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Prospects for Improving Pedagogical Collaboration in the Primary Education System

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ABSTRACT

The methodological underpinnings of implementing cooperative learning technology in elementary school classrooms are examined in this article, along with the pedagogical-psychological and intellectual competencies expected of a teacher in the twenty-first century. Pedagogical cooperation is regarded in the current educational system as an essential component for efficiently setting up a student-centered learning process. One important factor is the primary school teachers' proficiency with cutting-edge technologies and interactive teaching strategies. Students' capacity for independent thought, creativity, and effective knowledge acquisition all increase in a cooperative learning setting. The article also highlights the necessity of improving systems for encouraging a cooperative environment between teachers and students in the primary schooling process.

Keywords: Approach; Competence; Education; Pedagogy; Psychology; Collaboration; Knowledge; Technology; Development; Management.

1. Introduction

A 21st-century teacher must possess deep knowledge in pedagogical-psychological and intellectual competence, as well as be aware of effective methods for enhancing creative activity related to innovative educational technologies, interactive teaching methods, and advanced effective techniques. Today, the modern education system in our country is being renewed, and new pedagogical and innovative technologies are rapidly developing. To educate individuals in line with the demands of the present era, enhance ideological and moral-ethical knowledge, strengthen our independence, and protect against foreign influences, every primary school teacher and subject teacher must be skilled, creative, and approach their profession with integrity. To achieve this, teachers must prepare thoroughly for each lesson and effectively and appropriately utilize modern pedagogical and information communication technologies in the teaching process. The activity of a primary school teacher involves teaching multiple subjects simultaneously. This work requires research, effort, and skill from the teacher. Each subject taught in primary school is connected to real life and helps students learn how to solve real-world problems [1].

Education is recognized as a key factor in ensuring sustainable development worldwide. In the international education concept set for 2030 by international organizations and most countries, the following have been identified as critical tasks: establishing a strong foundation of knowledge, developing creative and critical thinking, and enhancing learners' ability to collaborate and their interest in learning [2]. This, in turn, is expanding the opportunities for utilizing advanced teaching technologies from the early grades.

Currently, special attention is being given to research in the field of pedagogical collaboration on a global scale, with a focus on conducting scientific studies aimed at implementing goal-oriented collaborative activities while considering students' age and psychophysiological characteristics. Such an approach aligns with the requirements of learner-centered education strategies, emphasizing the introduction of effective forms and methods of teaching and upbringing that foster essential life skills in students from the early grades. It also highlights the need to

enhance the organization of the learning process based on teacher-student collaboration and improve mechanisms for establishing a cooperative learning environment in primary education.

1.1. Study Objectives

This study aims to:

- Examine the methodological foundations of cooperative learning in primary education.
- Identify key competencies required for 21st-century teachers.
- Explore strategies to foster teacher-student collaboration.
- Enhance the application of interactive and technological teaching methods.
- Develop effective pedagogical recommendations for improving collaborative learning environments in early education.

2. Methodology

In our country, the issue of pedagogical conditions for monitoring the quality of teaching in primary education, which is the main link of the general secondary education system, has been studied by R. Djuraev, Sh. Qurbonov, U. Inoyatov, and R. Ahlidinov. The modernization and integration of primary education content, as well as learner-centered approaches have been explored by B. Adizov, R. Nurjanova, G. Hasanova, and H. Nazarova. Certain approaches to pedagogical collaboration have been put forward within the framework of pedagogical synergetics theory by J. Yo'ldoshev, R. Safarova, Sh. Abdullaeva, B. Ma'murov, N. Dilova, and F. Muzaffarova.

In the Commonwealth of Independent States (CIS) countries, certain approaches to pedagogical collaboration have been reflected in the research of V. Arshinova, V. Budanova, V. Vinenko, V. Ignatova, S. Kurdyumova, N. Talanchuk, G. Haken, I. Prigogine, I. Stengers, G. Nicolis, A. Klimontovich, L. Gordin, A.A. Vorozhbitova, and V. Andreev. The issues related to the formation of pedagogical perspectives have been explored in the works of V. Ignatova, Ye. Knyazeva, S. Kurdyumova, G. Malineskiy, L. Makarova, Yu. Sharonin, S. Sheveleva, V. Matkin, and O. Fedorov.

The theory of cooperative learning has also been developed internationally by scholars such as Sh. Sharon, M. Montessori, R. Gagné, J. Briggs, L. Stross, R. Slavin, R. Johnson, D. Johnson, and Ye. Aronson.

The analysis reveals that although various approaches to pedagogical collaboration, the improvement of mechanisms for fostering a cooperative learning environment in primary education, and scientific research on enhancing students' creative potential in the learning process have been conducted, there remains a need to refine the methodology for utilizing cooperative teaching technology in primary school classrooms.

3. Discussion and Results

Pedagogical collaboration is one of the theoretical approaches that enables both educators and learners to independently organize their activities. This theory is associated with a new perspective on properly establishing the "teacher-student" relationship, or the "subject-subject" collaboration. Creating a friendly, cooperative learning

environment is crucial for implementing a learner-centered educational process. In this approach, students are not merely passive recipients of education but become equal and actively engaged participants in the teaching and learning process through collaboration.

