

УДК 371.21  
DOI: 10.24144/2524-0609.2025.56.92-95

**Kosimova Manzura**

Lecturer

Department of Preschool Education  
Bukhara State Pedagogical Institute, Bukhara, Uzbekistan  
<http://orcid.org/0009-0000-5650-576X>  
[manzuraqosimova45@gmail.com](mailto:manzuraqosimova45@gmail.com)

## METHODOLOGICAL FOUNDATIONS FOR IMPLEMENTING COOPERATIVE LEARNING IN PRIMARY EDUCATION

**Abstract.** This article explores the methodological foundations of implementing cooperative learning technology in elementary school classrooms, focusing on its relevance and effectiveness in the context of 21st-century education. In an era where student-centered learning is emphasized, cooperative learning stands out as a powerful pedagogical approach that fosters engagement, independence, and critical thinking. The relevance of this study lies in the increasing demand for primary school teachers to master not only subject matter but also modern instructional technologies and interactive methods that support collaborative learning environments. The purpose of the research is to study how cooperative learning strategies can be effectively integrated into the elementary education system and to determine the competencies required of teachers to successfully apply these strategies. The study particularly examines the pedagogical, psychological, and intellectual skills educators must develop to guide students in a cooperative learning framework. A qualitative methodology was applied, including literature analysis and observational techniques in classroom settings, to assess the dynamics and outcomes of cooperative learning implementations. Key findings reveal that students in cooperative learning settings demonstrate improved academic performance, enhanced creativity, and greater motivation. Moreover, teacher-student interaction becomes more meaningful and supportive when underpinned by a well-established cooperative culture. The research concludes that fostering a cooperative atmosphere in primary education requires systematic support, including professional development for teachers and institutional encouragement for innovative instructional approaches. Building such environments not only enriches the learning experience but also prepares young learners for collaborative problem-solving in future academic and life contexts.

**Key words:** collaboration, cooperative learning, education, pedagogy, psychology, intellect.

**Introduction.** A 21<sup>st</sup>-century teacher is to demonstrate deep knowledge in pedagogical-psychological and intellectual competence, as well as be aware of effective methods for enhancing creative activity related to innovative educational technologies, interactive teaching methods, and advanced effective techniques. Today, the modern education system in our country is being renewed, and new pedagogical and innovative technologies are rapidly developing.

To educate individuals in line with the demands of the present era, enhance ideological and moral-ethical knowledge, strengthen our independence, and protect against foreign influences, every primary school teacher and subject teacher must be skilled, creative, and approach their profession with integrity. To achieve this, teachers are to prepare thoroughly for each lesson and effectively and appropriately utilize modern pedagogical and information communication technologies in the teaching process. The activity of a primary school teacher involves teaching multiple subjects simultaneously. This work requires research, effort, and skill from the teacher. Each subject taught in primary school is connected to real life and helps students learn how to solve real-world problems [1].

Education is recognized as a key factor in ensuring sustainable development worldwide. In the international education concept set for 2030 by international organizations and most countries, the following have been identified as critical tasks: establishing a strong foundation of knowledge, developing creative and critical thinking, and enhancing learners' ability to collaborate and their interest in learning [2]. This, in turn, is expanding the opportunities for utilizing advanced teaching technologies from the early grades.

Currently, special attention is being given to research in the field of pedagogical collaboration on a global scale, with a focus on conducting scientific studies aimed

at implementing goal-oriented collaborative activities while considering students' age and psychophysiological characteristics. Such an approach aligns with the requirements of learner-centered education strategies, emphasizing the introduction of effective forms and methods of teaching and upbringing that foster essential life skills in students from the early grades. It also highlights the need to enhance the organization of the learning process based on teacher-student collaboration and improve mechanisms for establishing a cooperative learning environment in primary education.

**Analysis of recent research and publications.** In Uzbekistan, the issue of pedagogical conditions for monitoring the quality of teaching in primary education, which is the main link of the general secondary education system, has been studied by R.Ahmidinov, R.Djuraev, U.Inoyatov, and Sh.Qurbonov.

The modernization and integration of primary education content, as well as learner-centered approaches, have been explored by B.Adizov, G.Hasanova, H.Nazarova, and R.Nurjanova.

Certain approaches to pedagogical collaboration have been put forward within the framework of pedagogical synergetics theory by Sh.Abdullaeva, N.Dilova, B.Ma'murov, F.Muzaffarova, R.Safarova, and J.Yo'ldoshev.

