

## COLLABORATIVE ENVIRONMENT AS AN EFFECTIVE FORM OF STUDENTS' RESEARCH ACTIVITY

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### ABSTRACT

The article deals with the theoretical analysis, literature, as well as the author's practical experience, which shows that collaborative learning is based on the idea that learning is social in nature, an activity in which participants communicate with each other, and the learning process carried out through communication.

**Keywords:** Educational process, collaborative learning, research activities, cognitive skills, individual abilities, educational activities, learning success.

### INTRODUCTION

**Today, collaboratively - means prestigious and promising!**

American anthropologist Margaret Meade said "Do not doubt that a small group of thinking and dedicated people can change the world. In fact, they are the only ones who bring about these changes..." so let us change and the world will change with us.

The educational process today develops an individual personality, its development is closely connected with active action, because the person first remembers, stores in the long memory only what is done by hand. For this reason, the mastery of knowledge on an interactive basis has become an axiom without doubt.

As part of the educational process, students (both humanitarian and technical faculties) master the list of disciplines necessary to obtain and consolidate certain competencies. In particular, many training sessions (training complexes) of students whose sets of competencies are closely related to the field of pedagogical technology, actively practice teamwork. For her organization, a new direction is gaining momentum - the technology of "cooperation" and "collaborative learning"

Co-education is provided when two or more people learn or try to learn something together. In contrast to individual learning, students in the process of such learning have mutual benefits, transferring resources and skills to each other (exchange information, evaluate each other, share ideas, monitor each other's work, etc.). The collaborative learning system is based on the model of knowledge creation, where participants actively interact through the exchange of experience and asymmetry of roles. Positive in the technology of coeducation is the creation of a methodology and an environment in which trainees are engaged in a common cause where everyone is dependent and is responsible for each. [1].

Team work is the result of interaction within a group. In order to propose any statement (idea) for general consideration, each participant individually analyzes the received material and works out a work strategy. On the basis of collective cooperation in the team, more perfect

solutions to the tasks appear; in addition, successful work enhances communication within the team.

## MATERIALS AND METHODS

A theoretical analysis of the literature shows that collaborative learning is based on the idea that learning is social in nature, an activity in which participants communicate with each other, and the learning process is carried out through communication. In the context of my research, it is necessary to briefly characterize the essence of the concept of environment: "Environment, the totality of natural conditions in which the activities of human society, organisms" [2]. I share the point of view of V.A. Yasvina, that the environment is a system of influences and conditions for the formation of the student's personality, as well as the opportunities for its development contained in the social and spatial-objective environment [3, p. 11].

Consequently, a collaborative environment is built around the goal of education. Practical experience shows that the collaborative environment is a class in which the teacher understands the measure of his responsibility, not limited only by the scope of the taught subject. The success of training and teaching is to create an atmosphere that allows a person to feel free and safe in the learning process.

Now the idea is short.

*Problem* -The low level of search activity, motivation and degree of independence in conducting research, the unformed communicative competences do not contribute to the development of research skills and abilities.

*Reasons*- The traditional approach is a teacher translator of information. Passion to find new approaches, forms and methods of learning.

*Solution* - The organization of collaborative training in training sessions will help to solve these problems.

*Research Activities:*

\* Changes the essence of teaching (in accordance with the processes of updating education). The student becomes equal to the teacher. He does not perceive "finished" material, but finds it and works with it himself. The teacher directs, directs, creates the conditions for the realization of the student's potential.

\* The share of student independence in the educational space is increasing, the quality of education is improving.

\* The knowledge acquired as a result of research is more solid, which becomes the personal property of the student.

\* The result of the research activity is a certain "product" that allows the student to declare himself.

Five proofs that collaborative learning is effective and cool!

**Firstly**, in addition to teamwork skills, additional skills are developed, which include: skills for presenting new information to another person, assessment of the activities of teammates and communication skills. The success of training and teaching is to create an atmosphere that allows a person to feel free and safe in the learning process.

**Secondly**, students are able to quickly and efficiently solve a variety of tasks as a result of teamwork, correctly plan time and distribute forces, and carry out competent communication to achieve their goals. Such skills are scarce and highly demanded.

**Thirdly**, the process in groups is built as a search, research activity, during which an exchange of views takes place, discussions unfold. When organizing work in pairs and groups, each student does not just sit in class, but thinks, offers his own opinion, even if it is incorrect.

An exchange of views can also contribute to the development of new ideas, which are often unexpected and productive.

