

Contents of Collaborative Education for Students

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Abstract: This article provides students with information on collaborative learning - the philosophy of collaborative learning, and collaboration to help achieve the end result or goal.

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Collaborative learning is a philosophy of collaborative learning, and collaborative learning is a structure of interaction aimed at helping to achieve an end result or goal. Collaborative learning is not just a method to be applied, but a personal philosophy. In all cases where people come together in groups, collaboration offers a way to work with people who respect and emphasize the abilities and contributions of individual members of the group. There is a division of powers and responsibilities among team members for the effective functioning of groups. The key to collaborative learning is to reach consensus through collaboration between group members. Collaborative learning is an educational approach to teaching and learning in which groups of students solve a problem, complete a task, or create a product. involves working together. Collaborative learning is based on understanding learning as a natural social activity in which participants talk to each other and learning takes place through such conversations. There are a number of methods of collaborative teaching in pedagogy, but the main features of the collaborative teaching process are:

1. Learning is an active process in which students assimilate information and connect their knowledge with the knowledge they already have.
2. Learning requires the active participation of peers in solving potential problems in data processing and generalization, rather than mechanical memorization and repetition.
3. Students benefit from getting to know different people's perspectives.
4. Learning is improved in a social environment where students talk. During this intellectual gymnastics, students create the basis and meaning of thinking.
5. In a collaborative learning environment, students develop both socially and emotionally as they are forced to listen to different perspectives, express and defend their opinions.

At the same time, students begin to create their own unique conceptual framework, relying not only on experts or text frameworks. has the ability to challenge and actively participate in other concepts (Smith and McGregor, 1992). Students learn more effectively when they are actively involved in the learning process. Researchers note that students working in small groups, regardless of the topic, have more information about what is being taught and retain the knowledge gained longer than information provided in other learning formats. Students who work in collaborative groups also enjoy their classes.

Rules of group formation.

Groups can be formed in different ways. Sometimes teachers (and students) are simply asked to work with colleagues (friends), in other cases randomly selected groups are formed. Sometimes groups are formed based on the strengths of individuals. No matter how a group is formed, it is important to know that it takes time to adapt to any newly formed group of people and to adapt to each other's personalities, skills, and work styles. Successful teams learn to use these differences, recognize them early, and organize group activities accordingly. The formation phase is not limited to the start of group work. As team members become more aware of each other, the dynamics of group work will gradually change, and the group will need to respond to such changes by correcting work as needed.

Rules of work in groups.

Group activity involves solving more complex problems than problems that can be solved individually. Every team must follow a set of general rules that all its members need to know and understand. This is to ensure that each team member knows what is expected of him or her, how the work will be distributed and supported, and what results will be achieved.

The role of teachers.

Group work should be organized and supported by teachers, and time should be set aside for discussion after the assignment. Teachers should support the effective work of the groups and contribute to achieving positive results. The class work should include a discussion of what is to be achieved and what is planned to be learned, as well as how the whole class's learning is related to the group work assignments. Students should be reminded of the skills, strategies, and rules they should use during the discussion. The teacher's intervention should be sensitive and set an example for the practice recommended to students. In order for the groups to work together, the teacher may need more support in the early stages. At the end of the lesson, the teacher should encourage students to think about the process and outcomes of group work.

Outcomes of collaboration in groups.

Properly organized group work helps to develop social interactions between students, effective communication skills and problem solving. This ultimately encourages students to actively participate in their learning. Group work is effective when it encourages students to think and discuss information, to challenge and understand the opinions of others. What is effective group communication?

The most convenient aspect of working in groups is the ability to communicate, but it requires not only the ability to speak but also the ability to listen, so there are a few basic rules that students need to know:

- Speak in turn
- Active listening
- Ask questions and ask if you have any questions
- Make suggestions and ask if others have suggestions.
- Express your thoughts and opinions and be interested in the ideas and opinions of others. Discuss suggestions, ideas and opinions together.

- Help and ask for help
- Give an explanation and ask
- Explain and evaluate ideas
- Make group decisions and come to a consensus

- Conclude the discussion

- Give convincing evidence

Problem solving strategies

Effective time planning

- Discuss innovative approaches and ideas together
- Determine if any individual activity or reflection is needed before group work.
- Assign roles within the group (leader, secretary, correspondent, observer, etc.) or assign task parts to different group members.
- Reach an agreement while performing a task

In general, working in groups to solve an existing problem is a very effective way of learning. Students plan and organize tasks to be independent of adults, and collaborative activities are effective.

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