Pedagogical collaboration has been extensively reflected in the research of scholars such as V.Bondar, S.Honcharenko, N.Nychkalo, and O.Savchenko, who have emphasized the importance of cooperative learning, interdisciplinary integration, and teacher-student interaction in modern educational settings.

The theory of cooperative learning has also been developed internationally by scholars such as Ye.Aronson, J.Briggs, R.Gagné, R.Johnson, D.Johnson, M.Montessori, Sh.Sharon, R.Slavin, and L.Stross.

The analysis reveals that although various approaches

to pedagogical collaboration, the improvement of mechanisms for fostering a cooperative learning environment in primary education, and scientific research on enhancing students' creative potential in the learning process have been conducted, there remains a need to refine the methodology for utilizing cooperative teaching technology in primary school classrooms.

**Methodology.** A qualitative methodology was applied, including literature analysis and observational techniques in classroom settings, to assess the dynamics and outcomes of cooperative learning implementations.

**The aim of the article** is to study how cooperative learning strategies can be effectively integrated into the elementary education system and to determine the competencies required of teachers to successfully apply these strategies.

**Results and Discussion.** Pedagogical collaboration is one of the theoretical approaches that enables both educators and learners to independently organize their activities. This theory is associated with a new perspective on properly establishing the "teacher-student" relationship or the "subject-subject" collaboration. Creating a friendly, cooperative learning environment is crucial for implementing a learner-centered educational process. In this approach, students are not merely passive recipients of education but become equal and actively engaged participants in the teaching and learning process through collaboration.

In pedagogical collaboration, the teaching process is designed not only to foster independent knowledge acquisition, self-organization, and self-management skills but also to create an atmosphere of cooperation between teachers and students. This requires establishing a creative learning environment, structuring students' activities in an organized manner, and cultivating a friendly and supportive atmosphere within the student community. These aspects hold significant theoretical and practical importance in the educational process [3].

In the process of mutual collaboration and friendly relationships, the assessment given to students serves to identify and develop their abilities and potential. For teachers, it provides the opportunity to choose the most effective methods for teaching students. It also manifests as a factor influencing the intensity of communication and collaborative activities among students. Furthermore, it fosters students' interest and motivation toward the learning process, reflects the achievements gained through cooperative efforts, and provides necessary information to parents about their children's academic progress.

In the process of using cooperative learning as an educational technology, the teacher and the group of students engage in a "subject-subject" relationship. The development of strict requirements for collaboration ensures its effective implementation within the learning process. At the same time, working with this method requires the teacher to possess specific pedagogical and psychological skills, as well as a high level of dedication.

In the process of improving cooperative learning technology in primary education, the following tasks are essential for a teacher:

- the ability to analyze all stages of the cooperative learning process and its outcomes from a pedagogical perspective;
- ensuring that the goals, content, and pedagogical tools of the learning process clearly facilitate student collaboration;
- theoretical and didactic justification of new educational elements introduced into the curriculum, teaching methodology, and technologies;
- continuously refining and adjusting their

pedagogical activities and actions based on the obtained results.

The improvement of cooperative learning technology in the primary education process is reflected in the teacher's ability to lead a cooperation-based learning process. In this case, it is evident in their mastery of the criteria for organizing and managing cooperative learning, as well as their ability to apply a pedagogical model that ensures professional and personal development within the cooperative learning process.

The following pedagogical factors can be highlighted in creating a cooperative learning environment based on cooperative teaching technology in the primary education process:

- democratic relationships between teachers and students, availability of educational-methodological resources for subjects, and the material-technical support of the classroom;
- developing students' skills in making independent choices and defending their opinions;
- establishing a positive, collaborative atmosphere in the classroom and stabilizing relationships between students and teachers;
- the teacher's inclination toward empathy and their pedagogical activity [4].

Collaborative pedagogy is aimed at analyzing integrated didactic processes and systematically applying methods for organizing one's activities.

In primary grades, the purpose and content of the collaborative environment between "teacher-student" and "students with students" are assessed as a didactic process aimed at shaping individual consciousness. The internal changes that occur within this process ensure the functioning of the structure of consciousness. In turn, this influences the quality of education and upbringing. The emergence of a new, stronger structure in the student's consciousness necessitates the assimilation of knowledge, information, and experiences.

