

## TECHNOLOGY FOR ORGANIZING COLLABORATIVE WORK IN THE SPIRITUAL EDUCATION OF STUDENTS

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### ABSTRACT

This article provides an in-depth analysis of the impact of personality-oriented educational technologies on the spiritual education of students. It examines the didactic foundations of collaborative teaching technology and various forms of collaborative working technology utilized in spiritual education. The article delves into the multifaceted impact of collaborative teaching technology on the learning process and thoroughly assesses the practical applications and potential benefits of these diverse forms of collaborative working technology in the spiritual education of students. The analysis encompasses various forms of collaborative working technologies and their application in educational settings, with a strong emphasis on moral and intellectual development. Central to the argument is the didactic foundation of these approaches, which promote teamwork, mutual assistance, and humanistic values in learning environments.

**Keywords:** Spiritual education, teaching process, modern pedagogical technologies, educational technologies, personality-oriented education, technology of teaching in cooperation, method of projects, didactics.

### INTRODUCTION

The current stage of development of the educational system of our country, the experience of applying modern pedagogical technologies, their response to national and historical, ideological conditions, the application of technologies corresponding to the period when traditional models of Education prevail in secondary schools, vocational colleges, class-lesson system in higher educational institutions, lectures, seminars, etc. From these points, we believe that in the educational system of most developed countries, it is necessary to use technologies of "collaborative teaching", "method of projects", "differentiated teaching", "student folder", "individual and differential approach to teaching", which are widely used in the countries, for example, USA, England, Germany, France, Israel, South Korea, Singapore. This should be avoided by jumping at once, administrative coercion, while the teacher follows the principle of discretion in applying them in his experience. In this, the creation of an organizational and pedagogical, material base for their application alone, and not administrative intervention, can be in terms of the educational process and the equipment of study rooms. When choosing which of them it is necessary to proceed from the pedagogical opportunity [1].

Another important aspect of the proposed technologies is the fact that they have the opportunity to apply while maintaining the positive aspects of current education. In addition, these technologies have a humanistic character in their philosophical, psychological, pedagogical essence. It is the fact that the humanistic character of these is oriented only theoretically and ideologically to the formation of a person with a high, harmonious spirituality in practical terms, along with compliance with the requirements of the ideology of national independence. They ensure the strengthening of the educational character of education, the implementation of integrity in education, that is, educational goals, the deep assimilation of educational material

by students as a team, leaning against each other and cooperatively, ensuring their intellectual, moral development, independent thinking. Thus helping each other serves to improve their communication. The competition, which is formed in it on the basis of the interest of each recipient of education in our current teaching only in the assimilation of knowledge, sets the stage to be free from authoritarian qualities. This is in keeping with the demands of our national and current educational reform. The main essence of these technologies in education is based on the maturation, communication, critical thinking and specific individuality of the educational person. At the same time, it is their use in traditional education as an alternative method to mastering only ready-made knowledge and repeating them. In methodological terms, these technologies correspond to the theory of step-by-step development of the "Uzbek model", providing an opportunity to see education on a new technological basis with the focus of Essence in an evolutionary way. The application of the proposed technologies to the educational process in integrity gradually makes it possible to abandon traditional models and move to pedagogical and information technologies. They are a person-oriented technology with a humanistic nature with a psychological and pedagogical essence: collaborative teaching, method of projects, differential teaching, "student folder" are interconnected in its content and essence and dictate each other, forming a holistic didactic system. These educate the educated in the spirit of honesty, transparency, care for others, generosity, sincerity, mutual assistance [2].

When applying personality-oriented educational technologies, one should pay attention to:

- learner experience, knowledge grouping, interest in science, knowledge level;
- psychic processes of the learner (memory, perception, thinking, being able to control one's own emotion);
- character and character of the client. In a word, one should not ignore the characteristic signs of the personality of the reader; [3].

