts, concepts, and skills.

4. Dividing students into cooperative groups that differ in some characteristics and properties, such as achievement, gender, attitudes, etc.²⁷.
5. In the beginning, the original group is fragmented into subgroups, consisting of members who share a degree of molecular skills, and after completing their work, each member returns to his original group.
6. All students undergo an individual test, as each student is personally responsible for his individual achievement, and the relationship of the test is recorded for each individual separately.
7. Calculating the scores of groups, and then providing rewards to the group²⁸.

Collaborative learning models:

The textbooks of teaching methods defined several models of cooperative learning, with each model linked with each other in a way or a style that differs from the other models, although they focused on the quality of cooperation between members. From this, it is clear that these models, whatever the difference between them, they depend mainly on how the members are organized, and how they work. Also, it strives to make the learner as the central element in the educational process. There are several models of cooperative learning that we can specifically mention.

1. The Jigsaw models.
2. Learning teams model.
3. Small group education model.
4. Learning is a right model.
5. The peer education model.
6. Project model.
7. The mini teaching models.
8. Research group model.
9. The collective investigation models.
10. Large group education model.
11. The reason for the difference model.
12. Collaborative retention model.

Perceptions of the Biology Concept, Yarmouk University, p. 1995.

²⁶ Zaitoun, Adnan: Self-learning, p.10; From.

²⁷ El-Sayed, Mohamed Ahmed: Exam for Primary School Growth Issues, pg. 10; M. n.

²⁸ Sharan, S: Small Group Teaching, p. 23; M.N.

13. Collective competition model²⁹.**THE THIRD TOPIC:**

A field study for the application of cooperative learning strategy in teaching tourism at vocational schools of Karbala City

First: Research and study procedures:

This study was conducted on a sample of first-grade business students in the Indian Professional High School and the first-grade business students in Al-Hadara Prep School for Girls. The number of its members reached 36 students, males and females, representing students of two divisions of the academic year 2017-2018. The researcher used the experimental design of two equal groups, where he chose the sample randomly and divided it into two groups. The first group is experimental one which studies the subject of tourism using cooperative learning strategy (Jigsaw Strategy), and the second one studies in the traditional way, then he made the preparation of instructional plans on the topics that were tested and confirmed their validity, then prepared an achievement test for students after the end of the research experiment, then tried it on an equivalent questionnaire sample with his research sample, to determine the difficulty of Its paragraphs and contents before conducting the research³⁰.

The research sample:

The number of students in each division was (18) students, so the researcher used the school card for each student and records of the students' grades in the two high schools. He noticed that the number of students who had failed in the last academic year in the Indian vocational high school was two students, and in Al-Hadara high school for girls, one student; after excluding students who had failed the research procedures. The number of students of the experimental group that studies tourism with the strategy of Jigsaw reached (16), and the number

of students of the control group (B), which studies tourism in the traditional method of solitary and competitive learning was (17), and the researcher conducted parity between these two branches by adjusting the aforementioned variables between them. The experimental design used in the current research is shown in the following diagram:

E _____ CO _____ AT

C _____ CL _____ AT

E experimental group.

C control group.

CO examines tourism using a collaborative learning strategy (Jigsaw).

CI studies tourism in the traditional way.

AT achievement test.

Teaching plans:

The researcher prepared two types of daily instructional plans for the two experimental groups that study tourism in the cooperative learning strategy (Jigsaw) and the control that studies tourism in the traditional way, or a model of each type of arbitrator group³¹.

To ensure the validity of the teaching plans and the extent to which they achieve the required behavioral goals, he made some adjustments to them based on the proposals submitted by the arbitrators. The number of teaching plans reached (28) plans for each group, and the lesson takes (40) minutes in implementing each plan.

The application of the research experience and the mechanism of implementing the integrative strategy (Jigsaw): The researcher followed these practical procedures before starting the lesson:

²⁹ Al-Gharib, Symbolism: Educational Psychometrics, p. 35; M.N.