In primary grades, the purpose and content of the collaborative teaching environment between "teacher-student" and "students with students" can be outlined as follows:

*Purpose of Teaching:* Ensuring that primary school students master the fundamentals of subjects, develop intellectually, motivationally, and emotionally.

*Content of Teaching:* A system of theoretical principles, conclusions, and generalizations related to academic subjects, along with corresponding student learning methods.

*Cognitive Abilities of Students:* The level of knowledge and skills of primary school students, development of thinking, imagination, other cognitive processes, and motivational-willpower and emotional activity domains.

*Educational Activities of Teachers and Students:* The forms, methods, methodological techniques, and tools used in the teaching process.

*Learning Outcomes:* The measurable results of the educational process, including the acquisition of knowledge, formation of competencies, development of critical and creative thinking, and the ability to apply acquired skills in practical and life situations. Learning outcomes also encompass personal growth, social adaptation, and the development of a responsible attitude toward learning [5].

As mentioned above, while the teacher carries out educational and instructional tasks, their influence on students and the content of education they perceive and assimilate must have a certain intellectual character. The varying effectiveness of the teacher's influence on students is shaped by individual characteristics and

levels of knowledge.

**Conclusion.** Improving the methodology for using collaborative teaching technology in primary grades has general pedagogical, didactic, and psychological characteristics. By exploring these characteristics, it becomes possible to effectively organize the primary education process. In the implementation of a collaborative teaching-based educational process, the teacher plays a leading role, and observations have shown the necessity of equipping teachers with pedagogical knowledge to prepare them for this process. To determine the pedagogical conditions for organizing a collaboration-based educational process, it is essential to collect, classify, and integrate existing approaches, concepts, perspectives, and theories in this field into teachers' activities. Consequently, the need to develop relevant scientific and methodological recommendations has become evident. Based on this, approaching the educational process and pedagogy through the lens of collaboration theory allows for evaluating it as a distinct form of education. The teacher holds a central role in organizing the collaborative learning process. Therefore, it has been theoretically and practically justified that school pedagogical teams must carry out a scientifically grounded, systematic pedagogical effort to prepare each

teacher for implementing collaborative learning. To equip teachers for organizing a collaboration-based educational process, school leadership and methodological councils are required to conduct seminars, training sessions, and conferences. These activities should aim to instill theoretical approaches, principles, and concepts related to pedagogical collaboration into teachers' understanding.

Further research should also examine mechanisms for ensuring the professional growth of teachers, with an emphasis on continuous improvement of lesson planning, selection of teaching tools, and the effective application of pedagogical and information-communication technologies. In addition, studies aimed at analyzing the impact of cooperative learning on students' motivation, critical thinking, and emotional development would contribute significantly to the refinement of learner-centered educational strategies.

At an international level, comparative analyses of global best practices in cooperative learning and pedagogical collaboration will help localize effective methods and adapt them to the national educational context. Such research will support the broader goal of achieving quality education aligned with the global education agenda for sustainable development by 2030.

### Список використаної літератури

1. Azizova T., Jumamuratova G. Boshlang'ich ta'lim jarayonida hamkorlik texnologiyalari orqali darslarning samaradorligini oshirish yo'llari [Ways to increase the effectiveness of lessons through collaborative technologies in the primary education process]. Pedagogy of cooperation in improving the quality of education: international experience and modern approaches: materials of International scientific-practical conference (November 13, 2023). URL: <https://doi.org/10.5281/zenodo.10113280>
2. Incheon Declaration / Education 2030: Towards inclusive and equitable quality education and lifelong learning for all. World Education Forum (May 19–22, 2015, Incheon). Incheon, Republic of Korea, 2015. P.26.
3. Dilova N. Opportunities of pupils' complex development on the bases of modernization the content of primary education. Eastern European Scientific Journal. 2017. Vol.1. URL: <http://journale.auris-verlag.de/index.php/EESJ/article/view/738>
4. Qosimova M.A. Boshlang'ich sinflarda hamkorlikda o'qitish asosida dars jarayonini tashkil va uni rivojlantirish imkoniyatlari [Organization and development opportunities of the lesson process based on collaborative teaching in primary classes. Pedagog Respublika Ilmiy Jurnal. 2023. Vol. 6, No. 11. P.93-98.
5. Yorboboyeva Mahliyo Muzaffar qizi, Qayumova Marjona Ulug'bek qizi. Hamkorlik pedagogikasi asosida ta'lim samaradorligini oshirish imkoniyatlari [Opportunities to Improve the Effectiveness of Education Based on Collaborative Pedagogy]. Actual issues of primary education: problems, solutions and development prospects: materials of International scientific and practical conference (April 26, 2024). URL: <https://doi.org/10.5281/zenodo.11052058>

