

RESEARCH ON IMPROVING STUDENTS' COLLABORATIVE SKILLS BASED ON MULTI-VECTOR PSYCHOLOGICAL TRAINING APPROACHES

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Abstract. *This article is devoted to improving students' cooperation skills through psychological training and pedagogical methods. We believe that it is appropriate to use cooperative 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 cooperation skills, and consolidating their knowledge through psychological training. Through this study, we examined the most effective method of group and collective learning. We put forward the idea that this increases students' ability to remember the knowledge they have received, helps them think freely, reason, and make decisions. During this study, we conducted interviews with students through psychological training and listened to their opinions.*

Keywords: *Psychological training, pedagogical methods, psychological potential, pedagogical skills, modern education, collaboration skills, collaborative teaching, educational technology, didactic education, individual approach.*

KO'P VEKTORLI PSIXOLOGIK TRENING YONDASHUVLAR ASOSIDA TALABALARNING KOLLOBORATIV KO'NIKMALARINI OSHIRISH BO'YICHA TADQIQOTLAR

Annotatsiya. *Ushbu maqola psixologik trening va pedagogik usullar orqali talabalarning hamkorlik ko'nikmalarini oshirishga bag'ishlangan. Ta'limda ko'p vektorli yondashuvlarga asoslangan yangi tizim yaratishda hamkorlikda o'qitish usullaridan foydalanish maqsadga muvofiq, deb hisoblaymiz. O'quvchilarning dunyoqarashini shakllantirish, hamkorlik ko'nikmalarini oshirish, psixologik treninglar orqali bilimlarini mustahkamlash orqali ta'lim samaradorligini yanada oshiramiz. Ushbu tadqiqot orqali biz guruh va jamoaviy ta'limning eng samarali usulini ko'rib chiqdik. Bu o'quvchilarning olgan bilimlarini eslab qolish qobiliyatini*

oshiradi, erkin fikrlash, fikr yuritish, qaror qabul qilishga yordam beradi, degan fikrni ilgari surdik. Ushbu o'rganish davomida talabalar bilan psixologik treninglar orqali suhbatlar o'tkazdik va ularning fikrlarini tingladik.

Kalit so'zlar: *Psixologik tayyorgarlik, pedagogik usullar, psixologik salohiyat, pedagogik mahorat, zamonaviy ta'lim, hamkorlik ko'nikmalari, hamkorlikda o'qitish, ta'lim texnologiyasi, didaktik ta'lim, individual yondashuv.*

ИССЛЕДОВАНИЯ ПО СОВЕРШЕНСТВОВАНИЮ НАВЫКОВ СОТРУДНИЧЕСТВА СТУДЕНТОВ НА ОСНОВЕ ПОДХОДОВ МНОГОВЕКТОРНОГО ПСИХОЛОГИЧЕСКОГО ТРЕНИНГА

Аннотация. *Данная статья посвящена совершенствованию навыков сотрудничества студентов посредством психологического тренинга и педагогических методов. Мы считаем целесообразным использование кооперативных методов обучения при создании новой системы, основанной на многовекторных подходах в образовании. Мы повысим эффективность образования за счет формирования мировоззрения учащихся, улучшения их навыков сотрудничества, укрепления знаний посредством психологического тренинга. В ходе этого исследования мы рассмотрели наиболее эффективный метод группового и командного обучения. Мы выдвигаем мнение, что оно повышает способность учащихся запоминать полученные знания, помогает им свободно мыслить, мыслить и принимать решения. В ходе данного исследования мы провели интервью со студентами посредством психологического тренинга и выслушали их мнение.*

Ключевые слова: *Психологическая подготовка, педагогические методы, психологический потенциал, педагогическое мастерство, современное образование, навыки сотрудничества, кооперативное обучение, образовательная технология, дидактическое обучение, индивидуальный подход.*

Introduction

In collaborative learning, the implementation of activities that have a common social value and are important for the individual by a team of students ensures the establishment of mutual social relations, the elimination of conflicts between individual and collective relations. In the process of such activities, special phenomena occur in interpersonal relations that cannot be noted in other conditions, and a community is formed as a special sign of group development. That is, the community expresses the dependence of the individual on society. Through this psychological training, the individual achieves freedom. After all, the sufficient formation of the group and social

