

THE IMPORTANCE OF PSYCHOLOGICAL TRAINING AND PEDAGOGICAL METHODS BASED ON MULTI-VECTOR APPROACHES IN EDUCATION IN IMPROVING STUDENTS' COLLABORATIVE SKILLS

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Abstract. This article presents information on the use of modern methods for improving students' collaborative skills through psychological training and pedagogical methods based on multiple vectors in higher education. Through the stages of creating modern educational institutions, we can achieve an effective educational program by combining innovative ideas of education with modern psychological training. By improving students' collaborative skills, we can form a worldview, educate them as a spiritually enlightened young generation, increase their ability to express their opinions independently, improve their free decision-making skills, and create conditions for them to be perfect people. Information on the use of pedagogical methods and psychological training as modern stages of collaborative education was presented.

Keywords: Collaborative learning, pedagogical skills, psychological training, education, upbringing, pedagogical methods, psychological theory.

TA'LIMDA KO'P VEKTORLI YONDASHUVLARGA ASOSLANGAN PSIXOLOGIK TRENING VA PEDAGOGIK METODLARNING TALABALAR KOLLOBORATIV KO'NIKMALARINI OSHIRISHDAGI AHAMIYATI

Annotatsiya. Ushbu maqola oliy ta'limda ko'p vektorlarga asoslangan holda psixologik treninglar va pedagogik metodlar orqali talabalarning kolloborativ ko'nikmalarini oshirish bo'yicha zamonaviy metodlarni qo'llash bo'yicha ma'lumotlar keltirilgan. Zamonaviy ta'lim institutlarini yaratish bosqichlari orqali ta'limning innovatsion g'oyalar, zamonaviy psixologik treninglar orqali uyg'unlashishi orqali samarali ta'lim dasturiga erishishimiz mumkin.

Talabalarning kolloborativ ko'nikmalarini oshirish orqali, dunyoqarashini shakllantirish, ma'naviyatli-ma'rifatli yosh avlod sifatida tarbiyalashimiz, mustaqil fikr bildirish qobiliyatlarini oshirishimiz, erkin qaror qabul qilish ko'nikmalarini oshirishimiz va komil insonlar qilib tarbiyalashimizga sharoitlar yaratadi desak yanglishmaymiz. Kolloborativ ta'limning zamonaviy bosqichlari sifatida pedagogik metodlarni va psixologik treninglarni qo'llash bo'yicha ma'lumotlar keltirib o'tildi.

Kalit so'zlar: Kolloborativ ta'lim, pedagogik mahorat, psixologik treninglar, ta'lim, tarbiya, pedagogik metodlar, psixologik nazariya.

ЗНАЧЕНИЕ ПСИХОЛОГО-ТРЕНИНГОВЫХ И ПЕДАГОГИЧЕСКИХ МЕТОДОВ, ОСНОВАННЫХ НА МНОГОВЕКТОРНЫХ ПОДХОДАХ В ОБРАЗОВАНИИ, В СОВЕРШЕНСТВОВАНИИ НАВЫКОВ СОТРУДНИЧЕСТВА УЧАЩИХСЯ

Аннотация. В данной статье представлена информация об использовании современных методов совершенствования навыков сотрудничества студентов посредством психологической подготовки и педагогических методов, основанных на многовекторности в высшем образовании. Через этапы создания современных образовательных учреждений мы можем добиться эффективной образовательной программы, сочетая образование с инновационными идеями и современной психологической подготовкой. Не будет ошибкой сказать, что, совершенствуя навыки сотрудничества учащихся, мы создаем условия для формирования мировоззрения, воспитания их как духовного и просвещенного молодого поколения, повышения их способности выражать независимое мнение, повышения их навыков свободного принятия решений, воспитания их как совершенных людей. Была представлена информация об использовании педагогических методов и психологической подготовки как современных этапов совместного обучения.

Ключевые слова: Совместное обучение, педагогическое мастерство, психологическая подготовка, образование, обучение, педагогические методы, психологическая теория.

INTRODUCTION

The implementation of the multi-vector approach in Karakalpakstan yielded notable improvements in the development of students' collaborative skills. The findings were based on data collected through pre-and post-tests, classroom observations, teacher interviews, and student surveys. The quantitative analysis revealed a significant improvement in the experimental group's collaborative skills compared to the control group. Before the intervention, both groups demonstrated similar levels of teamwork, communication, and problem-solving abilities. However, after one academic year of applying the multi-vector approach, the experimental group showed a 30% higher score in collaboration-related tasks.

This improvement was particularly noticeable in areas such as joint decision-making and peer-to-peer communication. Observations in the experimental group's classrooms showed a marked increase in student interaction during group tasks. Students from Karakalpakstan, who often value strong community ties, appeared to engage deeply with teamwork-oriented activities.

The cooperative learning environment encouraged them to take leadership roles within their groups, share ideas openly, and rely on one another for problem-solving. This was especially evident in interdisciplinary tasks where students connected different subjects to address local issues, such as environmental challenges related to the Aral Sea.

Interviews with teachers provided qualitative insights into the effectiveness of the multi-vector approach. Most educators agreed that the approach was well-suited to the students of Karakalpakstan. They highlighted the importance of adapting the collaborative tasks to include local cultural elements, which fostered a sense of ownership and relevance among the students.