In pedagogical collaboration, the teaching process is designed not only to foster independent knowledge acquisition, self-organization, and self-management skills but also to create an atmosphere of cooperation between teachers and students. This requires establishing a creative learning environment, structuring students' activities in an organized manner, and cultivating a friendly and supportive atmosphere within the student community. These aspects hold significant theoretical and practical importance in the educational process [3].

In the process of mutual collaboration and friendly relationships, the assessment given to students serves to identify and develop their abilities and potential. For teachers, it provides the opportunity to choose the most effective methods for teaching students. It also manifests as a factor influencing the intensity of communication and collaborative activities among students. Furthermore, it fosters students' interest and motivation toward the learning process, reflects the achievements gained through cooperative efforts, and provides necessary information to parents about their children's academic progress.

In the process of using cooperative learning as an educational technology, the teacher and the group of students engage in a "subject-subject" relationship. The development of strict requirements for collaboration ensures its effective implementation within the learning process. At the same time, working with this method requires the teacher to possess specific pedagogical and psychological skills, as well as a high level of dedication.

In the process of improving cooperative learning technology in primary education, the following tasks are essential for the teacher:

- the ability to analyze all stages of the cooperative learning process and its outcomes from a pedagogical perspective;
- ensuring that the goals, content, and pedagogical tools of the learning process clearly facilitate student collaboration;
- theoretical and didactic justification of new educational elements introduced into the curriculum, teaching methodology, and technologies;
- continuously refining and adjusting their pedagogical activities and actions based on the obtained results.

The improvement of cooperative learning technology in the primary education process is clearly reflected in the teacher's ability to lead a cooperation-based learning process. In this case, it is evident in their mastery of the criteria for organizing and managing cooperative learning, as well as their ability to apply a pedagogical model that ensures professional and personal development within the cooperative learning process.

The following pedagogical factors can be highlighted in creating a cooperative learning environment based on cooperative teaching technology in the primary education process:

- democratic relationships between teachers and students, availability of educational-methodological resources for subjects, and the material-technical support of the classroom;
- developing students' skills in making independent choices and defending their opinions;
- establishing a positive, collaborative atmosphere in the classroom and stabilizing relationships between students and teachers;
- the teacher's inclination toward empathy and their pedagogical activity [4].

Collaborative pedagogy is aimed at analyzing integrated didactic processes and systematically applying methods for organizing one's activities. In primary grades, the purpose and content of the collaborative environment between "teacher-student" and "students with students" are assessed as a didactic process aimed at shaping individual consciousness. The internal changes that occur within this process ensure the functioning of the structure of consciousness. In turn, this influences the quality of education and upbringing. The emergence of a new, stronger structure in the student's consciousness necessitates the assimilation of knowledge, information, and experiences.

In primary grades, the purpose and content of the collaborative teaching environment between "teacher-student" and "students with students" can be outlined as follows:

Purpose of Teaching: Ensuring that primary school students master the fundamentals of subjects, develop intellectually, motivationally, and emotionally.

Content of Teaching: A system of theoretical principles, conclusions, and generalizations related to academic subjects, along with corresponding student learning methods.

Cognitive Abilities of Students: The level of knowledge and skills of primary school students, development of thinking, imagination, other cognitive processes, and motivational-willpower and emotional activity domains.

Educational Activities of Teachers and Students: The forms, methods, methodological techniques, and tools used in the teaching process.

Learning Outcomes: Acquired knowledge based on educational objectives, students' beliefs and perspectives, learning-related skills, and the level of motivational-willpower and emotional development [5].

As mentioned above, while the teacher carries out educational and instructional tasks, their influence on students and the content of education they perceive and assimilate must have a certain intellectual character. The varying effectiveness of the teacher's influence on students is shaped by their individual characteristics and levels of knowledge.

4. Conclusion

Improving the methodology for using collaborative teaching technology in primary grades has general pedagogical, didactic, and psychological characteristics. By exploring these characteristics, it becomes possible to effectively organize the primary education process. In the implementation of a collaborative teaching-based

educational process, the teacher plays a leading role, and observations have shown the necessity of equipping teachers with pedagogical knowledge to prepare them for this process. To determine the pedagogical conditions for organizing a collaboration-based educational process, it is essential to collect, classify, and integrate existing approaches, concepts, perspectives, and theories in this field into teachers' activities. Consequently, the need to develop relevant scientific and methodological recommendations has become evident. Based on this, approaching the educational process and pedagogy through the lens of collaboration theory allows for evaluating it as a distinct form of education.

The teacher holds a central role in organizing the collaborative learning process. Therefore, it has been theoretically and practically justified that school pedagogical teams must carry out a scientifically grounded, systematic pedagogical effort to prepare each teacher for implementing collaborative learning. To equip teachers for organizing a collaboration-based educational process, school leadership and methodological councils are required to conduct seminars, training sessions, and conferences. These activities should aim to instill theoretical approaches, principles, and concepts related to pedagogical collaboration into teachers' understanding.

Future studies may explore the long-term effects of collaborative learning on students' academic performance and social skills, assess the role of digital platforms in enhancing pedagogical collaboration, and develop scalable models for professional development of primary school teachers. Comparative studies across different education systems may also offer valuable insights into best practices for fostering teacher-student cooperation.

Declarations

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Consent for publication

The author declares that he/she consented to the publication of this study.

Authors' contributions

Author's independent contribution.

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