



MICROGROUPS ON TECHNOLOGY COOPERATION AS AN ALTERNATIVE TO TRADITIONAL TRAINING

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Tayanch so'zlar: hamkorlikda ta'lim, individual ta'lim, kichik guruhlar, ta'lim samaradorligi, psixologik moslik, ziddiyatli vaziyat, o'zaro bog'liqlik.

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What do our graduates need today in order to feel comfortable in the new socio-economic conditions? What role should a school and university play and what should they be like in the 21st century in order to prepare a person for a full life and work?

Let's start by defining the concept of "small group" (or microgroup). By small group we mean a small group whose members are in direct interaction with each other. This format leads to the emergence of emotional connections and the formation of interpersonal values and norms. As practice shows, working in small groups clearly proves its advantages. Indeed, it contains enormous potential not only for the development of communication competencies, but also for the development of creativity and critical thinking. We should not forget that working in small groups contributes to the acquisition of teamwork skills, which is of great importance for future professional life.

We emphasize that in the educational process the quantitative and qualitative composition of a small group is 4-5 people (it is believed that this is the optimal option).

As is known, cooperative learning, learning in small groups, has been used in pedagogy for a long time. The very idea of collaborative learning arose in the 20s



of the twentieth century. However, the development of technology for collaborative learning in small groups began only in the 1970s. The idea of collaborative learning has since been developed by many educators in many countries. Why? The fact is that, as the authors of the textbook rightly note, ed. E. Polat, “the idea of learning in collaboration is extremely humane in its very essence” [2, 26].

The main idea of collaborative learning is to learn together, not just do something together! R. Johnson and D. Johnson note the following features of working in small groups using collaborative technology compared to other forms of group work:

- Interdependence of group members;
- Everyone is responsible for their own successes and the successes of their partners;
- Socialization of students’ activities in groups;
- Overall assessment of the group’s work [3, 45]

There is still ongoing debate about what is preferable: individual learning (one teacher teaches one student) or collaborative learning (in small groups). We are convinced that small group learning has its undoubted advantages, especially in a “students teaching each other” situation.

Collaborative learning, of course, does not simply involve assigning students to groups. It is inherently a more complex form than individual learning, because the student has to simultaneously assimilate new information and learn to work in a team. Collaborative learning allows achieving better results only when students master the skills of social behavior (the ability to be a leader, make decisions, resolve conflicts, etc.) and they have serious reasons for using them.

When dividing into subgroups, we recommend taking into account the following points:

- psychological compatibility (this will not be difficult if the class or group as a whole is familiar to you);
- presence of a leader;
- level of knowledge (in each small group there is approximately an equal number of “strong” and “weak” team members).

Depending on the specific situation, collaborative learning takes different forms. In other cases, it is more advisable to use the so-called. informal groups, in others - formal and, finally, basic groups. And if the choice of the form of learning in cooperation depends on the specific situation, then almost always preparation for classes based on learning in cooperation begins with planning and providing them with everything necessary.

Informal groups are created for very specific work. The “lifespan” of this type of group is 10-15 minutes. In principle, they are needed in order to attract students’



attention to the material and create an atmosphere in the classroom that is conducive to its assimilation. It seems that such an organization of the educational process is preferable to passively listening to the teacher's explanation, because it involves students in thematic discussions before the start of the

Formal groups work until they are satisfied that all group members have successfully completed the assigned task. "Lifespan" - 1 lesson (if the assignment is on a specific topic) or 2 lessons (if the assignment is on an entire section of the discipline).

Basic groups are created for a longer period (from 1 to 3 months). Such groups involve long-term, stable relationships between students, making it possible to ensure that mastering the curriculum does not cause difficulties for anyone in the core group. "Life expectancy" - from one month to a year.

Often core groups play the role of teaching assistant, ensuring better attendance, deeper learning and a sense of responsibility.

When creating certain groups, it is important to first stipulate some "social agreements": everyone participates, no one dominates, speak to the point, listen carefully, support each other, etc.

Conditionally, you can assign certain roles to students in groups:

- a) Idea generator – puts forward ideas for solving problems;
- b) Analyst – monitors these ideas, choosing the optimal ones;
- c) Timekeeper – keeps track of time, reminding of deadlines;
- d) Scout - tries to "borrow" ideas from other groups;
- e) Reporter – represents the work of the group.

If everyone in the group goes through these roles, they will gradually gain practical experience and skills as a good group member. Using work in small groups using collaborative technology, we increase the effectiveness of learning (increased academic performance), develop creative and critical thinking, and contribute to the acquisition of much-needed social skills (the ability to work in a team, make decisions, be a leader, etc.). In cooperative learning, students are asked to take responsibility for the learning of group members, but they must be accountable for their own learning. They are encouraged to help each other study the material, but each is tested individually.

Without a doubt, group work enhances the factor of motivation and mutual intellectual activity, increases the efficiency of students' cognitive activity due to mutual control and self-control. In this article we share our experience of implementing a learning portfolio. When completing the portfolio, we used the well-known three levels of students' independent activity:

- 1) reproductive (training);
- 2) reconstructive;



3) creative, exploratory.

