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ODIDACTIC POSSIBILITIES OF DEVELOPING STUDENTS' TEAMWORK SKILLS BASED ON COLLABORATIVE TECHNOLOGIES

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Annotation

This article will talk about the description of collaborative technologies based on the development of teamwork skills of Primary School students, as well as about the didactic possibilities of developing students' teamwork skills based on collaborative technologies.

Keywords: Teamwork skills, collaborative technologies, “questions in the box”, “we study with my friend”, “let's make a story”, “Task chain”, “sequence method”, “choose a hero and protect” technologies

INTRODUCTION

The modern educational process includes humanistic, active, interactive and competency-oriented approaches, in which the formation of students' teamwork skills takes a central place. The global labor market and rapid changes in society require a person not only to possess knowledge, but also to be able to apply it in a team, solve problems together, share responsibilities and engage in constructive dialogue.

Teamwork skills are the ability of a student to effectively communicate with other people, distribute roles, make decisions, perform tasks together and resolve disagreements.

Modern educational technologies, in particular collaborative technologies, support team learning and help strengthen socio-emotional ties between students. Such an approach ensures not only the acquisition of knowledge, but also the formation of skills and values.

Collaborative technologies are a set of methods and tools that organize the collaborative learning of students in the educational process, aimed at their joint thinking, completing tasks, solving problems, and mutual learning. These



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technologies encourage active communication, exchange of ideas, respect for opinions, shared responsibility, and a creative approach among students.

LITERATURE REVIEW

Collaboration is an online meeting space where stakeholders of a software development project can work together to discuss, document, and produce project results, regardless of time zone or region. This term was introduced in 2002 by Grady Buch and Alan W. Brown.

The idea of collaboration, that is, collaborative learning, was developed by scientists from different countries, including in America by Professor R. Slavin of Johns Hopkins University, Professor R. Johnson, Professor D. Johnson of the University of Minnesota, Professor Sh. Sharon of the University of California. In the 70s of the last century, J. Dewey put forward the idea of predicting the results in collaborative learning, organizing practical activities. The idea of cooperative learning appeared in didactics in the 1970s and began to be widely used in educational institutions in the UK, Canada, Germany, Australia, the Netherlands, Japan, and Israel.

Uzbek scientists such as N. Azizkhodjaeva, J. Yuldashev, R. Safarova, B. Khodjaev, Sh. Abdullaeva, and N. Dilova have highlighted the methodology of teaching in a team and strategies for developing cooperative skills based on friendly relations.

RESEARCH METHODOLOGY

In the study, we used observation, direct interviews, questionnaires, and pedagogical experiments.

ANALYSIS AND RESULTS

Collaboration (from Latin *collaborare* - “to work together”) means working together, complementing each other and moving towards a goal. Based on this, collaborative technologies are: “A form of education in which the teacher and students, and students, work together in the educational process and acquire knowledge.”

The following collaborative technologies were selected to develop teamwork skills in primary school students:



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1. Questions in a box. The teacher writes questions on various topics on cards in advance and places them in a box. Students select a card from the box and discuss and answer them together in a group. Purpose: To develop the skills of exchanging ideas, listening and discussing in a group.

Example: The topic of the lesson is the fairy tale “Zumrad and Qimmat”. Each group draws a question card from the box:

“Why did Zumrad receive a prize?”

“What lesson did you learn from the fairy tale?”

They exchange ideas in groups, write a written response, and then make a presentation.

2. We read with my friend. Students take turns reading a book or text in pairs and explain to each other the parts they do not understand. Purpose: To develop mutual assistance, literacy, and listening comprehension skills.

Example: Text - “The beauty of Uzbekistan’s nature.” "Uzbekistan is famous for its beautiful nature, sunny skies, and clean air. Each season brings its own unique color. In spring, greenery awakens, and the fields are filled with flowers. In summer, the mountains provide cool air and the rivers provide coolness. Cattle herders graze cattle in pastures, and farmers grow melons. When autumn comes, fruits ripen in the gardens: grapes, peaches, apples, and pomegranates. And in winter, the mountains and fields are covered with white snow. Birds fly south, and people put on warm clothes and rest at home. We must love the nature of our country and protect it. Because this beauty is the greatest gift of nature to us."

I. Questions and answers (Oral or written).

- 1) What natural resources does Uzbekistan have?
- 2) What changes occur in nature in spring?
- 3) Who works in the pasture?
- 4) How do people dress in winter?
- 5) Why should we protect nature?

II. Test tasks (mark the correct/answer).

1. What happens in spring?
 - a) It snows



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- b) Birds fly away
- c) Greenery awakens √

2. What ripens in the gardens in autumn?

- a) Vegetables
- b) Fruits √
- c) Snow

3. How do people dress in winter?

- a) Wear light clothes
- b) Wear warm clothes √
- c) Nothing is worn

III. Illustrated task (drawing and explanation).

Task: Draw a natural landscape of one of the seasons of Uzbekistan and explain it orally or in writing.

For example: Spring - blooming fields and green grass.

Sample student writing: “I drew spring, there are flowers and birds, they are walking.”

IV. Continue the story (Creative task). Text continuation question:

“In winter, people wear warm clothes and rest at home. One day, a boy looked out the window and...”

Sample student writing:

“...saw a snowstorm. He went out with his friends to make a snowman under the snowstorm.”

“...a bird was shivering from the cold on a tree. The boy put a piece of bread for it.”

“...waiting for spring to come, he drew a spring picture in his notebook.”

3. We compose a story in groups. Each student in the group thinks up or writes the next part of the story. Each participant continues the previous one. Purpose: To teach creative thinking, creating and sharing a story together.

