

PEDAGOGICAL SIGNIFICANCE OF DIAGNOSING THE LEVEL OF FORMATION OF COLLABORATIVE SKILLS IN STUDENTS

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Abstract:

This research paper examines the pedagogical significance of diagnosing the developmental level of collaborative skills in students. A key pedagogical task in the modern educational process is to cultivate students' ability to work together, exchange ideas, strive collectively toward a common goal, share responsibility, solve problems through mutual cooperation, and successfully establish communicative relationships. In this regard, a systematic and scientifically-grounded diagnosis of the formation level of collaborative skills makes it possible to determine the effectiveness of the educational process, identify existing problems in students' individual and group activities, and specify the pedagogical conditions aimed at their development. The paper focuses on the main criteria, diagnostic indicators, and the determination of developmental levels of collaborative skills, and substantiates the importance of using diagnostic results to improve educational methods and pedagogical technologies.

Keywords:

collaborative skills, collaborative learning, pedagogical diagnostics, group activity, reflection, diagnostic indicators, educational effectiveness.

INTRODUCTION

In the context of modern higher education, the effectiveness of developing students' skills based on collaborative learning is inextricably linked, first and foremost, to determining their initial state using scientifically grounded diagnostic tools. For the purposeful design of the content, forms, and methods of pedagogical influence, an important methodological requirement is the identification of students' readiness for collaborative activity, existing competencies, and developmental needs at the initial stage. In the regulatory legal and strategic documents aimed at modernizing the education system in the Republic of Uzbekistan, the development of students' independent and critical thinking, collective activities, the mastery of innovative approaches, and professional-practical competencies are identified as priority tasks. These requirements create a need to improve the scientific and methodological mechanisms for forming students' collaborative skills in the higher education process and assessing their development dynamics based on objective criteria. In the context of globalization, digital transformation, and the acceleration of interdisciplinary integration, students are required to possess not only individual knowledge and professional skills but also the ability to conduct constructive activities in a team, organize interaction, coordinate tasks, develop common decisions, and jointly take responsibility for results. For this reason, collaborative skills emerge as one of the important structural

components that determine a student's modern professional and social competence. Numerous scientific studies have substantiated the positive impact of collaborative learning activities on various academic, social, and personal outcomes formed among higher education students. At the same time, academic motivation is one of the important areas of research in the field of education and is being studied as an important psychological and pedagogical factor that determines students' attitude toward educational activities, their desire to acquire knowledge, activity, and academic success. However, in existing scientific works, the relationship between the collaborative learning process and dynamic changes in students' academic motivation has not been sufficiently comprehensively studied. The relevance of this scientific problem is also determined by the increasing scope of using active and collaborative learning strategies in higher education practice. Despite the existence of research aimed at studying the academic motivation of students, including youth from various social and generational groups, the issue of determining the direct and long-term impact of collaborative learning activities on motivational development has not been sufficiently addressed. Although some studies demonstrate the potential of active learning strategies to increase motivation for acquiring knowledge among group members, there are relatively few studies based on long-term observation of this process using students from various higher education institutions as examples. In this regard, there is a need for an in-depth study of the influence of the social context, group relations, and interaction mechanisms in the educational environment on the formation of academic motivation. In studying this problem, it is of great methodological importance to determine the dynamics of collaborative learning's impact on academic motivation based on a longitudinal approach, rather than limiting it to a one-time diagnosis. In this case, by comparing the results of the initial and final diagnostics, it is possible to determine what qualitative and quantitative changes in their academic motivation are caused by the long-term participation of students in collaborative learning activities. Such a research design allows for the assessment of the purely pedagogical impact of collaborative learning on the motivational sphere and the substantiation of the sustainability of the observed changes. In some existing studies, the possibility of applying the results to a wide range of students may be methodologically limited due to the fact that the problem is studied within a specific field of study or within a specific higher education institution. Therefore, studying the effectiveness of collaborative education based on representative samples covering various educational institutions, academic fields, and social groups increases the reliability and generalizability of the results. Furthermore, the effectiveness of collaborative learning can vary depending on students' socio-cultural characteristics, group interactions, and experience in collaborating with peers. In the process of collaborative learning, mutual assistance, group responsibility, the exchange of knowledge and experience, joint problem-solving, and activities aimed at achieving a common result are manifested as important factors stimulating students' academic motivation. Therefore, when studying the relationship between collaborative learning and academic motivation, it is scientifically expedient to consider the socio-cultural context and the characteristics of group cooperation as moderating factors. In general, research in this field creates a theoretical and methodological basis for identifying functional connections between collaborative education - group interaction - academic motivation - educational effectiveness, substantiating motivational mechanisms for collaborative activity, and developing effective pedagogical strategies aimed at developing student activity and cooperation skills in higher education. Collaborative education is interpreted in modern pedagogical literature as an integrative pedagogical concept that implies the mutual cooperation of learners to achieve a common educational goal. In this approach, priority is given to the joint execution of educational tasks, the exchange of ideas and experience, the provision of mutual assistance, and the formation of collective responsibility for the result rather than the individual acquisition of knowledge. The theoretical and methodological foundations of collaborative education are usually linked to the constructivist educational paradigm, the fundamental ideas of which are based on the scientific views of J. Piaget and L.S. Vygotsky. Although Piaget did not define the environmental factor as a central category in educational theory, he recognized the important role of the socio-educational environment in the intellectual development of the student. In his opinion, students' engagement in mutual communication and cooperation creates an opportunity to familiarize themselves with various intellectual positions and encourages them to reconsider their knowledge, views, and perceptions. Cognitive conflict arising from the different opinions of group members serves to reorganize existing