## LITERATURE REVIEW

The basis of collaborative teaching is education in small groups. Its idea was developed in the 1920s by John Dewey, a famous American philosopher and pedagogue (founder of the philosophy of pragmatism). But its technological foundations, that is, collaborative training in small groups, the practical side of education, the preparation of an individual for future life, production, that is, from the beneficial side for a person, began to appear in the 70s and 80s of the 20th century in different forms of the world in England, Canada, Australia, Germany, the Netherlands, Japan, Israel. Its ideological-theoretical basis was established in the 80s of the XX century by Professor R. Johns Hopkins University of America. R. Slavik, professors Rodgers Johnson and David Johnson of the University of Minnesota, the University of California from a team of scientists led by Aronson and from Tel Aviv University in Israel were developed under the leadership of Sholomo Sharon. While collaborative teaching differs from each other in the United States, Israel, and European countries, the essentials and theoretical foundations are common [4].

Collaborative teaching technology in the United States the practical focus of education is on the acquisition of certain skills and qualifications, concepts, academic knowledge to the student. In the European and Israeli experience, collaborative teaching is often based on the design of activities in classes, the organization of discussion. We see that the technology of collaborative teaching has been developed in many countries of the world and has gained international importance. This is due to the fact that in its essence it is in a humane and pedagogical character. To understand the essence of collaborative teaching, let's turn to one fact that is found in pedagogical practice. This is also if the student is not able to fully master the educational material in the educational process, or make mistakes in practical work. "Error"

can be in the form of a misunderstanding of the essence of educational material, a misunderstanding, incomplete knowledge, inability to focus on reading. To fix this, it will be necessary to do additional exercises, take an additional lesson. This is determined by analyzing the error in the fact that it is not able to allocate enough time in connection with the activities of the teacher or for students to master the educational material. An educator, based on this diagnosis, makes certain changes to his style, teaching technology. If students need to devote additional time to mastering the educational material, through each of them and their collaborative activities in the group, they will correct the error. But the teacher cannot help all students at the same time. This responsibility is taken over by the group. Because assessment of appropriation based on the idea of cooperation is not in a separate way of assessment of each student's knowledge, but in a single assessment of the students of the entire group, that is, their overall level of appropriation is considered important. The acquisition of empty students with the help of strong students, sufficient assimilation of educational material is achieved. The result of the education will be interested not by some student, but by the whole group. The reader's perception of the responsibility of learning success to depend on the success of the whole group has encouraged cohesion, cooperation, uniting the reader in the path of a common goal. Collaborative teaching is not only educationally relevant, but also strongly influences the educational-intellectual and moral maturation of students [5,6].

## METHODOLOGY

An important aspect of collaborative training is teamwork. In this, mutual cooperation, feelings of interdependence, coordination of mutual actions, activities are formed in students. Collaborative teaching is an important tool for the socialization of students, the formation of mutual communication skills. At an early age, students develop feelings of support for each other, which becomes personal qualities not only in the lesson, but in the way of living and coming to the aid of someone all their lives, rejoicing in solving any problem together. The didactic basis of collaborative teaching technology is the method, the execution of actions of students in a certain sequence, ensuring the implementation of teaching through one way or another. Or is a complex of methods, a didactic system that provides a certain approach to education. The general logic of the various methods and means of organizing students' knowledge and activities serve to implement the principles of collaborative teaching. These complexes in turn form the technological basis of collaborative teaching. Only the didactic system seen on such a basis and the method tested in the pedagogical process, the means can serve as technology. The basis of the didactic system is a complex of teaching methods, which are based on certain theoretical foundations and principles and the concept of education [7].

One of the important forms of collaborative teaching is the widespread use of teaching in small groups (command). The technology of collaborative teaching to organize student activities as a team is based on the following three basic principles:

A) "awarding" the entire group receives an assessment of the joint work of awarding as a score, a certificate, praise, a special award. To do this, perform one task assigned to the entire group;

B) the personal responsibility of each student determines the achievement and disadvantage of the entire group. This sets the stage for each of the members of the group to control the activities of the others, helping the fellow to assimilate and understand the learning material. Ensures that the members of the group are willing to evaluate, supervise their knowledge in a variety of ways;

C) the score of each student in the group whose equal chances in mastering lead to their team is achieved on the basis of improving their previous results. It is this comparison of

mastering results with the previous ones that gives the opportunity to evaluate the results achieved by the students of the group [8].

