

A PEDAGOGICAL MODEL FOR DEVELOPING STUDENTS' COLLABORATIVE SKILLS BASED ON A MULTI-VECTOR APPROACH

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Abstract:

This article examines a pedagogical model for developing students' collaborative skills based on a multi-vector approach. In the modern educational process, special attention is paid to forming student competencies such as teamwork, mutual communication, joint decision-making, exchanging ideas, distributing tasks, and feeling a sense of responsibility for the collective result. The multi-vector approach is interpreted as a pedagogical mechanism that allows for the harmonization of a student's individual capabilities, group cooperation, communicative activity, use of digital tools, and reflective practice. The proposed model is built on the organic integration of goal-oriented, content-based, procedural, and results-oriented components. It involves the effective use of interactive methods, problem-based assignments, project-based activities, small-group work, and electronic collaboration tools within the educational process.

Keywords:

Multi-vector approach, collaborative teaching, communicative competence, collaborative learning activity, interactive education, pedagogical relations.

INTRODUCTION

To organize the process of developing students' collaborative skills on a systematic, consistent, and scientific-methodological basis, a pedagogical model based on a multi-vector approach has been developed. The methodological basis of this model is the mutual integration of student-centered education, activity, and competence-based approaches, which serve to harmonize the individual capabilities of the student with the requirements of collective activity. The design of a pedagogical model aimed at improving students' collaborative skills based on a multi-vector approach relies on the integrative unity of a number of fundamental pedagogical, psychological, and socio-cultural theories. Therefore, it is advisable to interpret this model not only as a set of specific methods and tools but also as a holistic pedagogical system embodying the patterns of student personality socialization, development in the process of activity, the assimilation of cultural values, and the acquisition of experience in cooperation. The theory of social constructivism. From the perspective of social constructivism, knowledge is not a set of information transmitted to the student in a ready-made form, but a pedagogical phenomenon constructed in the process of social communication, interaction, experience exchange, and collaborative cognitive activity. This theoretical position defines the methodological essence of collaborative learning and implies that students acquire knowledge through joint discussion, comparison of different points of view, substantiation of evidence, and reaching a

common conclusion. In such an educational environment, cooperation manifests not only as an organizational form but also as an important mechanism of cognitive activity. The traditional informational role of the teacher is enriched by facilitation activities that coordinate the pedagogical process, direct students toward active interaction, and support their independent decision-making. For example, in the process of group discussion, the analysis of the problem from various positions, the argumentation of opinions, and reaching a common decision based on consensus ensure the subjective participation of each student in the process of knowledge creation. As a result, collaborative skills such as communicative activity, mutual listening, coordination of opinions, and joint decision-making are developed. An active approach. According to activity theory, the development of the individual occurs through their active involvement in goal-oriented activities. Therefore, the formation of collaborative skills requires the transformation of the student's passive participation in the educational process into an active subject position. In this context, the organic connection between knowledge, activity, experience, and skills is considered an important pedagogical mechanism for developing collaborative competence. During collective activities, the functional distribution of tasks, role reversal, setting a common goal, and joint responsibility for the result develop students' social and professional competencies. Specifically, in project-based activities, students' performance of roles such as leader, analyst, coordinator, or executor allows them to practically master various collaborative positions. Thus, collaborative skills are formed not at the level of theoretical knowledge, but through direct activity experience. Cultural-historical approach. The cultural-historical approach explains the development of an individual in dialectical unity with their social and cultural environment. Based on this methodological position, the integration of national pedagogical experience and ethnopedagogical values into the content of modern education is considered an important socio-cultural factor in the development of collaborative skills. Values characteristic of Karakalpak folk pedagogy, such as solidarity, collectivism, mutual assistance, consultation, respect for elders, respect for juniors, and common responsibility, express the national-cultural foundations of collaborative activity. In particular, traditional forms of consultation and council can be functionally combined with roundtable discussions, debates, group discussions, and consensus-based decision-making technologies in modern education. Such integration, while strengthening the national-pedagogical content of the model under development, allows for the organization of collaborative activities within a socially and culturally significant context for students. Competence-based approach. The competency-based approach characterizes the educational outcome not only by the level of knowledge acquisition but also by the ability to effectively apply it in real, problem-based, and socially significant situations. From this perspective, collaborative skills manifest as an integrative set of communicative and social competencies, the ability to work in a team, solve problems collaboratively, distribute responsibility, and achieve a common result. In international assessment practice, a separate study of collaborative problem-solving competencies (PISA) shows that collaborative activity is one of the modern educational outcomes. Therefore, in the developed model, not only the formation of collaborative skills but also the diagnosis of their development dynamics based on relevant criteria, indicators, and levels is defined as an important methodological task. Synergetic approach. One of the methodological features of the multi-vector approach is its synergistic nature. In this case, the development of collaborative skills occurs not under the influence of a single pedagogical factor, but as a result of the integration of several interconnected vectors of influence. The combination of individual activity, collective cooperation, national-ethnopedagogical values, interactive methods, and modern educational technologies forms an integrated system of pedagogical influence. From this perspective, multi-vectority represents not a simple set of pedagogical tools, but their functional integration and mutually reinforcing influence. For example, the combination of theoretical knowledge with group projects, problem-based tasks, discussions, and reflexive activities allows the student not only to acquire knowledge but also to apply it in the context of collective activity, coordinate it with partners, and transform it into a common result. Psychological foundations: motivation and social interaction. The effectiveness of developing collaborative skills is directly linked to the student's internal motivation, sense of belonging to the group, social support, and a sense of responsibility for the overall outcome. In the context of collective activity, the dependence of individual results on the overall result strengthens the student's motives for responsibility, initiative, mutual trust, and active participation. A

