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METHODOLOGICAL APPROACHES TO DEVELOPING THE COLLABORATIVE ACTIVITY OF PRIMARY SCHOOL TEACHERS AND STUDENTS

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ABSTRACT

This article explores the methodological approaches to developing collaborative activities between primary school teachers and students. Traditional educational paradigms, which often emphasize normative and empirical methods, are analyzed alongside modern competency-based approaches. The study highlights the limitations of rigid, teacher-centered practices that hinder student motivation and learning outcomes. In contrast, it argues for the adoption of collaborative, student-centered approaches that align educational content with students' life experiences, interests, and future goals. The research also examines the role of competencies, practical skills, and cognitive activities in fostering effective learning environments. Emphasis is placed on the need to transition from authoritative teaching to cooperative learning models, where both teachers and students actively participate in the educational process. Recommendations for improving educational content by integrating normative and personal elements are provided to enhance motivation and engagement in primary education.

KEYWORDS

Primary education, Collaborative activities, Competency-based approach, Teacher-student interaction, Student-centered learning, Methodological approaches, Educational paradigms, Cognitive activities, Motivation in education, Competency development.

INTRODUCTION

In traditional general secondary education schools, the educational paradigm consists of the following pedagogical approaches: “receptive-reflective,” “utilitarian-empirical,” and “normative-executive.” This approach embodies traditional views on conveying many years of pedagogical experience, mastering it, and perceiving the school as a “means of learning.” Within this paradigm, the content of education is clearly defined: it reflects the knowledge that can be learned through specific educational technologies. However, the effectiveness of such lessons is relatively low.

The content of education in traditional practice includes cognitive, personal-motivational, and normative elements, defined as a “system of pre-determined standards, forms, methods, and results of the activities of the teacher and student” intended to fulfill state educational requirements. Such a system is often formalized and dogmatic. For example, 67% of primary school teachers regard the educational objectives as prescribed in normative documents. The task of primary school students is to learn the prescribed program as thoroughly as possible. Teachers are expected to apply the most effective teaching technologies to instill the content of the educational program.

The defining characteristic of such traditional practices is the external determination of educational content. The content is understood as a pedagogically adapted form of humanity’s accumulated social experience, presented as an isomorphic structure—completely aligned with human culture. In this framework, the educational content in primary school mainly involves the acquisition of knowledge, skills, and competencies, but only two elements are considered: the experience of creative activity and emotional-value relationships.

The unity of knowledge, skills, and competencies forms the basis of the content of education, which is characterized by the following:

- It is externally prescribed and not influenced by the interests, desires, or capabilities of students and teachers.
- It is objective and scientific, with a focus on subject-specific “knowledge and skills.”
- It involves structured material—definitions, formulas, algorithms, and examples—designed to facilitate learning in an adaptable way.

The collaborative activity between primary school teachers and students develops through the mastery of knowledge, skills, and competencies. The process involves showing, explaining, practicing actions through examples, and assessing the results. These elements ensure that the achievements of students are measured quantitatively.

This type of education equalizes students, counting their progress and offering the same material to everyone. Education, in this context, is understood as the ability to organize one’s learning activities based on personal needs and interests. However, the structure remains rigid and impersonal. Educational outcomes, such as literacy, competence, culture, and mentality, are seen as separate but interconnected elements.

In terms of developing the collaborative activities of primary school teachers and students, methodological approaches are understood as competencies, knowledge, and skills, which serve as fundamental components of education. Unlike competencies, knowledge and skills only emerge in the process of activity, characterizing the practical aspect of the

educational content. The effectiveness of education lies not in participants' awareness of joint activities but in their ability to perform them.

Competency-Based Education and Its Challenges

Educational competency refers to the interconnected semantic directions, knowledge, skills, and professional experiences necessary for meaningful activity. One of the key issues in updating educational content is choosing and defining the main collaborative framework. The leading approaches focus on understanding the participants' situation and achieving personal and professional success in specific social conditions, using well-established methods, abilities, and skills. These approaches are marked by multifunctionality, interdisciplinary openness, intellectual depth, and personal and social relevance.

In the last decade, many countries have reorganized their education systems to emphasize the development of key competencies. In primary education, greater emphasis is placed on a competency-based approach, fostering universal and collaborative skills. In some developed countries, “universal cultural competence” refers to the ability to apply methods from various fields to develop and transform different areas of activity.

In contrast to traditional methods, competency-based approaches prioritize students' personal and collective experiences. Local scholars (N. Muslimov, O. Qosimov) note that while the competency-based approach is promising, its interpretation remains vague, highlighting a gap between competence and skills, as well as between learning processes and goal achievement.

Despite these ambiguities, the competency-based approach offers several advantages:

1. It encourages the transition from teacher-centered to independent, active learning by including activity methods and general practical skills as part of the educational content.
2. Competency development occurs through special learning situations that reflect value-semantic content and rely on students' initiative and responsibility.
3. The approach shifts the teacher's role from a knowledge transmitter to an organizer of collaborative activities, providing guidance and support to students.

A Shift Toward Student-Centered Education

Student-centered pedagogy stands as an antithesis to authoritarian-imperative pedagogy, emphasizing students' interests, thoughts, and perspectives. In such a framework, students have the freedom to express their ideas, disagree with the teacher, and participate actively in the learning process. However, in traditional education, rigid teaching methods often lead to misunderstandings, conflicts, and frustration, causing students to dislike school.

In primary education, maintaining students' interest is impossible without relating educational content to their life experiences, as motivation plays a crucial role. In Uzbekistan's primary schools, many subjects lack real-life relevance, forcing students to adapt to what can be described as a “bifurcation” between school knowledge and personal experience.

The primary problem facing general secondary education lies in the disconnection between the lives, interests, and goals of teachers and students. To

resolve this issue, teachers must change their approach—moving away from being authoritarian figures toward becoming empathetic guides in their students' learning journeys. This shift demands greater attention to collaborative activities, bridging the gap between teacher and student experiences.

Educational content increasingly integrates intersections between the life experiences of teachers and students. These intersections involve:

1. Using obstacles in cognitive tasks to stimulate inquiry and encourage students to express doubts, ask questions, and engage in debates with teachers.
2. Providing alternative materials and assignments, allowing students to participate in choosing educational content.
3. Encouraging self-assessment and self-management skills by asking teachers to consider students' difficulties and interests.

To enhance students' personal experiences within the learning process, educational content must integrate both normative and personal elements:

1. Normative: State educational standards, curricula, and didactically processed socio-cultural experiences aligned with societal norms.
2. Personal: Individual experiences that are meaningful to the learner and reflective of their personal activities.

Personal experience is subjective and autobiographical, requiring activation, enrichment, and cultivation. In the classroom, activating students' personal experiences involves engaging them with materials that relate to their past activities and interactions with various teachers and life situations.

CONCLUSION

In conclusion, primary education should not ignore students' current lives and future aspirations. Aligning the goals and tasks of both teachers and students is crucial to overcoming the disconnection present in traditional education. This requires teachers to adopt a more collaborative stance, becoming co-creators of learning experiences with their students.

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