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PEDAGOGICAL MECHANISMS OF DEVELOPING COLLABORATIVE SKILLS OF STUDENTS BASED ON A MULTI-VECTOR APPROACH

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ABSTRACT

Pedagogical and psychological studies were carried out to improve the collaborative skills of young students by implementing multi-vector approaches to the analysis of pedagogical mechanisms in education. The main goal and tasks of this research was to develop a modern educational model with the help of pedagogical educational programs. Multi-vector approaches based on new pedagogical mechanisms have been analyzed to further increase their psychological state, spirit and interest in education in the formation of collaborative skills of the young generation.

KEYWORDS

Education, pedagogical analysis, collaborative skills, pedagogical diagnostics, pedagogical creativity, pedagogical and psychological research.

INTRODUCTION

In this article, based on the multi-vector approach in education, based on the diagnostic activity of the teacher, the created models of the process of formation of the phenomenon studied in the implementation of the educational system through the model of diagnostic analysis of the collaborative skills of young students are presented. Pedagogical mechanisms in the educational system consist of two stages of basic pedagogical education and psychological aspects, the proposed model for creating a model of pedagogical conditions for the development of the phenomenon under study, and for creating a model of collaborative skills of young students. we put forward the opinion that the teacher, taking into account his knowledge and skills, should fill it with components according to the solution of a specific problem. To develop a model of diagnostic activity in pedagogical education based on a multi-vector approach, to determine the procedural aspect of the dynamics of the formation of collaborative skills of diagnosed students, to perform research and diagnostic analyzes to create a factor of the process of formation of the phenomenon under study, step by step based on the procedures for modeling the system of pedagogical conditions for the development of the phenomenon under study, diagnostic activity is reflected as an algorithm of the model system. The urgency of forming and developing diagnostic competence, studying and revising the teacher's professional activity, and ensuring his active participation in the implementation of the main principles of modern education require an immediate solution: teachers who understand in the context of their goals and tasks recognize that pedagogical diagnostic activity should become an integral part of their professional activity, but at the same time emphasize that they lack knowledge and skills in the

field of pedagogical diagnostics to implement it. Different models are used in the teacher's diagnostic activity, which can be classified for different reasons. If modeling is used to improve educational practice, it is recommended to rely on the following three model systems: a model of the process of formation of the studied phenomenon (object, quality or activity) as a self-developing integrated system; a model of pedagogical conditions as a pedagogical environment for the formation of this object (or a set of activities to improve the student's collaborative skills); it will be possible to improve the collaborative skills of young people through the model of the teacher's professional activity in the organization of activities for the development of the student's collaborative skills, provided for in the previous model. We will consider the procedure for creating these models, each of which has structurally meaningful and dynamic aspects. The created models of the formation process of the studied phenomenon consist of two stages - revealing the basic and dynamic aspects. In the multi-vector approach, the teacher needs to create a meaningful model of the object of pedagogical diagnostics (characteristics, qualities, areas, human activity, etc.) as a whole. The most correct method is to define the object diagnosed on the basis of the theoretical analysis of philosophical, sociological, psychological and pedagogical literature as a whole separated from the personal, activity and pedagogical system in improving the collaborative skills of schoolchildren. For this, it is necessary to determine the typical characteristics of the selected event (pedagogical diagnostic criteria and parameters, manifestation). Collaborative skills of other students distinguish him from the characteristics, qualities or human sphere or activities. Such a pedagogical model creates an opportunity to make not only a

comprehensive, but also a deep structural diagnosis without disturbing the overall view of the object during the analysis process. In order to determine the procedural aspect of the dynamics of the formation of collaborative skills of the diagnosed student, it is intended to develop a model of the development of an educational event that serves as a basis for the development of the goals of pedagogical activity. The first model (in a combination of its structural and dynamic aspects) determines the humanitarian content of the diagnostic activity, the collaborative skills of young learners, and fills it with pedagogical meanings. Otherwise, the diagnosis ends by itself, it "leaves" from the pedagogical process. This model makes it possible to move from data to understand pedagogical phenomena and the laws of their change in order to choose appropriate methods of organization and management of pedagogical processes. It should be noted that mandatory submission to management does not mean superiority. In modern sciences, the functions of organized systems that ensure the preservation of their unique structure, the maintenance of the mode of operation and the implementation of their programs are considered. The answer to this question is that the collaborative skills of young students are distinctly different from the mechanistic ideas of the educational strategy and the humanitarian strategy. In order to create a model of pedagogical conditions for the development of the phenomenon under study, the teacher should choose among them pedagogically controlled conditions in determining the external conditions that significantly affect the process of the formation of collaborative skills of his students. In this case, the factor is understood as the internal driving force of the process, and the condition is external, to some extent or consciously developed by the teacher,