### References

1. Tumaris, A., & Jumamuratova, G. (2023, November). Boshlang'ich ta'lim jarayonida hamkorlik texnologiyalari orqali darslarning samaradorligini oshirish yo'llari [Ways to increase the effectiveness of lessons through collaborative technologies in the primary education process]. *Proceedings of International scientific-practical conference – Pedagogy of cooperation in improving the quality of education: international experience and modern approaches*. URL: <https://doi.org/10.5281/zenodo.10113280> [in Uzbek].
2. Incheon Declaration / Education 2030: Towards inclusive and equitable quality education and lifelong learning for all. World Education Forum (2015, May 19–22). Incheon, Republic of Korea.
3. Dilova N. (2017). Opportunities of pupils' complex development on the bases of modernization the content of primary education. *Eastern European Scientific Journal*, 1. URL: <http://journale.auris-verlag.de/index.php/EESJ/article/view/738>.
4. Qosimova, M.A. (2023). Boshlang'ich sinflarda hamkorlikda o'qitish asosida dars jarayonini tashkil va uni rivojlantirish imkoniyatlari [Organization and development opportunities of the lesson process based on collaborative teaching in primary classes. *Pedagog Respublika Ilmiy Jurnal*, 6 (11), 93-98. [in Uzbek].
5. Yorboboyeva Mahliyo Muzaffar qizi, Qayumova Marjona Ulug'bek qizi. (2024, April). Hamkorlik pedagogikasi asosida ta'lim samaradorligini oshirish imkoniyatlari [Opportunities to improve the effectiveness of education based on collaborative pedagogy]. *Proceedings of International conference – Actual issues of primary education: problems, solutions and development prospects*. URL: <https://doi.org/10.5281/zenodo.11052058> [in Uzbek].

Статус статті:

Отримано: 17.03.2025 Прорецензовано: 23.03.2025 Прийнято: 15.04.2025

**Косімова Манзура**

викладач

кафедра дошкільної освіти

Бухарський державний педагогічний інститут, м.Бухара, Узбекистан

## МЕТОДИЧНІ ОСНОВИ ВПРОВАДЖЕННЯ КООПЕРАТИВНОГО НАВЧАННЯ В ПОЧАТКОВІЙ ОСВІТІ

**Анотація.** Досліджено методичні основи впровадження технології кооперативного навчання в початковій школі, акцентовано увагу на її актуальності та ефективності в контексті освіти XXI століття. В епоху, коли

наголошується на навчанні, орієнтованому на студента, кооперативне навчання є потужним педагогічним підходом, який сприяє залученню, незалежності та критичному мисленню. Актуальність дослідження полягає у зростанні потреби вчителів початкової школи в оволодінні не лише предметом, але й сучасними навчальними технологіями та інтерактивними методами, які підтримують середовище навчання у співпраці. Мета дослідження: вивчити, як стратегії кооперативного навчання можна ефективно інтегрувати в систему початкової освіти та визначити компетенції, необхідні вчителям для успішного застосування цих стратегій. Зокрема, розглядаються педагогічні, психологічні та інтелектуальні навички, які педагоги повинні розвивати, щоб направляти учнів у рамках кооперативного навчання. Для оцінки динаміки та результатів впровадження кооперативного навчання було застосовано якісну методологію, включаючи аналіз наукової літератури та методи спостереження в класі. Висновки показують, що студенти в умовах кооперативного навчання демонструють покращену академічну успішність, підвищену креативність і більшу мотивацію. Крім того, взаємодія вчителя та учня стає більш значущою та сприятливою, коли вона підкріплюється добре сформованою культурою співпраці. Отже, сприяння атмосфері співпраці в початковій освіті вимагає систематичної підтримки, включаючи професійний розвиток вчителів та інституційне заохочення інноваційних підходів до навчання. Створення такого середовища не тільки збагачує досвід навчання, але й готує молодших учнів до спільного вирішення проблем у майбутніх академічних і життєвих контекстах.

**Ключові слова:** співпраця, кооперативне навчання, освіта, педагогіка, психологія, інтелект.