## ANALYSIS AND RESULTS

Another manifestation of collaborative learning technology is team-play activities. In this, as before, the teacher explains a new topic and collaboratively directs the activities of students to group assimilation of educational material. But when assessing the results of mastering, the teams organize a weekly competition tournament. To do this, a "tournament table" of three students is organized, in which students who are equally qualified form the competition. Such teaching gives more results in mathematics, natural sciences. Assignments are given depending on the degree of complexity by stratification. The winner of each table brings the same number of points to their team. In doing so, the loose teamers also compete with their equals to bring points to their team. The team with the most points in the tournament is declared the winner and awarded accordingly.

Another of the manifestations of collaborative learning technology is individual group work. In this, the students take an individual assignment according to the result of the previously acquired knowledge and perform it on the basis of their own pace of work. In this form of Education, teams can engage in a variety of activities (assignments). Team members help each other complete their individual assignments by recording their progress or appropriation in a special journal. Final assessment tests are carried out individually by the students themselves (a special assessment student). Each week, the teacher takes into account the topics and assignments that each member of the team has worked on based on the program and lesson plan. In this case, the teacher should highlight the achievements of the groups. Since the students themselves work independently, the teacher's ability to do individual work with a separate group or students expands. This organization of student activities in the educational process is more applicable to teaching mathematics. A form of collaborative education teaching reading and creative essay can often be used in subgroups. In this case, a group of four people is separated into pairs. While the teacher is working with one pair of students, another independently reads to each other, drawing up a plan for her to tell. Separates the main points, writes answers to questions in the text, practices correct writing, working with a dictionary. If the class is not divided into homogeneous groups, all students work cooperatively and, realizing the general meaning of the text, find answers to problematic questions. In mother tongue and foreign language classes, students are engaged in correct writing, working with a dictionary, telling the meaning of the text, correcting and editing each other's written work. The entire work in the group is carried out through the supervision of the teacher. Student knowledge assessment tests are performed when the teacher is sure that they are fully prepared. "We study together" technology of collaborative education. In this case, the class is divided into groups of 3-5 people with different mastering. Each group class receives a task consisting of part of a common theme. As a result of the joint work of the group and each of its members, the appropriation of the entire educational material is achieved [9].

## DISCUSSION

The main principle of work is to reward the whole team, an individual approach to students to create an equal opportunity for everyone. Awarding a group will depend on the result achieved by each student. In this, it is important that the teacher, when forming groups, focuses on the individual and psychological characteristics of the students and the formation of a clearly suitable task for each group. Within the group, however, it determines the position of each student. In this form of Group Education, cognition, together with its creative purpose (educational), carries out a social psychological task-control over the culture and interaction of

comrades to complete their assignments. Both of these goals of education are supervised by the teacher.

Commonality for the above-looking forms of collaborative teaching is the proximity of goals and objectives, equal opportunities for students in education, and individual responsibility. At the same time, it is not competition in the group that determines Cooperation, group members with a common goal, interest in success, mutual assistance. Equal opportunities are important in understanding and advancing the groundwork for students' improvements. The most important thing is that the role of the teacher in the educational process is determined by helping students to acquire independent knowledge. From teaching student ready-made knowledge, he realizes his role in the importance of teaching them to know independently, creatively, to critically look at their personality and knowledge, to analyze information, to be able to distinguish what is necessary from them, to draw conclusions, to substantiate their thoughts. Independent work on the problem to be studied is absolutely normal and remains the main focus of activity – it is considered the main goal of training in cooperation [10].

## CONCLUSION

Personality-oriented educational technologies, particularly collaborative teaching, play a crucial role in shaping both the intellectual and spiritual development of students. By fostering cooperation, mutual assistance, and team-based learning, these technologies create an environment where students are encouraged to take responsibility not only for their own learning but also for the success of their peers. The integration of such humanistic approaches into the educational process nurtures critical thinking, independent learning, and moral growth. Ultimately, collaborative teaching technology, with its emphasis on teamwork and moral integrity, aligns with the goals of modern education by developing well-rounded, socially responsible individuals. It encourages a shift from traditional authoritarian models to more inclusive, student-centered approaches that support the holistic development of learners.

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