

COLLABORATIVE LEARNING IS A GROUP FORM OF ORGANIZING LEARNING

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ABSTRACT

The subject of the research in this article is a pedagogical approach based on the transition of learning from individual learning activities to participation in a group form of organizing learning between participants in the educational process, the purpose of which is to intensify the learning process both in terms of mastering the content of the curriculum and developing various thinking skills.

Keywords: Collaboration, pedagogy, joint learning, collaborative planning, collaborative monitoring, collaborative assessment, communication, intensification, training, method.

INTRODUCTION

Joint (or collaborative) learning is a pedagogical approach based on participation in a group form of organizing learning and the importance of interaction between participants in the educational process [1, pp. 127-130]. Learning in a small group creates favorable conditions for increasing the efficiency of intellectual activity [2, pp. 60-71] and “improves the communicative and sociocultural components of the learning process” [3]. Research shows the feasibility of applying the principles of collaborative learning, including in teaching computer science [4, pp. 136-142]. Methods of active and group learning can create the most favorable conditions for mastering the academic disciplines studied in the process of teaching the Computer Science course. Most active learning strategies fall into 3 categories: collaborative learning, cooperative learning, and problem-based learning. Collaborative learning and cooperative learning are similar methods that focus on the importance of interaction between students in a small group. The goal of collaborative and cooperative forms of learning is the transition of learning from individual learning activities to inclusion in a group form of learning organization.

Regarding the definition of the concepts “joint learning” and “collaborative learning”, there are both interpretations that emphasize their differences, and a definition according to which “collaborative learning is a term that unites a variety of educational approaches that involve the joint intellectual efforts of students, united in groups of 2 or more people, to come to an explanation, solutions, and create an educational product”[5].

LITERATURE REVIEW

D. Johnson et al three factors have been proposed that may explain the high level of effectiveness of collaborative learning demonstrated by the results of a meta-analysis [6]:

improving the quality of interpersonal relationships between students, psychological adaptation (collaborative learning improves self-efficacy, self-esteem, integration into the social environment, ability to cope with difficulties, etc.);

positive attitude towards studying at the university (collaborative learning, as a rule, contributes to a more positive attitude towards learning and the subject being studied).

Organizing collaborative learning may include planning various types of learning activities.

- 1) Discussion. The term “discussion” usually refers to instructional strategies that emphasize participation, dialogue, and two-way communication. In the broad sense of the word, discussion is “a productive exchange of points of view, a collective study of problems” [7].
- 2) Mutual learning. This type of activity involves one student or small group of students teaching others, who then do the same in return.
- 3) Solving the problem. These activities are based on the process of finding solutions to difficult and complex problems. Students typically strive to define a problem, find possible solutions, evaluate them, and then use one of the options to solve the problem.
- 4) Collaborative writing is a special type of writing task designed to help students think through curriculum content in pairs or small groups.
- 5) Games. In team academic games, students collaborate and compete to achieve a learning goal.

DISCUSSION

In addition to choosing a thoughtful task, the level of mental effort required to complete the task at the desired level can also increase the effectiveness of knowledge acquisition in collaborative learning [8, R. 7-55]. “Activity level” takes into account the level of mental investment of students and the strategies they use to monitor the learning process - a structured educational activity that increases the level of student engagement in the learning process.

Collaborative learning is a proven method for helping students enhance their learning, both in terms of mastering curriculum content and developing a variety of thinking skills. What these pedagogical strategies have in common is promoting a relatively high level of interaction between students. The effectiveness of collaborative learning is determined by a combination of socio-psychological factors (improved quality of interpersonal relationships, psychological adaptation, positive attitude towards learning) and the participation of students in types of learning activities that promote cognitive engagement.

RESULTS

Collaborative learning demonstrates its effectiveness in developing information skills, improving group communication skills, teamwork, promoting involvement in joint productive activities, expanding students' abilities to use electronic language and thereby developing their skills in it. Learning in collaboration with each other contributes to the assimilation of educational material by all students, the formation of information communicative competence and the effective solution of communicative problems [9,].