Teachers also noted an increase in student motivation, as they felt more engaged in lessons that involved practical, community-based challenges. However, teachers did identify some challenges. In rural areas, where resources and technology are limited, group projects were sometimes difficult to execute. Despite these challenges, teachers overwhelmingly supported the multi-vector approach and saw its potential for long-term impact on students' learning outcomes.

Surveys conducted among students revealed that the majority of them enjoyed working in groups and felt more confident in their ability to collaborate effectively. The students in the experimental group reported a stronger sense of teamwork, citing that they learned not only to express their ideas but also to listen and value their peers' contributions. Interestingly, students also mentioned that collaborative tasks helped them feel more connected to their culture and local environment, particularly when projects addressed regional issues like water conservation and sustainable agriculture. The results suggest that the multi-vector approach, when adapted to the cultural and educational context of Karakalpakstan, can significantly improve students' collaborative skills. It offers a framework that aligns with the region's community-based values, while also preparing students for the increasingly globalized and complex professional environments they will face. While challenges related to resource limitations remain, the positive outcomes indicate that with the right support, this approach can be a valuable tool for enhancing education in the region.

DISCUSSION

The findings of this study underscore the effectiveness of the multi-vector approach in enhancing students' collaborative skills in Karakalpakstan. The results highlight several key points that are pertinent to the region's educational landscape.

1. Relevance of the Multi-Vector Approach

The significant improvement in collaborative skills observed in the experimental group supports the notion that the multi-vector approach is well-suited for the educational context of Karakalpakstan.

The approach's emphasis on diverse pedagogical methods and interdisciplinary tasks aligns well with the region's educational needs, fostering a more holistic learning experience. By integrating local cultural and environmental issues into collaborative projects, the approach not only enhances academic skills but also builds a stronger connection between students and their community.

2. Cultural and Community Integration

The positive response from both students and teachers indicates that incorporating local cultural elements into collaborative tasks was particularly effective. In Karakalpakstan, where community and cultural values play a significant role, this aspect of the multi-vector approach helped students relate more personally to their learning experiences. Projects addressing local issues such as the Aral Sea crisis provided practical and meaningful contexts for students to apply their collaborative skills, enhancing their engagement and motivation.

3. Challenges and Limitations

Despite the overall success, the study identified several challenges. The limited resources and technology available in rural areas of Karakalpakstan posed difficulties in executing group projects. Teachers noted that while the multi-vector approach was beneficial, its effectiveness was sometimes constrained by logistical issues. Addressing these challenges will be crucial for future implementations. Potential solutions could include providing additional resources or adapting project designs to better fit the available infrastructure.

4. Implications for Educational Practice

The study's findings have several implications for educational practice in Karakalpakstan.

Firstly, the success of the multi-vector approach suggests that educational strategies should continue to be adapted to the local context, incorporating regional issues and cultural values. Schools may benefit from further professional development for teachers, focusing on how to effectively implement and manage collaborative learning activities in diverse settings.

Additionally, the study highlights the importance of ongoing support for educational innovations. To maximize the benefits of the multi-vector approach, schools and policymakers should consider investing in resources and training that support collaborative learning.

5. Future Research Directions

Future research could explore the long-term impacts of the multi-vector approach on students' academic and professional outcomes. It would be valuable to investigate how these collaborative skills translate into real-world applications and whether they influence students' career choices and success. Further studies could also examine the scalability of the approach in other regions with similar educational and cultural contexts.

In conclusion, the multi-vector approach has proven to be a valuable tool for developing collaborative skills among students in Karakalpakstan. By adapting this approach to fit the local context, educators can enhance the effectiveness of collaborative learning and better prepare students for the challenges of the modern world. To build on these findings, the following recommendations are proposed:

- **Enhanced Training:** Provide professional development for educators to better implement the multi-vector approach and address challenges in resource-limited settings.
- **Resource Allocation:** Invest in educational resources and technologies that support collaborative learning, especially in rural areas.
- **Community Involvement:** Engage local communities in educational projects to ensure that collaborative tasks are relevant and beneficial to students' cultural and environmental contexts.

Further research is needed to explore the long-term effects of the multi-vector approach on students' academic and career outcomes. Additionally, examining the adaptability of this approach in other regions with similar educational and cultural characteristics could provide valuable insights for broader application. Karakalpakstan's educational institutions can lead to more effective development of collaborative skills. Schools are encouraged to continue integrating local cultural and environmental elements into their curricula to enhance student engagement and relevance. Additionally, addressing logistical challenges, such as limited resources, will be crucial for the successful implementation of collaborative learning activities.

CONCLUSIONS

In conclusion, the study supports the multi-vector approach as a promising strategy for enhancing collaborative skills among students in Karakalpakstan. By continuing to adapt and refine this approach, educators can significantly improve student outcomes and better prepare them for the complexities of the modern world. The implementation of the multi-vector approach in Karakalpakstan has demonstrated substantial benefits in developing students' collaborative skills. The study highlights how this pedagogical framework effectively enhances teamwork, communication, and problem-solving abilities by integrating local cultural and environmental contexts into educational practices. The research found that the multi-vector approach significantly improved collaborative skills among students in the experimental group. This approach not only aligned with the educational needs of Karakalpakstan but also leveraged local issues, such as the Aral Sea crisis, to provide meaningful, real-world contexts for collaborative learning.

The increased student engagement and positive feedback from both students and teachers underscore the effectiveness of this method in fostering a deeper connection between educational content and local relevance. The positive outcomes of this study suggest that adopting the multi-vector approach in

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