Analysis Of The Essence Of Collaborative Learning And Skills To Improve The Effectiveness Of Teamwork

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Abstract: In this article, collaborative learning technologies are important in improving the effectiveness of the learning process, and in this approach, students develop their cognitive and social skills by solving problems together, learning knowledge, and sharing ideas. From a scientific-theoretical point of view, collaborative learning technologies help students learn metacognitive approach, develop critical thinking, and increase social and team competencies.

Introduction: Collaboration (from French - collaboration) - means the partnership of two or more people to jointly achieve a common good. The entry of an individual into a collaborative learning environment includes the active involvement of the student in the development of the ability to enter into human relationships, the acquisition of practical, scientific, and theoretical activity skills, and the formation of certain social norms and functions. The student acquires the skills necessary for successful self-realization in society, actively interacts with members of the community, and learns how to behave and communicate in various social situations in the future.- increase the effectiveness of pedagogical activity;

The collaborative environment has creative potential and effectively influences the student's personality. In such an environment, the student feels like a subject of collective activity, an active participant in the educational process, and understands their own significance and personal value. The concept of collaboration is based on the following concepts.

- establishing mutual cooperation between students;

- skills, knowledge acquired by students in academic subjects

and the ability to apply their qualifications in practice;

- formation of independent, free, and creative thinking skills in students;

- the ability of students to realize their potential, abilities

create the necessary conditions for their demonstration.

In many scientific research works, "cooperation," "partnership,"

The concepts of "coordination" and "cooperative action" have been used as synonyms.

LITERATURE REVIEW

The methodology for creating a collaborative environment is closely related to the "Team Development Theory," developed by A.S. Makarenko and proven experimentally. The essence of this theory is that the collective plays an important role in the formation and development of a person as an individual. Because every person lives, works, and interacts with other people in society. In our opinion, this theory is personality-oriented, has a humanistic orientation, since through the use of the creative potential of the team, it is possible to give an individual the opportunity to reveal their abilities, to manifest themselves as an individual.

The collaborative environment has creative potential

and effectively influences the student's personality. In such an environment, the student feels like a subject of collective activity, an active participant in the educational process, and understands their own significance and personal value. The concept of collaboration is based on the following concepts. According to the principle of "respect and demand," proposed by A.S. Makarenko, the teacher, while creating an atmosphere of cooperation in lessons, combines firmness, demandingness, and respect for the student's personality, constantly monitors the relationships between group members, and instills in students the rules of mutual harmony, responsibility, and joint actions. [9:334]

METHODS

The subjectivity of the participant in collaborative interaction is ensured by the teacher's ability to organize group, team, and pair activities of students in the classroom. The importance of teamwork in education goes beyond academic achievement, it involves the development of interpersonal relationships, emotional intelligence, and a deeper understanding of different perspectives. Collaborative learning, which involves students working together towards common goals, exchanging knowledge, and jointly solving problems, is the main pedagogical approach to developing these skills.

RESULTS

The essence of collaborative learning is that it transforms the student from a passive listener into an active creator of knowledge. Karakalpak folk epics ("Alpamis," "Edige," "Qırıq qız") serve as a great spiritual wealth for the formation of a collective spirit and skills of cooperation.

Skills that contribute to successful teamwork can be developed using epics as an example:

1. Sharing responsibility (Individual and Collective responsibility)

The overall victory is ensured only when each team member is responsible for their task. For example: in the epic "Forty Girls," each of the 40 girls led by Guloyim defends her fortress, her territory. If one girl forgets her responsibility, the whole team is at risk.

2. Mutual trust and loyalty (Psychological security)

The concept of mutual trust and loyalty (psychological security) is fundamental in the development of collaborative skills. If a student is afraid to express their opinion in the group or thinks "they will laugh at me if I make a mistake," no cooperation will be achieved. To work collaboratively, team members need to trust each other and not be afraid of making mistakes. For example: The trust between Alpamis and his friend Qarajan. Alpamis relies on his friend in a difficult situation. Karajan initially opposes Alpamis (on the side of the Kalmyks), but upon seeing Alpamysh's bravery, he becomes devoted to him and changes his religion and path. This is the first stage of mutual recognition and trust in the group. The ability to share responsibility is evident in the following situation.

In the skill of loyalty (psychological security), even when Alpamis is imprisoned for 7 years, Karajan does not betray his family and friendship. He believes in Alpamis's return and strives to save him. To develop these skills in students, a question-and-answer session called "Confidence Dialogue" will be held within the group. Students take the place of the epic heroes and learn to support each other, arguing about such questions as: "What would Alpamysh have done if Karajan hadn't helped?"

3. Constructive Dispute Resolution (Diplomacy)

In teamwork, diversity of opinions is natural. The main thing is to resolve this conflict for the common good. For example: Take Edige biy from the epic "Edige." He resolves disputes between clans and khans with sharp intellect and the power of words. He is an ideological mediator.