Example: Topic – “New Year’s Tale”

Each student writes one sentence: Student 1 – the beginning, Student 2 – the development, Student 3 – the ending.

At the end, the group comes together and presents the story.



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New Year's Tale – Sample Group Story.

Student 1 (beginning): One day, the children in the village were getting ready for the holiday. Everyone was looking forward to the New Year.

Student 2 (development): One of them – Donyor – was decorating gift boxes. At that moment, a sound came from under the tree.

Student 3 (continuation): When he ran over and looked, he saw a little puppy shivering in the cold. Daniel picked him up and brought him into the classroom.

Student 4 (final): All the children made a warm place for the puppy, celebrated the holiday together. From that day on, the puppy became their friend.

To develop students' teamwork skills based on technology:

- creative thinking, each student thinks up, creates and writes a story;
- teamwork, each sentence is connected with the previous one, which teaches the sequence of thoughts.
- speaking and writing skills, students try to logically combine sentences.
- team atmosphere, at the end they all read or stage the story together.

4. Task chain. One task is performed step by step by successive group members. Each student performs only the part assigned to him and passes it on to the next. Purpose: To form a sense of role and responsibility, work with sequence and accuracy.

- Example: Topic – “Finding the main idea from the text”
- Student 1 – writes a short story from the text
- Student 2 – chooses the main character
- Student 3 – writes a conclusion
- They pass the notebook with a chain to each other.
- Text: “A kind boy”. It was spring. While it was raining, Kamron saw a needy old man on the road. The old man’s clothes were wet, and he had difficulty walking. Kamron held his umbrella for the old man and helped him. Although he was late for school, the teacher thanked him. Kamron returned home with pride for his work.
- Assignment chain:



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- Student 1 – writes a short story: “Kamron helped an old man on his way to school because he was stuck in the rain.”
- Student 2 – identifies the main character: “Kamron is the main character. He is a kind and good boy.”
- Student 3 – concludes: “If we are kind, people will be grateful to us. Kindness is always appreciated.”
- How to organize the process:
 - 1. The teacher reads the text to the class or the students read it independently.
 - 2. Each group is given a chain notebook or worksheet.
 - 3. Each student performs only his task, and then passes the notebook to the next member.
 - 4. At the end, the group reads the story in general or presents it to the class.
- Didactic possibilities of the method:
 - students learn to approach the task responsibly;
 - each tries to express a clear opinion based on the available text;
 - sequence and correct logical consistency are strengthened;
 - initiative, alertness, and cooperation are developed in the work process.

5. Sequence method. The group is given mixed images and sentences related to a fairy tale or event. Students arrange them in the correct order. Purpose: Develops the skills of logical thinking, analyzing the event, and making decisions in a group.

- Topic: The fairy tale "Bogirsok".
- Technology stages:
 - 1. Preparation: The teacher mixes the main events of the fairy tale "Bogirsok" in the form of separate cards and distributes them to the groups.
 - 2. Group task: Students discuss the cards in the group and arrange the events in the fairy tale in the correct order.
- Sample card texts:
 - 6. Bogirsok is baked in the oven.
 - 3. Bogirsok jumps out the window.



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- 1. He meets a bear.
- 2. Then he collides with a wolf.
- 5. The fox deceives the fox.
- 7. The fox listens to it and approaches its mouth.
- 4. The fox eats the dog.
- Ordered answer:
 - 6 → 3 → 1 → 2 → 5 → 7 → 4
- Didactic possibilities of technology:
 - logical thinking, students understand the connection between events;
 - analytical thinking, they can see the impact of each event on other events;
 - decision-making in a group, discussion is held when placing cards, debate and agreement occur;

6. Choose a hero and defend him. Each group chooses their favorite hero from a story or fairy tale. Then, they justify why they chose this hero. Purpose: To teach critical and reasoned thinking, to participate in discussions.

- Topic: The fairy tale “Zumrad and Qimmat”.
- Stages of using technology:
 - 1. Preparation:
 - The teacher reads the fairy tale “Zumrad and Qimmat” together or briefly reminds them.
 - The class is divided into 2 groups:
 - a-group: Zumrad supporters
 - b-group: Qimmat supporters
 - 2. Tasks of the groups: Each group prepares arguments to defend its chosen hero. Then they take turns coming out and expressing their opinions.
 - Group presentations:
 - Zumrad supporters:
 - “We chose Zumrad because he was patient, well-intentioned and kind.”
 - “He helped the old woman, was polite and received an award.”



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- “Children like Zumrad make a lot of friends.”
- Supporters of Qimmat:
- “We chose Qimmat because sometimes you can learn something from people like him.”
- “He learned a lesson and realized his mistakes.”
- “Everyone can change, and Qimmat can be better.”
- Didactic possibilities of technology:
- to develop critical and well-founded opinions in students;
- to express personal opinions;
- to form a culture of debate;
- to develop empathy and understanding of other points of view.

The modern education system today aims not only to provide students with knowledge, but also to educate them as independent thinkers, socially active, able to freely express their opinions and work in a team. This requires a new approach to pedagogical activity, based on modern technologies. In this regard, collaborative technologies are one of the most effective methods for developing teamwork skills in primary school students.

CONCLUSIONS

The use of collaborative technologies in working with primary school students is of great importance not only for strengthening their educational knowledge, but also for developing the most important personal and social skills, such as teamwork, communication, expression of opinions, and problem solving. Therefore, the widespread implementation of these technologies in practice, the development of appropriate methodological materials, assessment tools, and lesson plans remain an urgent task. With the help of collaborative technologies, there is an opportunity not only to educate the growing generation, but also to prepare it for society.



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