**Fourthly**, collaborative learning formats attract with their diversity: group projects, joint development. One of the effective directions in the organization of collaborative work is the use of modern educational, pedagogical technologies.

**Fifth**, teamwork skills are currently in high demand. Joint constructivist training activities are more effective than similar activities performed by a “solo” - a loner or even a separate group.

## RESULT AND DISCUSSION

The teacher is not a translator of knowledge, but a facilitator of the learning process. The 4C model is a student’s formation at the output of communication, creativity, critical thinking and teamwork.

### **Collaborative learning allows you to:**

- \* Think creatively, find rational ways to overcome assigned tasks, put forward new ideas;
- \* Competently work with information: be able to collect the facts necessary for research, analyze them, draw the necessary conclusions;

Be sociable in various social groups;

The individual abilities of each student are developed to the maximum. Communicative (formulating a question, argumentation of an answer, objection, remark, protest, designing an organization to speak, building a dialogue, the ability to criticize and understand criticism, persuade, explain, prove, evaluate) and cognitive skills (compare, analyze, synthesize) are formed.

**Risks:** \* The ability to lose disciplinary control over the group;

Uncertainty about the composition of the groups, how to organize their work;

The ability to lose the content of learning.

“But who does not risk, he does not drink champagne”!

Personally oriented learning strategy is focused on the semantic side of educational activities, contributes to the disclosure of students' creative potential. This explains the high effectiveness of its application in terms of the development of the cognitive sphere, personal reflection, humanistic centering, indicators of self-organization and self-realization of students. The use of a personality-oriented approach to the development of the cognitive sphere of students allows us to create conditions for the active interaction of the teacher and student, which results in the development and self-development of both the teacher and the student, who becomes the subject of active cognitive and creative activity.

Students studying in collaboration contribute to each other's successes as follows:

1. Provide and accept help and support, and this is not only about help in institute, but also about purely human, friendly participation.
2. Exchange information and “material resources”, i.e. everything you need to complete the task.
3. Assimilate the information communicated by the partners accurately and impartially, and try to use it with the maximum benefit for themselves. Oral explanations, pondering and summarizing information, transferring one's knowledge and skills to others — all this leads to a systematization of knowledge, to their more conscious assimilation, and to a willingness to make a personal contribution to the achievement of a common goal. By critically listening to the explanations of the group mate, the participant gets the opportunity to add other people's knowledge to his own.
4. Respond to each other's academic successes and behavior; feedback has been established in the group. Each member of the group learning in cooperation is constantly in sight, in the field

of vision of his comrades. All his actions find an immediate response, and if he needs help, she will certainly be provided with him.

5. Teach each other to conduct discussions and argue their point of view. Conflicts on intellectual grounds develop curiosity, encourage knowledge acquisition and rethinking, deeper penetration into the problem being studied, and also form many other useful qualities and skills.

6. Support each other in the desire to learn as best as possible. A student who helps his comrades learn, and he begins to make notable successes.

7. Influencing each other. The members of the student's group in cooperation, use every opportunity to influence their comrades, and in turn are open to their influence. If one of the members of the group knows how best to complete the task, the rest, as a rule, quickly agree.

8. Have a clear motivation. The desire for mastery of knowledge is enhanced by collective work for a common goal.

9. Create an atmosphere of mutual trust and maintain a "set bar" at a high level. The members of the group trust their comrades and strive to behave so that the comrades trust them, which creates the conditions for maximum success. Mutual trust is a great foundation for everyone's excellence.

10. Successfully cope with stress and irritability. Focus on achieving overall success distracts from one's own affairs and has a beneficial effect on the students' emotional state.

## CONCLUSION

And in conclusion, I want to say the following: We must see in each student, first of all, a personality, love, respect his interests and needs, recognize these needs and help him realize them. In the lessons, differentiate with each student, given the level of development, his ability and competence; to love your subject, bear responsibility for the quality of its teaching, to cultivate respect and love for students in students. I want to end my article with the words of the famous Russian historian and professor Vasily Osipovich Klyuchevsky: "To be a good teacher, you need to love what you teach and love those you teach." I would also like to note that the teacher should be able to encourage students with the right words. His appearance, his expression, his facial expressions should carry a charge of positive emotions, so that students, looking at him, become infected with positivity and attitude towards positive work. Without reproaches, notations, reprimands and accusations of laziness. And all this is a friendly, sincere recognition of the right of everyone to make a mistake. A modern lesson is a finely constructed mechanism, it is important that this mechanism works in a correct, humane and healthy atmosphere.

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