which offers a situation that has a significant impact on the process, but does not guarantee a certain result. In order to create a factor of the formation process of the phenomenon under investigation, the following research and diagnostic procedures should be performed: it is necessary to choose the components that stand; In accordance with these criteria, the most optimal set (complex) of diagnostic methods is selected for individual components and events in general; In the model based on pedagogical activity, students can be divided into several groups: for research purposes, for daily pedagogical activities, it is appropriate to implement management control. It is possible to further increase students' interest in science by conducting and describing a diagnostic experiment in pedagogical activities. It is possible to diagnose step by step: it is appropriate to pay attention to the "experimental" expertise of a limited sample to select pedagogical diagnostic criteria and methods, mass diagnostics to identify pedagogical trends, and analytical results of diagnostics in a sample selected at the previous stage. By summarizing the results of pedagogical diagnostics, systematization, generalization, analysis in education is carried out based on tables, monographic characteristics, models. In pedagogy, the theoretical model and diagnostic results should be used to determine the constant and variable signs of the phenomenon, to choose the optimal methods of diagnosis and to the conditions of the development of the phenomenon being studied, in real pedagogical experience, the development and disappearance of the object being studied. draw conclusions about the suitability of determining the conditions for In the process of making a diagnosis, the teacher reveals not quantitative relationships, but quality and the impact of various conditions on the formation of collaborative skills of young students. As

a result, the theoretical model is improved, the formation factors of the studied phenomenon are selected, which allows to choose pedagogically regulated conditions based on their analysis. Integrating different disciplines requires collaboration with a representative of another field. As a result of this, there is a mutual cooperation between the school team. Each subject teacher is well-versed in his or her area of expertise and is able to share knowledge as a result of teaching other subject teachers. As a result of their advice and support to each other, each subject teacher has the opportunity to provide integrated knowledge to students during his lesson. Passing lessons on the basis of integration encourages not only students, but also teachers to work as a team. As a result, the quality of the imparted knowledge will be better and the results will be higher. When organizing integrated lessons, it is appropriate to organize lessons based on the interests and needs of students. This increases the motivation of students and increases their interest in mastering the knowledge given based on their collaborative skills. In addition, in order to increase the activity of students, it is possible to effectively implement interdisciplinary integration as a result of using interactive methods, educational technologies, online platforms, organizing interesting lessons. In this way, students take a break from receiving information, as a result of integrating lessons, information increases, receiving a lot of information causes boredom in young students. In addition, students working in groups, solving problems together, and conducting practical experiments increase their interest in science, the collaborative skills of young students, and they strive to acquire new knowledge. In order to improve the effectiveness of integrated lessons, it is necessary to communicate with students. If they are provided with ideas on how to

connect sources, students will solidly absorb this knowledge through proper understanding in a logical way, avoiding hesitations in real life use. In addition, it is appropriate for the teacher to develop educational materials for each integrated lesson. The development of clear criteria and assessment methods for evaluating organized lessons will help determine the level of student achievement and help determine performance indicators. In general, interdisciplinary integration is an important tool in the development of competence in elementary grades. Because it helps students to consolidate their knowledge and develop practical skills. This approach enhances students' critical-thinking skills in a comprehensive learning experience and helps them become more successful. Interdisciplinarity provides unique, interesting and effective lessons for elementary school students. It helps them to expand their world view, acquire deeper knowledge, develop their creative thinking, and be able to find independent and clear solutions to problems. In order to model the system of pedagogical conditions for the development of the phenomenon under study, it is necessary to perform the following procedures: analysis of empirical pedagogical materials and pedagogical literature to determine the developing efficiency inherent in practical methods and forms of working with students, based on the analysis based on one's own pedagogical experience it is necessary to choose methods, teaching methods and forms of work characteristic of the most effective and controlled pedagogical conditions; Opportunities are created to select means of pedagogical process control (pedagogical diagnosis and correction), as well as to experimentally determine the effectiveness of the proposed system of conditions. This model is primarily used to diagnose the pedagogical potential of students. Since it reveals the unity of internal factors

and external conditions for the formation of a pedagogical phenomenon, it allows to move from a one-time diagnosis to monitoring the pedagogical process. This model is gaining importance in improving pedagogical activities. At first glance, it is required only by the administrative and methodological services of the educational system to analyze, verify and evaluate pedagogical activity. But without self-diagnosis of professional activity, self-development of the teacher is impossible. Thus, the normative model of activity is very important not only in the design of the diagnostic system, but also in the design of the developing pedagogical activity. In conclusion, it can be said that the training in it, using the components indicated in the diagnostic system of the teacher's professional activity in this article, by individual teachers, if there are problems that need to be solved clearly in the educational process, and this If it reflects the analyzed results of solving the problem, it will undoubtedly give an effective result. Also, the effectiveness of the educational process is ensured by the organization of independent diagnostic activities of educational courses to solve identified problems. Creativity includes the organization of the educational process, the construction of a creative educational process, the development of creative potential from educational technologies, the development of a balance of different methods, knowledge and skills. A teacher can skillfully use several technologies during one lesson. In the course of the lesson, the use of interdisciplinary integration leads to the expected result, so that the teacher can better form the competence of the students, so that the knowledge is deeply and firmly preserved. Interdisciplinary integration is the collection and delivery of information from related disciplines in order to further enrich information within a given discipline, to understand it more clearly and