The development of these skills requires intentional and structured approaches within the framework of education. Collaborative learning activities, group projects, role-playing scenarios, and reflection practices are among the strategies that can be used to enhance students' teamwork skills. In this article, we will examine the theoretical foundations of cooperation and teamwork, identify the key elements of effective teamwork skills, and explore the practical methodology for developing these skills in students. By exploring the benefits of collaborative learning and providing practical insights, this research aims to contribute to ongoing efforts to prepare students for the joint demands of 21st-century workforce and society.

Collaboration is an online meeting space where the stakeholders of a software development project can work together to discuss, document, and produce the results of the project, regardless of the time zone or region. The term was coined in 2002 by Grady Buch and Alan W. Brown[1:29].

Collaboration is understood as the act of working with one or more people with different skills to perform an activity, such as developing a common idea or completing a task, while completing a given project. Collaboration in the educational process is the joint activity of colleagues with different fields of experience who work together for a common goal to achieve a goal or produce results. Teamwork is a set of learned skills that can be used to improve efficiency, solve problems, develop healthy relationships, and create teamwork.

To develop teamwork skills, it is necessary to adhere to the following functions:

*self-awareness:

the ability to form a clear and accurate picture of who each participant in the team is, what they want, and what they need from others;

*purposeful:

remember the project's goal and its objectives; resource management: know how to keep information organized and exchange it; forgiveness: be willing to apologize for mistakes and forgive those who make mistakes;

* Collaborative tools: clear and timely communication using collaborative tools; problem-solving: being ready to find and discuss obstacles with open thinking;

*learning opportunities: creating team experiences to learn, stimulate growth and be creative; soft skills: developing thoughts and character, as this affects how projects are managed; *encouraging innovation: overcoming difficulties with encountering obstacles and a positive attitude; share success: expanding perceptions of success to include achieving the goals of a large group and team victories.

The problem of developing teamwork skills has been discussed on a global scale. In the studies of Mary Walton[5], Peter Scholters[5], John Katzenbach, and Douglas Smith[5], the concept of community is given a general interpretation. The effectiveness of teamwork was analyzed by W. Braddick[5], Jackson Grayson, and Carl O'Dell[6]. Teamwork is the qualities, abilities, and processes of joint activity with one or more people to achieve a common goal.

DISCUSSION

Teamwork is a set of learned skills that contribute to raising morale at the workplace, improving the level of establishing and maintaining relationships. Examples of teamwork skills: interpersonal skills: knowing how to interact with people and communicate; problem-solving: helping to mediate between members and fairly resolve human conflicts; communication: being open to constructive criticism and sharing thoughts with others; listening: feeling valued by teammates through active listening; enthusiasm: having a positive point of view and being happy to work together; time management: having time management skills; respect: eye contact and active listening; positivity: having positive feedback; reliability: completing tasks, paying attention to time standards.

CONCLUSION

In conclusion, the implementation of effective organization of students' activities in the team, working in a team through a collaborative approach, is the main factor in the successful assimilation of knowledge and skills. Typically, when adapting students to collective activities, it is advisable to approach them based on their objective capabilities and identify their individual capabilities with the activity requirements of the selected team members. Therefore, in the collective adaptation of students, it would be advisable to pay special attention to the theoretical justification of these aspects of the issue and the development of students' collective capabilities.

The research results show that the essence of cooperation in the educational process is not simply the joint activity of students, but the emergence of a synergistic intersubjective connection (teacher-student, student-student) in pursuit of a common intellectual and spiritual goal. Artistic and historical works, in particular, examples of national heritage such as the epic "Alpamysh," serve as an important didactic source in the formation of socio-psychological competencies in students. The development of collaborative skills through artistic and historical works in schools where education is conducted in the Karakalpak language is a strategic factor in improving

not only the indicators of academic performance of students, but also their social adaptation and communicative skills. This fully corresponds to the "person-centered" and "competency-based" approaches of the modern educational paradigm.

I present the following systematic proposals in the methodological and organizational direction for inclusion in the conclusion of our scientific work. These proposals not only strengthen the theoretical conclusions, but also serve to prove the implementation of our work into practice.

Development of a system of special assignments aimed at directing the individual abilities of students towards a collective goal in the teaching of historical and artistic works. Content: Create a set of cases that test the skills of "Mutual trust," "Share responsibility," and "Cooperative decision-making" for each work (for example, the works "Alpamysh," "Forty Girls," "Edige"). Result: Students develop a subjective approach to the lesson, and the learning material is connected to real-life situations.

Organizational proposal: Implementation of the "Digital Cooperation Environment" (V-Learning) platform. Creation of a model for the effective use of virtual partnership platforms for schools of Karakalpakstan with Karakalpak language of instruction. Content: creation of "Virtual Analysis Rooms" based on Karakalpak language fonts and national content on platforms such as Padlet, Google Jamboard. As a result, skills in remote collaboration and digital citizenship are developed.

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