positive psychological environment within the group, mutual support, constructive feedback, and joint evaluation of activity results strengthen the student's confidence in their own abilities.

CONCLUSION

In conclusion, developing students' collaborative skills through a multi-vector approach is a complex pedagogical process that demands the coordination of the content, forms, methods, and tools of education. In this approach, the student is not a passive recipient of ready-made knowledge, but an active participant who organizes collaborative activities, expresses opinions, solves problems collectively, and evaluates their own performance. The proposed pedagogical model enables the consistent development of skills such as mutual respect, responsibility, listening and articulating opinions, reaching consensus, making collective decisions, and working together toward a common goal. The effectiveness of the model is determined by the systematic application of collaborative tasks within the educational process, the integration of individual and group activities, the purposeful use of digital technologies, and students' regular analysis of their own performance.

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ПЕДАГОГИЧЕСКАЯ МОДЕЛЬ РАЗВИТИЯ У СТУДЕНТОВ НАВЫКОВ СОТРУДНИЧЕСТВА НА ОСНОВЕ МНОГОВЕКТОРНОГО ПОДХОДА

Аннотация:

В данном исследовании освещается педагогическая модель развития у студентов навыков сотрудничества на основе многовекторного подхода. В современном образовательном процессе особое внимание уделяется формированию у студентов таких компетенций, как командная работа, взаимная коммуникация, совместное принятие решений, обмен мнениями, распределение задач и чувство ответственности за коллективный результат. Многовекторный подход трактуется как педагогический механизм, позволяющий гармонично сочетать индивидуальные возможности студента, групповое взаимодействие, коммуникативную деятельность, использование цифровых инструментов и рефлексивную практику. Предлагаемая модель построена на органичном единстве целевого, содержательного, процессуального и результативного компонентов. В образовательном процессе она предполагает эффективное использование интерактивных методов, проблемных задач, проектной деятельности, работы в малых группах и инструментов электронного взаимодействия.

Ключевые слова:

Многовекторный подход, обучение в сотрудничестве, коммуникативная компетенция, совместная учебная деятельность, интерактивное обучение, педагогическое взаимодействие.

KO‘P VEKTORLI YONDASHUV ASOSIDA TALABALARNING HAMKORLIK KO‘NIKMALARINI RIVOJLANTIRISHNING PEDAGOGIK MODELI

Annotatsiya:

Ushbu tadqiqotda ko‘p vektorli yondashuv asosida talabalarining hamjihatlik ko‘nikmalarini rivojlantirishning pedagogik modeli yoritilgan. Zamonaviy ta’lim jarayonida talabalarining jamoaviy ishlash, o‘zaro muloqot, birgalikda qaror qabul qilish, fikr almashish, vazifalarni bo‘lishish, jamoaviy natija uchun mas’uliyatni his qilish kabi kompetensiyalarini shakllantirishga alohida e’tibor qaratilgan. Ko‘p vektorli yondashuv talabaning individual imkoniyatlari, guruh hamkorligi, kommunikativ faoliyat, raqamli vositalardan foydalanish va refleksiv amaliyotni uyg‘unlashtirishga imkon beruvchi pedagogik mexanizm sifatida talqin etiladi. Taklif etilayotgan model maqsadli, mazmunli, jarayonli va natijaga yo‘naltirilgan komponentlarning uzviy birlashuvi asosida qurilgan. Ta’lim jarayonida interfaol metodlar, muammoli topshiriqlar, loyihaviy faoliyat, kichik guruhlarda ishlash va elektron hamkorlik vositalaridan samarali foydalanishni nazarda tutadi.

Kalit so‘zlar:

Ko‘p vektorli yondashuv, hamkorlikda o‘qitish, kommunikativ kompetensiya, hamkorlikda o‘rganish faoliyati, interfaol ta’lim, pedagogik munosabat.