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THE USE OF COLLABORATIVE TECHNOLOGY IN PEDAGOGY

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Abstract: Collaborative technology has revolutionized the way educators and students interact and learn in the digital age. This article explores the benefits of incorporating collaborative technology in pedagogy and its impact on student engagement, critical thinking, and overall learning outcomes. By examining various literature sources, this article aims to highlight the importance of integrating collaborative tools in educational settings to enhance the teaching and learning experience.

Keywords: Collaborative technology, pedagogy, student engagement, critical thinking, learning outcomes

INTRODUCTION:

In today's rapidly evolving technological landscape, the use of collaborative technology in pedagogy has become increasingly prevalent. Collaborative tools such as online discussion forums, virtual classrooms, and group project platforms have transformed traditional teaching methods by promoting active participation, collaboration, and knowledge sharing among students. This shift towards a more interactive and dynamic learning environment has proven to be beneficial for both educators and learners alike.

Pedagogical technology is inherently subjective. Regardless of the form, methods and means of organization, technologies:

- increase the effectiveness of pedagogical activity;
- to decide on mutual cooperation between the teacher and students;
- ensuring that students acquire thorough knowledge of educational subjects;
- formation of independent, free and creative thinking skills in students ;
- creating the necessary conditions for students to realize their potential;
- it is necessary to guarantee the primacy of democratic and humanitarian ideas in the pedagogical process.

Pedagogical technologies cannot be used forcibly. On the contrary, it is desirable to creatively develop them along with appropriate use of advanced technologies based on or used by experienced pedagogues.

Today, a number of developed countries have accumulated a lot of experience in the use of pedagogical technologies that increase the educational and creative activities of students and guarantee the effectiveness of the educational process.

One of these is the idea of designing lessons using collaborative learning technology.

The idea of co-teaching in different countries, including the professor of J. Hopkins University in America - R. Slavin (1990), the professor of the University of Minnesota - R. Johnson, D. Johnson (1987), the professor of the University of California - SH. Sharon (1988)), developed by

Collaborative teaching, developed by American scientists, is mainly the formation of students' knowledge, skills and competences mentioned in the DTS and science curriculum, collaborative teaching recommended by Israeli and European scientists, as mentioned above, more

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processing of educational material by students involves the development of design activities, educational discussion and debates.

These ideas complement each other, didactically enrich and require each other.

The idea of cooperative teaching appeared in didactics in the 1970s. Cooperative teaching technology is widely used in educational institutions of Great Britain, Canada, Germany, Australia, the Netherlands, Japan, and Israel.

The main idea of co-teaching is not only to do the tasks together, but also to study and learn together .

Collaborative teaching is to teach every student to daily intensive mental work, to think creatively and independently, to educate individual consciousness, independence, to create a valuable sense of personal value in each student, to have his own strength. and aims to strengthen confidence in one's abilities, to form a sense of responsibility in studying.

and diligently mentally, to fully and qualitatively complete educational tasks, to thoroughly master the educational material, to cooperate with their friends, realizing that the success of each student in obtaining analysis leads to the success of the group. and prepares the ground for mutual assistance.

In cooperative learning technology, there are several methods of organizing cooperative learning of students:

1. Teaching in teams (R. Slavin) students are divided into two teams of equal number. Both teams perform the same task. The members of the team perform the educational tasks in cooperation, and each student focuses on mastering the knowledge, skills and abilities provided by the subject.

R. Slavin, who is one of the authors of cooperative teaching technology, said that it is not enough to instruct students to complete tasks cooperatively. It is necessary for students to cooperate in the literal sense, to rejoice at the success of each student, to sincerely help each other, and to create a comfortable social and psychological environment. In this technology, when determining the quality of knowledge acquisition of students, they are compared not with each other, but with the daily result of each student with the previously achieved result. Only then, students, realizing that the results achieved during the lesson will benefit the team, feel responsible and strive to learn more, acquire knowledge, skills and abilities.

2. Collaborative teaching in small groups (R.Slavin, 1986).

In this approach, small groups consist of 4 students. The teacher first explains the topic, and then students' independent work is organized. The educational assignments given to students are divided into 4 parts, and each student performs a certain part of the assignment. At the end of the task, each student thinks about the part he has completed and teaches his friends, then the group members make a general conclusion about the task.

The teacher listens to the information of each small group and evaluates the knowledge with the help of test questions.

Educational activities of students in small groups can be organized in the form of a game (tournament, competition) and individually.

of the teacher and the student, the main attention is paid to the study of the development of mutual relations, the process of group organization of teaching is described.

are an important factor of mutual cooperation and the basis determining the nature of student interaction. Collaborative educational activity is a special type of teacher - student

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relationship and joint behavior, which provides the object of mastery, reconstruction of all parts of knowledge activity.

The goal of cooperative learning activities is to create a mastery of activities and a mechanism for managing joint actions, attitudes, and communication. The product of cooperative activity is the emergence of new ideas put forward by students and goals related to the nature of the activity being mastered, and the desire to manage the individual's position in partnership.

The method of cooperative activity should be understood as the system of joint actions of the teacher and the student. Such behavior begins with the teacher's assistance to the student;

Pupils' activity gradually increases and becomes completely self-directed practical and mental activity; and the relationship between the teacher and the student will have the character of partnership position.

