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Formation of Students' Collaborative Skills Through Group Training Based on Multi-Vector Pedagogical and Psychological Approaches in Higher Education

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Abstract: This article is a study of improving students' collaborative skills through psychological training and pedagogical methods. We believe that it is appropriate to use collaborative learning methods in creating a new system based on multi-vector approaches in education. We will further increase the effectiveness of education by forming students' worldviews, improving collaborative skills, and consolidating their knowledge through psychological training. Through this study, we considered the most effective approach to learning in groups and collectives. We put forward the idea that this increases students' ability to remember the acquired knowledge and helps them think freely, reason, and make decisions. During this study, we conducted interviews with students through psychological training and listened to students' opinions.

Introduction: At the current stage of development of the higher education system in our country, when modern multi-vector pedagogical approaches and information and communication technologies meet national, historical, and ideological conditions, traditional models of education are the classroom system in general secondary schools, vocational schools, vocational colleges and technical schools, and pedagogical methods such as lectures and seminars in higher educational institutions, and research on improving collaborative skills in the use of psychological training, it is undoubtedly true that the use of educational technologies appropriate to this period will give positive results. We tried to prove that the method of pedagogical projects through collaborative learning (collaborative learning), psychological training, which is widely used in developed countries, is effective in all aspects for students to learn knowledge in teams and groups. Another important aspect of the proposed modern educational technologies is that the availability of the possibility of their application, while preserving the positive aspects of the current education system, is a

favorable condition for implementing psychological training. In addition, these technologies have a humanistic character due to their philosophical, psychological, pedagogical, didactic essence. The humanistic description of these is not only that they correspond to the requirements of the ideology of independence in theoretical and ideological terms, but also that they are practically aimed at forming a highly spiritual, well-rounded person. The method of using psychological training in modern collaborative methods of pedagogical education can be cited as an example. They strengthen the educational content of education, ensure deep and thorough mastery of the educational material by students as a team, relying on each other, and in cooperation, their intellectual and moral development, free and independent thinking. This, in turn, serves to improve the dialogue of helping each other. In modern education, it prepares the ground for getting rid of the competition and traits that are formed in it based on the interest of each student in mastering knowledge alone. This is consistent with the requirements of the current educational reform. The organization of pedagogical methods through this psychological training helps to ensure that the main essence of technologies in education is based on the maturity, critical thinking, and unique individuality of the learner. At the same time, it serves as an alternative pedagogical method to the students' assimilation and repetition of only ready-made knowledge in traditional education. These pedagogical methods and psychological training technologies methodologically correspond to the theory of the gradual development of the modern education model, and provide an opportunity to see collaborative education as psychological training in its essence and on the basis of modern educational technologies. The proposed collaborative education pedagogical methods and psychological training, the application of educational technologies in the educational process in its entirety, gradually abandon traditional methods and create the opportunity to use modern pedagogical and information and communication technologies. They are considered as a person-oriented technology with a humanistic character in their psychological and pedagogical essence. The method of collaborative teaching is studied through psychological training, the project method, layered teaching, Therefore, the use of modern psychological training in improving students' collaborative skills through the modern education system requires a high level of pedagogical skills from the teacher. A psychologically competent teacher should not ignore the specific features of each side. To understand the essence of collaborative teaching, let's turn to one fact that occurs in pedagogical practice. Even so, collaborative skills are considered the main

problem when students fail to fully master the educational material or make mistakes in practical work during the educational process. Such errors may be in the form of incorrect thinking, incomplete knowledge, and inability to focus on reading. To correct this, additional exercises and extra lessons are necessary. Analyzing this error, it was determined that it was related to the students' educational activities or that they did not allocate enough time for the students to master the material. Collaborative teaching is not only educationally important, but also has a strong impact on the intellectual and significant development of students from an educational perspective. An important aspect of collaborative teaching is teamwork, in which students develop a sense of mutual cooperation, mutual dependence, and coordination of their actions and activities. Students develop such qualities as thinking, reasoning, and decision-making. Cooperative learning is an important tool for students' spiritual growth, communication with others, and the formation of collaborative skills and competencies. Through these methods, students' worldviews are formed and they are raised as complete individuals, developing feelings of mutual assistance, and helping each other not only in the classroom, but also in their way of life and throughout their lives, becoming personal qualities such as the joy of solving any problem together. What is the essence or didactic basis of the psychological technology of collaborative learning? This method is the execution of student actions in a certain sequence and consistency, which ensures the implementation of one or another method of teaching. Or it is a set of pedagogical methods that allows you to create a didactic system that provides an approach to education through certain multi-vector psychological training. Various methods and means of organizing students' educational activities serve to implement the general logical, principles of collaborative learning. These complexes, in turn, form the basis of the technological educational system of collaborative learning in education. Only a didactic system viewed on such a basis can serve as an educational technology based on proven methods and psychological training tools in the pedagogical process. The basis of the didactic educational system is a set of teaching methods, which are based on a certain theoretical basis, principles and educational concept. The selected teaching methods and tools should be based on the requirements of collaborative learning. Collaborative learning technology is widely used in different countries. It is noteworthy that it is not used everywhere in the same way, but in different ways, and various options are formed. The main focus is on the goal of the learning group, and the success of the group depends on the results of the independent work of

each of its members. Each member of the group works on a topic (problem) that is being studied in constant interaction with others. The task of each member of the group is to solve the problem together, and on the basis of joint knowledge, each member of the team acquires the necessary knowledge, and the necessary collaborative skills and psychological competencies are formed. In this case, it is important for the whole team to know what each student has achieved. The whole group is interested in the mastery of the educational material by each of its members. Because the success of the entire team depends on the contribution of each member and the solution of the problem that the group sets for itself in cooperation. The team form of cooperative learning is a pedagogical and psychological technology for organizing students' learning activities based on the following three main principles:

1. The whole group receives an assessment of their joint work in the form of points or a certificate, praise, or special award. For this, one task is completed for the whole group.

