

SUCCESSFUL WAYS TO APPLY COLLABORATIVE PEDAGOGY IN EDUCATION

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Technologies named after Muhammad al-Khwarizmi

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Annotation Effective strategies for implementing collaborative pedagogy in the classroom are covered in this article. The key tenets of collaborative teaching, the value of teacher-student interaction, and the contribution of working in small groups to the growth of learning motivation and competencies are examined. Techniques for fostering students' autonomous thought, creativity, and social skills are also taken into account, as is the use of interactive teaching methods. The study's findings demonstrate that using collaborative pedagogy raises student engagement, enhances mastery, and promotes educational effectiveness.

Keywords: cooperative pedagogy, humanity, innovation, technology, higher education, teamwork, small groups, and the emotional-psychological environment.

One of the most pressing concerns in today's world of globalization and growing competitiveness is organizing education to meet contemporary demands.

The primary objectives of the educational process are increasing student activity and teaching them how to think independently, communicate, and collaborate. via this sense, one of the educational strategies that has demonstrated its efficacy is cooperative pedagogy, which refers to the acquisition of knowledge via collaboration between students and the teacher.

Instead of focusing only on imparting knowledge, cooperative pedagogy aims to foster traits like students' socio-psychological growth, respect for one another, solidarity, and responsibility. This method views the instructor as a coordinator who plans the learning process rather than a source of information. Students participate in the process as active seekers, makers, and participants rather than as passive listeners. In particular, small group work, project-based learning, cooperative problem-solving, games, and interactive methods are examples of modern pedagogical technologies that enable students to acquire abilities for learning in a linked way and achieve a deeper grasp of knowledge.

The goal of the traditional educational system, which is a conventional method of instruction, is typically to help students develop a strong foundation of knowledge. Such an attitude typically does not suggest a personalized approach to the development of the student's creative qualities, taking into consideration the student's unique attributes.

The utilization of contemporary, engaging teaching methods, such as games, discussions, brainstorming sessions, team competitions, etc., is known as collaborative pedagogy. Teachers and educators that follow the cooperative pedagogy notion work to help students become co-authors of their teachings, gain their confidence, and overcome their fear.

Additionally, they consider a person's psychological traits and embrace him as an individual rather than as a member of a group. Another tenet of cooperative pedagogy is that teachers should communicate with their students, be approachable and receptive to their opinions, support their ideas and thoughts—no matter how flawed or incorrect—and work together to create activities and solve problems. Through discussion between partners, the course and curriculum's aims and objectives are established, the curriculum itself is updated and enhanced, and the desired outcomes are identified.

Cooperative pedagogy may appear to be a simple idea to comprehend and apply at first. This is not at all the case, though. Both the teacher's and the students' efforts are necessary for its implementation to be successful. A key component of cooperative education is developing interpersonal skills.

Additionally, by fostering a favorable psychological environment for the learning process, the collaboration principles help students become more engaged in the course. Students' mutual assistance, as well as the instructor's involvement as a supervisor and mentor in the process, create a respectful, healthy atmosphere. Students' independence, inventiveness, and social skills all grow as a result.

R. Slavin, a collaborative learning technology researcher, points out that assigning students to work together on assignments is insufficient. In order for such a procedure to be productive, an honest sense of teamwork, genuine happiness for one another's accomplishments. The creation of a supportive sociopsychological environment and a willingness to help one another are essential. With this method, each student's level of knowledge is evaluated based on his prior indicators rather than the performance of other students in the class. The pupil then realized that every one of his tiny accomplishments is crucial for the team, which aspires to be more accountable, conduct more research, and consciously gain knowledge.

They regard one another as counselors, comanagers, associates, partners, and allies. In addition to the teacher-student interaction, collaborative partnerships are developed between educators, parents, the community, and the administration. Technologies for collaborative learning were developed specifically based on the requirements of collaborative pedagogy, which differ significantly from conventional instruction. The student is more of a passive object in traditional lessons, with the teacher serving as the main character and the subject of the learning process. On the other side, collaborative learning enables students to become more intrinsically motivated, think independently, make their own decisions, and actively engage in the learning process. This method, which is founded on humanistic ideas, guarantees the attainment of excellent academic outcomes.

The sharing of ideas, dialogues, discussions, collaborative analysis, hands-on activities, experiments, and observations are the main components of cooperative learning activities. Different organizational forms are used to carry out the learning process: "teacher-class," "teacher-small group," "teacher-student," "student-student (pair work)," "group-class," etc. Through cooperative learning, students and teachers can engage in mutually supportive activities. Key characteristics of cooperative learning approaches

1. Students collaborate on a shared project, which enhances learning.
2. Typically, groups consist of two to five students.
3. Social standards of collaboration serve as the foundation for group operations.
4. By supporting one another, students work to become self-reliant and engaged.
5. Every student has full accountability for their own performance. unconventional teaching methods

Press conference lessons, "cheerful and clever" lessons, group work lessons, peer learning lessons, student-led lessons, competition lessons, pair lessons, dialogue lessons, circular exercises lessons, and innovation lessons can all be arranged according to collaborative technologies. The primary goal of collaborative learning is to plan cooperative learning through the process of working together to complete educational tasks. Students that use this approach develop traits like independent thought, creativity, self-worth, increased confidence, and a sense of responsibility.

They make an effort to work actively on a regular basis because they recognize that each student's performance impacts the group's achievement as a whole.

Fundamental cooperative learning techniques

1. Learning as a team (R. Slavin).
2. Small-group collaborative learning (R. Slavin, 1986).
3. The "Saw" or "Zigzag" approach (E. Aronson, 1978).
4. The "Let's Read Together" approach (R. Johnson, D. Johnson, 1987).
5. The creative research group approach (Sh. Sharan, 1988).

Students are split into two equal groups and given the identical tasks to complete during team learning. Members of the group support one another, ensuring that every student advances in the course. More active inquiry is encouraged by comparing the student's outcomes with their prior performance. Groups of four are created using the small group cooperation method. The teacher breaks up the assignments into four sections after outlining the subject. After each student completes his or her portion, the group discusses it and develops a broad conclusion.

Students' innovative approach to the subject, information analysis, critical thinking, time for hands-on activities, mutual support, and other elements all contribute to the effectiveness of cooperative learning. There are eight types of collaboration in psychology and pedagogy: self-management, self-expression, self-organization, imitation, auxiliary actions, independent actions with the teacher, arrangement of early acts by the teacher, and introduction to the activity. The goal of collaborative learning exercises is to give students a way to cooperate. New ideas, a stronger partnership, and the development of an active role in the educational process are the outcomes of cooperation. Joint activities start with the teacher's assistance and progressively develop into the students' own autonomous intellectual and practical efforts. As a result, a relationship based on partnership, cooperation, and mutual respect is formed between the teacher and the student.

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