more widely. One of the most important methodological foundations of the modern educational process is interdisciplinary integration. The development of modern scientific knowledge, which leads to the emergence of more and more new scientific disciplines, must inevitably take into account the processes of its interdisciplinary integration. From this point of view, interdisciplinary integration of competence formation becomes a logical basis for self-development of the future. Specialist Interdisciplinary communication leads to the integration of disciplines in the educational system, which are based on the acquisition of various knowledge by students in the study of a large number of academic subjects. The need to synthesize knowledge, master it comprehensively and apply it in practical professional activity and human life is the basis for the development of interdisciplinary integration at all levels. Interdisciplinary integration prevents repetition of information, creates a wider area in the process of imparting knowledge, and saves time. The purpose of establishing connections between disciplines is to arouse students' interest in learning, to connect theory and practice, to develop their competencies and to help them apply in independent life. As a result of teaching students using interdisciplinary integration, they can improve the quality of education by providing interactions between different disciplines and combining the knowledge they have acquired from different fields. Interdisciplinary integration helps students expand their worldview, develop their knowledge and skills, and better understand the studied materials. Pedagogical creativity is manifested as a set of skills related to creativity and creative qualities of a person. Creativity includes a high level of sensitivity to problems, intuition, foresight, imagination, research and reflection. A person's

creativity is manifested in his thinking, communication, feelings, and certain types of activities. Creativity describes a person as a whole or his specific characteristics. Creativity is also reflected as an important factor of talent. In addition, creativity determines mental sharpness. It can be seen that creativity is a process directly related to the individual-psychological characteristics of a person. Its development is influenced by the process of intellect-intuition-logical thinking. Analysis of the mentioned general competencies allows us to say that research skills are the basis of the general competencies of a modern specialist. Modern requirements for professional training in the form of general competencies are expressed in a system of specific knowledge and skills. Pedagogical professional competences are necessary competences for carrying out professional activities. In improving the quality of education, interactive teaching methods during the lesson are of great importance. Interactive methods form students' independent thinking process and worldview. Interactive education is education based on the organization of action based on mutual cooperation in order to acquire knowledge, skills, competences and certain moral qualities of the participants of the educational process. On the basis of interactive methods, students' competence is formed and developed, and as a result, students are helped to develop mentally and physically, work with information, master science and technology literacy, and make important decisions in the future. That is why special attention is now being paid to the development of competencies. The result of the analysis of the professional activity of the students of the pedagogical direction and the result of the analysis of the educational process in this direction allows to draw a conclusion about the interaction of the components

with the main pedagogical professional competencies. There is a direct interaction and interdependence between the types of professional activities and the theoretical foundations of training in accordance with the qualification requirements. In the conditions of the current globalization, education of the student's personality, with the demands of time and development, requires a strong intellectual ability and pedagogical skills from the teacher. The reason is that we cannot deny that the success of developed and developing countries is also due to the effectiveness of the requirements placed on the educational process. Because today, the achievement of educating a student as a well-rounded person is a phenomenon that is directly related to the development of the country in every field in the future. Behind the reforms that are taking place in the field of education in our country is the issue of educating a mature generation who thinks independently, can deeply analyze the ongoing political and social processes, has its own position in the development of the country, has a broad worldview, and is intelligent. Achieving this begins with the correct development of the student's thinking processes in forming him as a person. Thinking is a mental activity that is carried out using mental operations such as independent analysis, generalization, inductive and deductive conclusions, comparison, clarification, abstraction, as a result of the unity of human sensory organs and mental activity. Russian scientist V.M. Clarin interprets thinking as follows: "A normal person cannot be imagined without thinking. Every moment, every minute, the human brain is busy with some thoughts. Organizing them, focusing on them, solving them with internal or external speech is a process of thinking. It can be understood from the views of the scientist that the thinking process is a product of the relationship

between language and thinking. Thinking, which is the object of study of logic, is realized in speech processes as a higher level of thinking. In one of the scientific studies aimed at the development of logical thinking, our researchers wrote: "Thinking is a process of personal cognitive activity, characterized by a direct and generalized reflection of the event. Thinking embodies interdisciplinary research, complex sciences. Reasoning allows a person to find connections between real events, but in order for the determined connection to reflect the exact state of the situation, it must be objective, correct, or in other words, based on logic, in accordance with the laws of logic. emphasizes.

CONCLUSION

In conclusion, we can say that in the development of pedagogical mechanisms (pedagogical models) for the development of collaborative skills of young students based on a multi-vector pedagogical and psychological approach, based on the modern educational program, it is necessary to form the worldview of young people and make them morally perfect people. education is our main goal. During these studies, we provided detailed information about the role of pedagogues-teachers in the development of collaborative skills of students. Our research will be based on multi-vector pedagogical research in education to further increase students' interest in learning.

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