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FROM READING TO SOLVING: THE IMPACT OF COOPERATIVE LEARNING IN TEACHING WORD PROBLEMS

Solving mathematical word problems plays a key role in developing students' problem-solving and thinking skills. The aim of this study was to explore the impact of cooperative learning on the performance of fourth-grade students when working with this type of task. The results show that students participating in cooperative learning significantly outperformed their peers who received traditional instruction. The use of cooperative methods positively affected students' collaboration, social sensitivity, communication, and sense of responsibility. Task differentiation, and active involvement proved beneficial from the perspective of inclusive and intercultural education. Based on the results, the conscious application of cooperative learning in mathematics education—in the teaching of word problems—is recommended, as this approach not only improves student achievement but also contributes to a more positive classroom atmosphere.

Keywords: cooperative learning, mathematics education, word problems, effective learning, interculturality