2. The personal responsibility of each student determines the achievements and shortcomings of the entire group. This paves the way for each group member to monitor the activities of others, as well as their own, and to help their peers master and understand the learning material. It ensures that group members are prepared to evaluate and control their own knowledge differently.

3. The groups are based on the improvement of previous results, which each student brings to their team, with equal opportunities for mastery. Comparing the results of mastery with previous ones makes it possible to evaluate the results achieved by this group of students.

Small group - team learning in cooperation; team learning in the form of games, tournaments; the remaining two in most cases give positive results in stratifying education in a team for students of a certain age, that is, in teaching mathematics; in cooperative teaching of reading, creative essay writing. In this case, the teacher explains a new topic, and then assigns students to consolidate it in groups, to understand all its aspects. In groups, the order is given to listen to the necessary supporting aspects of a certain task. In this case, the task can be divided into parts, each student can study his part, or in a circular manner, each student can complete the next part. It is necessary to consider cases where students who master the task can start with a stronger or weaker one, but each task must be completed, explained openly, aloud, and the whole group must control it. If the task is the same for the group, after the whole group has completed the task,

the teacher can discuss the work of different groups in general. If the task is different, each group can complete it separately. After the teacher is sure that the educational material has been mastered by the students, he conducts a test to determine their understanding and mastery. In this case, the teacher approaches the students individually, taking into account their level of knowledge, and provides the task. The grades received by each student are summarized and the overall grade of the group is announced. In this case, instead of competing with strong students, each student competes with himself, completing his task, and seeks to increase the grades for the group. This organization of education can be used in educational institutions of exact and natural sciences. Another form of pedagogical multi-vector educational technology of cooperative learning is the organization of team-game activities. In this case, as before, the teacher explains a new topic and directs students to master the educational material in groups. However, to assess the results of mastering, weekly competition tournaments are organized between teams. For this, "competition tables" consisting of three students are organized, in which equally mastering students organize a competition. Such teaching gives more positive results in applied psychology and natural sciences. Tasks are stratified and given according to the level of complexity. The winner of each table brings the same amount of points to his team. In this case, free masters also compete with their peers and give their team a score. The team of students with the highest score in the competition is declared the winner and awarded. Another manifestation of this technology of organizing cooperative learning through pedagogical and psychological training is individual work in a group. In this case, students receive individual tasks based on the results of previously mastered knowledge and complete them at their own pace. In this form of education based on such multi-vector approaches, teams can engage in various activities. Team members help each other complete their individual tasks and record their achievements or mastery in a special journal. Final assessment tests are carried out individually by the students themselves. The teacher takes into account the topics and tasks worked on by each member of the team each week based on the program and curriculum. In this case, the teacher should emphasize the achievements of the groups. Since the students themselves work independently, the teacher has more opportunities to work with individual groups or students. This organization of students' activities in the educational process is most useful in teaching physics, mathematics, and chemistry. The form of applying cooperative learning to reading and creative activities can often be used in subgroups. In

this case, a group of 4 students is divided into pairs. While the teacher works with one pair of students, the other independently reads to each other and makes a plan for what they will tell. They highlight the main ideas, write answers to questions in the text, practice writing correctly, and work with a dictionary. Tests to assess student knowledge are conducted after teachers are convinced of their full preparation. In the collaborative method of cooperative learning, using the "We Read Together" pedagogical method, the class is divided into groups of 3-5 students with different learning styles. Each group receives a task that is part of the general topic of the class. The joint work of each member of the group leads to the mastery of the entire educational material. The main principle of work is to reward the entire team, an individual approach to students, and create equal opportunities for everyone. Rewarding the group depends on the results achieved by each student. In this case, when forming groups, it is important for the teacher to pay attention to the individual and psychological characteristics of students and to formulate specific tasks for each group. Within the group, each student determines their own place. In this form of learning, groups, along with a creative goal, carry out the socio-psychological task of monitoring the culture of completing the tasks of their comrades and mutual communication. The teacher constantly monitors these two goals of education.

CONCLUSION

For the above forms of colloborative learning through multi-vector pedagogical and psychological trainings, the proximity of common goals and tasks, equal opportunities for students in learning are individual responsibility. At the same time, cooperation, not competition in the group, and the mutual interest of group members in a common goal and success are the determining factors. It is important to understand that equal opportunities pave the way for students to improve and strive for progress. Most importantly, the role of the teacher in the educational process is determined by helping students acquire independent knowledge. In addition to teaching students ready-made knowledge, he understands the importance of teaching them to think independently, creatively, to critically look at their own personality and knowledge, to analyze information, to distinguish what is necessary from it, to draw conclusions, to justify their opinions. The main goal of cooperative learning is that independent work on the problem being studied becomes the norm and the main direction of activity.

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