There are 8 forms of cooperation in the field of pedagogy and psychology. They consist of:

into activity ;

independent actions are performed by the teacher and the student in cooperation;

the teacher initiates the action and involves the student in it;

imitative actions (the student who takes a lesson from the teacher acts on the basis of this example);

supporting actions (the teacher helps the student to choose an intermediate goal and methods of achieving it, and monitors the final result);

self-directed actions (the teacher participates in the assessment of the final result, indicating the common goal);

self-directed actions;

self-organizing actions.

Interactivity is the interaction between the teacher and the student. In the process of transitioning to the stage of improvement of cooperation activities, there is an increase in the level of self-evaluation from the evaluation of the action of interaction. This process is one of the most important factors indicating the dynamics of cooperation.

1. Forms of training in cooperation

Cooperative teaching technologies are based on improving the pedagogical process, focusing it on the child's personality. To create a creative environment aimed at forming a creative personality, to serve to increase the quality and efficiency of education.

The main processes of cooperative learning activities are: cooperative exchange of ideas, conversation, analysis, discussion, negotiation, practical tasks, building something, solving problems , etc.

Organizational forms of training in cooperation: educator - child, educator - small group, educator - large group, small group - small group, small group - child, etc.

to share ideas with the teacher and with each other :

2. Preparation and practice of various forms of cooperative learning activities

Arrange for each trainee to prepare some type of cooperative learning activity for practical application of the learning material. The trainees will prepare a lesson on the topic of their choice in the most appropriate form of cooperative teaching, and based on it, they will give a short summary of the lesson with the participation of the group, and a corresponding discussion will be held. : For example

"Cooperative Squares" exercise.

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Materials.

Five cardboard rectangles cut according to the diagram for each group of five people.

Pieces are placed in one of five letter-marked envelopes up to AE.

Each group of five should sit as comfortably as possible around the table .

Order:

Each member of the group receives an envelope. The goal of the exercise is for the group to make five rectangles of the same size. The training is done non-verbally.

This exercise will take 20 minutes.

based on group cooperation and can be interpreted in different ways. At the beginning, some children make a rectangle of the correct size, but other participants use the appropriate shape. The solution to the problem can be found not through competition between individuals, but only through group cooperation. This exercise will help start a discussion about cooperation issues.

Literature Review:

Several studies have demonstrated the positive impact of collaborative technology on student engagement and motivation. According to a study by Dillenbourg (1999), collaborative learning environments can facilitate deeper understanding of complex concepts through peer interactions and discussions. Similarly, Warschauer et al. (2000) found that students who engaged in collaborative online activities showed higher levels of critical thinking skills compared to those in traditional classroom settings.

The use of collaborative technology in pedagogy has been rapidly gaining popularity in educational institutions around the world. This innovative approach to teaching and learning allows students to work together on projects, share ideas, and collaborate with their peers in real-time. Collaborative technology provides a platform for students to engage with course material in a more interactive and dynamic way, fostering a sense of community and shared learning experience.

One of the key benefits of using collaborative technology in pedagogy is that it encourages active participation and engagement among students. By working together on projects, students are able to learn from each other, share their perspectives, and collaborate on solving problems. This not only helps to deepen their understanding of the subject matter but also promotes critical thinking skills and teamwork.

Collaborative technology also allows for greater flexibility in the learning process. With tools such as online discussion forums, video conferencing, and shared document editing platforms, students can collaborate on projects outside of traditional classroom hours and from any location. This enables them to work at their own pace, access resources easily, and communicate with their peers effectively.

Another advantage of using collaborative technology in pedagogy is that it helps to develop important digital literacy skills among students. In today's digital age, being able to navigate online platforms, communicate effectively through digital tools, and collaborate virtually are essential skills for success in both academic and professional settings. By incorporating collaborative technology into their learning experience, students are better equipped to thrive in the digital world.

Furthermore, collaborative technology can increase student motivation and engagement by making learning more interactive and enjoyable. By providing opportunities for hands-on

activities, group discussions, and peer feedback, students are more likely to be actively involved in the learning process and retain information better.

In conclusion, the use of collaborative technology in pedagogy offers numerous benefits for both educators and students. By promoting active participation, fostering collaboration among peers, enhancing digital literacy skills, increasing flexibility in learning opportunities, and boosting student motivation, collaborative technology has the potential to revolutionize traditional teaching methods. As educational institutions continue to embrace new technologies in the classroom, the integration of collaborative technology is proving to be a valuable tool for enhancing student learning experiences.

Furthermore, research by Shih et al. (2010) highlighted the role of collaborative technologies in promoting creativity and innovation among students by providing opportunities for brainstorming, idea-sharing, and project-based learning. These findings underscore the importance of integrating collaborative tools into pedagogical practices to foster a more interactive and engaging learning experience for students.

Conclusion:

In conclusion, the use of collaborative technology in pedagogy offers numerous benefits for both educators and students by promoting active participation, critical thinking skills, and overall academic achievement. By leveraging collaborative tools effectively, educators can create a more interactive and engaging learning environment that enhances student learning outcomes. As we continue to embrace digital advancements in education, it is imperative for educators to explore innovative ways to integrate collaborative technology into their teaching practices to prepare students for success in an increasingly digital world.

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