knowledge structures, construct new content, and accelerate cognitive development. In accordance with these theoretical views, the social experience of students is evaluated as one of the important factors positively influencing their learning motivation and academic achievements. In Vygotsky's socio-cultural concept, it is based on the fact that the development of the individual cannot be explained in isolation from the social environment in which he operates. According to this approach, knowledge is not acquired individually in a ready-made form, but is constructed together in the process of social interaction; as a result, the activity initially occurring at the interpersonal level is gradually transformed into the internal cognitive activity of the individual. From the perspective of Vygotsky's concept of the zone of close development, a student's active subjective position in the educational process, cooperation with peers, and participation in managing their own educational activities can strengthen their academic motivation.

Conclusion

In conclusion, it can be said that the influence of collaborative activity on student motivation can be explained within the framework of social constructivism, relying on theoretical concepts that substantiate the dependence of educational results on environmental and situational factors. In this approach, motivation is interpreted not only as an internal psychological characteristic of the individual but also as a dynamic phenomenon that is formed and managed in the process of social interaction. Consequently, active forms of learning, such as collaborative learning, create a pedagogical environment that supports students' motivation to learn through formal and informal mechanisms of responsibility among group members. In the course of joint activity aimed at achieving the group's common goal, its members can stimulate, regulate, and stabilize each other's individual motivation. Thus, collaborative interaction manifests as one of the socio-pedagogical mechanisms for developing academic motivation.

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ПЕДАГОГИЧЕСКОЕ ЗНАЧЕНИЕ ДИАГНОСТИКИ УРОВНЯ СФОРМИРОВАННОСТИ КОЛЛАБОРАТИВНЫХ НАВЫКОВ У СТУДЕНТОВ

Аннотация:

В данной научно-исследовательской работе рассматривается педагогическая значимость диагностики уровня развития коллаборативных навыков у студентов. В современном образовательном процессе одной из важнейших педагогических задач является развитие у студентов таких навыков, как умение работать в команде, обмениваться мнениями, сообща двигаться к общей цели, разделять ответственность, совместно решать проблемы и успешно

выстраивать коммуникативные отношения. В этом аспекте систематическая и научно обоснованная диагностика уровня сформированности коллаборативных навыков позволяет определить эффективность учебного процесса, выявить существующие проблемы в индивидуальной и групповой деятельности студентов, а также определить педагогические условия, направленные на их развитие. В работе уделяется внимание вопросам определения основных критериев, диагностических показателей и уровней развития коллаборативных навыков, а также обосновывается важность использования результатов диагностики для совершенствования образовательных методов и педагогических технологий.

Ключевые слова:

коллаборативные навыки, коллаборативное обучение, педагогическая диагностика, групповая деятельность, рефлексия, диагностические показатели, эффективность образования.

TALABALARDA KOLLABORATIV KO'NIKMALARNING SHAKLLANGANLIK DARAJASINI DIAGNOSTIKA QILISHNING PEDAGOGIK AHAMIYATI

Annotatsiya:

Ushbu ilmiy tadqiqot ishida talabalarda kollaborativ ko'nikmalarning rivojlanganlik darajasini tashxislashning pedagogik ahamiyati ko'rib chiqiladi. Bugungi ta'lim jarayonida talabalarda hamkorlikda ishlash, fikr almashish, umumiy maqsad sari birgalikda harakat qilish, mas'uliyatni bo'lishish, muammolarni o'zaro hamkorlikda hal qilish va kommunikativ munosabatlarni muvaffaqiyatli tashkil etish ko'nikmalarini rivojlantirish muhim pedagogik vazifalardan biri hisoblanadi. Shu jihatdan, kollaborativ ko'nikmalarning shakllanganlik darajasini tizimli va ilmiy jihatdan asoslangan holda diagnostikadan o'tkazish o'quv jarayonining samaradorligini aniqlash, talabalarning individual va guruh faoliyatidagi mavjud muammolarni aniqlash hamda ularni rivojlantirishga qaratilgan pedagogik shart-sharoitlarni aniqlash imkonini beradi. Ishda asosiy mezonlar, diagnostik ko'rsatkichlar va kollaborativ lik ko'nikmalarining rivojlanganlik darajalarini aniqlash masalalariga e'tibor qaratilib, ta'lim metodlari va pedagogik texnologiyalarni takomillashtirishda diagnostika natijalaridan foydalanishning ahamiyati asoslab berilgan.

Kalit so'zlar:

kollaborativ ko'nikmalar, kollaborativ ta'lim, pedagogik diagnostika, guruh faoliyati, refleksiya, diagnostik ko'rsatkichlar, ta'lim samaradorligi.