We believe that for the organization and successful functioning of independent work of students, it is necessary, firstly, an integrated approach to the organization of such activities in all forms of classroom work, secondly, a combination of all levels (types) of independent work, thirdly, ensuring control over quality of implementation (requirements, consultations) and, finally, forms of control.

This type of organization of independent work comes down to proving progress in learning based on results and effort. It should be taken into account that the philosophy of the educational portfolio comes down to shifting the emphasis from what the student does not know and cannot do, to what he knows and can do on a given topic or subject. Much attention was paid to the integration of quantitative and qualitative assessments, shifting the emphasis from assessment to self-esteem.

What is included in a learning portfolio? There is no specific list of items and number of items that must be included in the portfolio. It depends on the teacher, the group of teachers who implement the educational portfolio into the learning process.

For a number of years, we have been introducing an educational portfolio in the 3rd year of the Faculty of Russian Language and Literature. In particular, on the topic “Creativity of M. Bulgakov” the following types of work were proposed:

1. Test No. 1 (based on the stories “Fatal Eggs” and “Heart of a Dog”)
2. Test No. 2 (based on the novel “The Master and Margarita”)
3. “Cubes” (image of the Master)
4. Creating a cluster (the novel “The Master and Margarita”)
5. “Confused logical chains” (compose a story based on basic concepts: museum employee, 100 thousand rubles, basement on Arbat, love, creativity, arrest)
6. Series of syncwines (Yeshua, Master, Pontius Pilate, Margarita)
7. Reasoned essay on the topic: “He did not deserve light, he deserved peace.” Why?

Of course, when launching the portfolio, the deadlines for completing certain works and the corresponding points were agreed upon with the students. When discussing the assessment criteria, it was emphasized that the performance of creative tasks is highly valued.

The results of the portfolio review showed the following:

- students read selected works by M. Bulgakov (answers to tests No. 1, 2 require knowledge of the texts of literary works);
- written types of work indicate the independent thinking of students (remember, all types of work were performed independently and outside of class time);

- the qualitative indicator of students’ knowledge has noticeably increased (in 2023, in the history of Russian literature of the twentieth century, in one of the groups of 22 students, 16 people passed “excellent” and “good”;
- it turned out to be justified to compile an educational portfolio only for one section (3-4 topics);
- it is necessary to strictly adhere to the deadlines for completing the types of work specified in the list, systematically reminding students of this.

We are convinced that independent work of students, being the basis of the educational process, should focus on active methods of acquiring knowledge and contribute to the development of students’ creative abilities. And we don’t just mean a mechanical increase in the number of hours. We are talking about a fundamental revision of the organization of the educational process at a university, providing for the formation in students of the ability for self-development, creative application of acquired knowledge and adaptation to professional activities in the modern world.

And now about the “cons” that arise when used when working in small groups using collaboration technology. However, here, I think, it is more appropriate to talk about difficulties than about shortcomings. Let’s start with the fact that group work is generally not an ideal form of organizing the educational process. Sometimes difficulties arise when forming small groups (due to the fact that there are many students in a class or academic group with different levels of preparedness). Further. Small groups have been formed, but students are not always able to independently understand complex educational material; as a result, the weak ones master the material, and the strong ones need more difficult, original tasks.

Thus, teachers who decide to use small groups should be prepared for the following:

- organizational difficulties will arise;
- unsuitable classroom or auditorium (small room, no possibility to move chairs);
- unusually high noise level (interferes with classes in neighboring classes or auditoriums);
- students are not accustomed to interact with each other when performing a task, if they are accustomed to working under the guidance of a teacher;
- some students complete tasks earlier than others and begin to interfere with others;
- be prepared for the fact that individual students may behave passively (or too defiantly, even aggressively);

Let us remind you that group work is most applicable when conducting seminars, practical and laboratory work. In the course of such work, collective discussions of the results are used as much as possible. And all this is accompanied by intensive



independent work. It is important to remember that attention “to the internal dramas playing out in a person’s mental world” [1, 4]

Organization of work in small groups assumes that all group members actively participate in the work, and the weak do not hide behind the backs of the stronger, and the strong, in turn, do not suppress the initiative of the weaker and their independence. Properly organized group work is a type of collective activity; it can proceed successfully with a clear distribution of work between all group members, mutual verification of the results of each person’s work, constant support from the teacher, and his prompt assistance.

So, the advantages of group organization of educational work in the classroom are obvious and more significant than the disadvantages. The results of students’ joint activities are very noticeable both in accustoming them to collective methods of work and in the formation of positive moral qualities of the individual.

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РЕЗИОМЕ

Ushbu maqolada hamkorlikda o’rganishda kichik guruhlardan foydalanishning afzalliklari haqida so’z boradi, ularning kichik guruhlardan farqlari aniqlanadi va ulardan foydalanishda yuzaga kelishi mumkin bo’lgan qiyinchiliklar muhokama qilinadi.

РЕЗИОМЕ

В данной статье речь идет о преимуществах использования малых групп при обучении в сотрудничестве, выявляются их отличия от просто малых групп, рассматриваются трудности, которые могут возникнуть при использовании.

SUMMARY

This article deals with the advantages of using small groups in collaborative learning, identifies their differences from just small groups, and discusses the difficulties that may arise when using.