self during school is an important "source" for the social development of the student's personality. In our opinion, this process is determined by the manifestation of such qualities as group responsibility, community, group cohesion, interdependence, mutual sincerity, group organization, and mutual group awareness, which have a unique scope of possibilities. The main goal should be to determine the average general and comparative-typical indicators confirming how the criteria (group responsibility, community, group cohesion, group affiliation, mutual sincerity, group organization, mutual awareness) that are relevant to the formation of the student's personality and motivation for interpersonal activity within small groups, which play an important role in social psychology, are manifested in the practical activities of each student and most members of small groups in today's educational process, and to draw certain socio-psychological conclusions on this basis. The fundamental differences of the team as a highly developed group compared to all other groups based on the collaborative education program through the psychological preparation of the teacher and the methods of using pedagogical methods have been experimentally noted. The relationship between the effectiveness of activity in the team and the acceptable nature of mutual emotional psychological relations is positive, and in poorly developed groups it is negative. In poorly developed groups, an inverse relationship was found between the size of the group and the desire of its members to make the greatest contribution to the common cause; the motivation of the participants in the team for joint activity does not decrease as the group size increases. In a random group, the probability of providing assistance to a person in need decreases with the increase in the size of the group, while in a team such a pattern does not appear. In psychology, many methods are used to study the stratification (its internal structure) of a group. Of these, two of the main ones in terms of psychological potential and pedagogical skills are sociometry (sociometric survey) and referentometry. American psychologist, microsociologist J. Moreno proposed a method for determining the selection (choice, preferences) of individuals and a technique for recording emotional preferences to study interpersonal relations in groups. He called this sociometry. The sociometric method was proposed as a method for studying and measuring interpersonal relations in small groups. With the help of sociometry, it is possible to determine the quantitative degree of preference, indifference or dislike manifested by group members in the process of interpersonal joint action. Sociometry is widely used to determine the likes or dislikes of group members for each other. Group members themselves may not be able to understand such relationships and may not be aware of their existence or non-existence. The sociometric method is very fast, and its results can be processed mathematically and expressed in written form. American researcher Linda Jewell in her book "Industrial and Organizational

Psychology” (2001) describes her own unique approach to the issue of leadership, one of the most important social psychological phenomena. She interprets this problem precisely in our conditions, that is, she tries to reveal the features of the manifestation of leadership qualities in conditions where there are no open spaces for showing courage and courage. In her opinion, the efficiency of modern production occurs primarily due to increasing the role of employees and, conversely, reducing, or rather, reducing, that of leaders. Only then can the unnecessary links in leadership be reduced. The leader, that is, the Americans imagine the leader within the framework of the leader phenomenon, whose task is to determine the ways in which the group can effectively function. According to American researchers Mance and Sims, the best leader is a “superleader”. This is a person who can turn most of his employees into leaders, first of all, leaders for themselves. The main idea here is that if a person can first of all become a leader for himself, if he can transfer this skill or ability to others, then the time will come for this person when the team becomes a mechanism that works independently, does not need a person to direct it directly. This is superleadership. There are also opportunities to improve the leadership skills of students through collaborative learning. Thus, effective management of modern psychological trainings in Collaborative Education is, in fact, the most demonstrative form of implementing social influence. In this sense, leadership is defined as a set of qualities that are manifested in the influence that a person can exert first on himself, and then on others. Special attention to small groups and the process of separate psychological service in a special program for small groups leads to a somewhat higher level of group activity and group social identification in each student. For practicing psychologists working in educational institutions, it is recommended to conduct interviews, written work on the topic “Me and my group” and conduct content analysis based on their primary results, use the methods of D. Moreno's “Sociometry” and P.C. Nemov's “Determination of socio-psychological relief indicators”. These methods help identify the mechanisms of group activity in the student, and individual and group correction work in the process of psychological service becomes more effective. Collaborative educational and research institutions pay special attention to the issues of personal activity and social development, the development of group work skills, the improvement of psychological service concepts, and the scientific analysis of humanistic and identification processes. In this regard, there is a growing need to develop the dynamics of group relations and motivation for group activity of students by organizing the psychological service process on the basis of special programs, to improve psychological activity at a professional level, and to study the socio-psychological mechanisms of psychological service that affect the formation of the personality. It is recognized that the following

methods can be used in conducting pedagogical practice: exercises, conversations, demonstration and explanation of work methods and processes, practical laboratory work, performance of production description tasks, production description games, use of written instructional documents, demonstration through instructional tools, independent work with literature and documents. Engaging in self-development management activities during pedagogical practice provides students with opportunities to collaborate with future colleagues, share experiences, and create professional networks. These interactions develop a supportive professional community in which students can exchange ideas, gain new perspectives, and learn from each other's experiences. Collaborative learning and networking contribute to professional growth and open doors to future collaboration and career opportunities. Overall, the personal and professional development of prospective educators is essential to enhance teaching effectiveness, adapt to changes in education, promote personal growth and well-being, serve as a positive role model, and foster collaboration and communication within the profession. Ultimately, this benefits educators and students, leading to improved learning experiences and outcomes. Today, modern concepts are being developed in higher and professional education aimed at the application of new collaborative learning methods, the use of modern methods of new psychological training, the use of person-oriented logical models, and a radical reform. One of the main priorities is to educate students as well-developed individuals in higher and professional education, to provide them with spiritual nourishment in the spirit of the present, and to form them so that they can think independently and logically. "The priority is to qualitatively update the content of the continuing education system, improve teaching methods, develop assessment criteria provided for in the National Curriculum, and train creative specialists so that students can acquire knowledge that is important for social life experiences and various fields of science. The use of logical models is very important in organizing the higher education process. The basic didactic principles of using logical models, or integrative teaching methods, are methods used to help students learn and understand logical models. These principles help students learn logical models and apply them in practical life.

Conclusion

In conclusion, it can be said that by improving the collaborative skills of students through psychological training and using psychological training based on multi-vector approaches in education through pedagogical skills, it is possible to show good results in the education system. This requires pedagogical skills and psychological potential from teachers. If the teacher can

choose the right methods and increase students' interest in science, the collaborative skills of students will also increase.

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