A. Serdyuk and co-authors propose such group work techniques as debates, peer-questioning and the cluster method [10]. Participation in debates ensures that each participant expresses and argues his opinion, as well as listens to the opinions of other participants in the discussion and evaluates them objectively. Mutual questioning involves the development of communication skills, logical thinking and promotes more attentive work with the text. The purpose of the cluster method is to generalize and systematize the knowledge of training participants on the topic studied, as well as to motivate each student to propose and argue their ideas.

According to the assimilation-learning hypothesis, S. Krashen, there are two ways to develop educational skills - assimilation and study [11]. Acquired knowledge is responsible for the development of a “feeling for an object” and for its spontaneous use, while the correctness of use is controlled by learned knowledge. From S. Krashen's theory it follows that there is a natural or informal environment and an “artificial” or formal environment for studying an

academic subject. If the formal learning environment is traditional classroom learning, then the informal environment can be replicated using communicative, group learning methods.

DISCUSSION

A collaborative learning environment combines the properties of both a formal environment and an informal environment. On the one hand, in group learning conditions a natural subject-specific communicative environment is reproduced, on the other hand, students can turn to the teacher for help if difficulties arise. In collaborative learning settings, the teacher acts as an organizer, moderator, facilitator, and source of information resources.

RESULTS

Emotional regulation plays an important role in creating effective cooperation, which is the mechanism by which group members, individually and collectively, achieve and maintain a positive group atmosphere [12]. In order to overcome these difficulties, students must be able to manage their negative emotions during interaction and maintain a positive emotional background to ensure successful group interaction and knowledge construction [13]. Emotions are not simply an individual response to external stimuli; they are a social and interpersonal phenomenon that is shaped and regulated by social goals and norms.

In a study by Z. Zhang et al. It was found that in collaborative learning conditions such types of regulation as self-regulation, mutual regulation and social regulation of emotions coexist. Learners often used strategies such as collaborative planning, collaborative monitoring, and collaborative assessment [14].

The collaborative form of work during training brings variety to the educational process and contributes to the development of communicative competence. Learning in a collaborative environment allows you to create conditions in which students can explain incomprehensible material to each other, thereby consolidating their knowledge and minimizing the amount of unlearned educational material. A negative emotional background affects the assimilation of knowledge in training and prevents effective collaborative work.

According to the theory of S. Krashen, a learning environment that does not create pressure on the student contributes to a higher quality and pace of mastering the subject. Positive social interaction between participants in the learning process helps to increase levels of self-confidence and motivation. Creating conditions for successful collaboration is a challenging task, as learners in collaborative settings face emotional challenges caused by various factors such as individual differences and problems in the interaction process. To solve such problems, it is necessary to use emotional regulation strategies.

DISCUSSION

Many students learn better from examples than from logical comprehension of theoretical knowledge, starting from basic principles. Therefore, the use of case studies and project activities can be a very effective technique in teaching. The case study method provides an excellent opportunity for students to creatively apply course material based on their professional knowledge and allows them to adapt to real-life situations.

In this regard, we can separately highlight such a method as case-study. It combines two elements: the case itself and the discussion of this case. The effectiveness of such an interactive and collaborative method as case-study lies in the active participation of students. During the

learning process, students are confronted with a problem before they create a structure to solve it [15]. This method is mainly inductive and experiential.

The use of case-study improves students' ability to solve posed problems that are close to real situations [16]. Thanks to this approach, students develop critical thinking, interpersonal skills, qualitative analysis, the ability to identify, pose and solve problems, and the ability to understand the point of view of other participants.

Case studies, interactive activities, and project-based activities in Higher Educational Institution classes are an ideal means of engaging students in applying critical thinking skills to simulate real-life situations related to their professional competencies.

RESULTS

Thus, collaborative activities involve students performing a task together. This type of learning enhances students' ability to use what they have learned and thereby develop their skills. In project and case assignments, it is important to provide students with task-based exercises that provide students with opportunities to practice their skills in meaningful contexts that often simulate real-life problems and situations.

CONCLUSION.

Interactive methods allow not only to increase the level of professional communicative competence of students, but also to develop personally significant qualities of a specialist: for example, engineering systems thinking, interpersonal and business communication skills, the ability to work in a team and independently.

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