³⁰ Muhammad Saeed Inside Abdullah, The Impact of Respecting Cooperative Learning in Teaching Science on the Achievement of Fourth-Grade Pupils, P.15; 1997 AD.

³¹ Arbitrators Group: Prof.D. Uday Al Jarrah, Professor of Teaching Methods at the College of Education for Humanitarian Sciences.

Prof. Adnan Mared, Dean of the College of Education for Human Sciences, University of Karbala.

Prof. Jassim Al-Yaqoubi, College of Education for Human Sciences.

1. He set up the individual study seats widely apart, and these seats can be easily moved in the classroom.
2. He randomly divided the students of the experimental group of (16) students into four small groups, each group is four students, and wrote the names of the students of each group on a special list for that group.
3. Students were informed that the lesson consists of two parts, the first part the teacher explains the topic of the lesson and in the second part the exercise is solved using cooperative learning.
4. Each group is assigned a place in the classroom by distributing the roles among them.
5. He instructed the groups' students to allocate the roles among them.
6. The group leader must understand his duties, which is to receive exercises from the teacher and deliver their solutions to him after the group finishes solving it.
7. There should be an exchange of roles between the members of the same group. The one who

was a leader in today's lesson must play another role in the next lesson, and so on with regard to the roles.

8. Upon the end of the lesson and at the break, the seats must be returned to their original form by the students, since teachers of other subjects do not study their subjects in cooperative education, then the researcher began to teach both the experimental groups through cooperative learning strategy (Jigsaw) and the control groups in the traditional method of solitary and competitive learning at 20th of February, 2018 and ended on 31st of March, 2018, after which, the achievement test was taken on 31st of March, 2018.

Statistical means:

The researcher used the T-test to test the differences and equivalence between two groups, as well as to test the individual differences between them in the achievement of each group in the analytical test.

Second: Presentation and interpretation of results:

The researcher calculated the average scores of the students of each of the experimental and control groups in the achievement test, and the variance, and the T-values of the two groups in the following table:

Group	Number	Arithmetic mean	Variance	Calculated T-result
Experimental Group	16	9	10.3	2.271
Control Group	17	7	7.9	

It appears from the previous table that there are statistically significant differences between the two groups in the achievement test, because the calculated absolute T-value (2,271) is greater than the tabular value of 1,014 at the level of significance (0.05) and with a degree of freedom (27). Therefore, the null hypothesis of the research is rejected. And this indicates the existence of the impact of teaching tourism by means of cooperative learning strategy (Jigsaw) in the achievement of first-grade students of business Indian prep school for the benefit of the experimental group, and the reasons for this may be that the method of cooperative learning (joint) increases the student's ability to remember more than

solitary learning. And it helps to develop his oral communication skills and encourages positive competitive relations, and therefore work and social interaction between students always have the characteristics of combining academic and social aspects.

CONCLUSIONS

1. Most of the research and studies indicate that there is an impact of cooperative learning in increasing student achievement at various levels of study in all subjects, especially tourism, as it is a modern subject in the curricula of vocational education.

2. The researcher concluded that there is a positive impact of the cooperative learning strategy (Jigsaw) in the achievement of students of the commercial department in the subject of tourism.
3. It develops the ability to solve problems.
4. It improves language skills, and the expressive skills.
5. It leads to an increased ability to accept different points of view.
6. It leads to an increase in students' love for their place of study, and is perceived as working inside of it with a group of individuals.
7. The cooperative learning method makes the learning effect preserved in the students' mind, where the learning process is more stable when it is coming from peers.

RECOMMENDATIONS

1. We recommend that the (Jigsaw strategy in teaching tourism) should be applied in all vocational schools in Iraq and in all majors.
2. Addressing some aspects of deficiencies and weaknesses, especially among introverted students and isolationists who suffer from weakness in their social abilities, using the cooperative learning strategy.
3. Guiding and motivating students in the scientific material with the help of using this strategy.
4. Conducting similar studies that aims at examining the impact of cooperative learning using groups, and applying them in other school stages.
5. Directing educational media and educational counselors, especially educational television, to conduct television programs that include the implementation of the cooperative learning strategy at schools.

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