

"Comparative Analysis of the Initial Concept of the Method of Collaborative Learning with the Modern Method"

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Annotation: The article describes the concepts of collaborative learning methods, in their initial use and in modern ones, besides that the main advantages of the Collaborative Learning method.

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In modern education, the Collaborative learning method implies work in small groups, before the representatives of which a specific task is set, and a common approach is required, in the end, the overall effort is assessed, not an individual achievement.

But this method appeared in long ago, and originally it had a slightly different meaning.

Initially, back in 1918, the Cooperative Education method was introduced, the concept of which was revealed as "*the formation of the composition of class and school students from boys and girls at the same time, i.e. the principle of their mutual and equal learning together*". This principle allows realizing equal rights of men and women to education, reducing the cost of education, better solving disciplinary problems, etc.

At the same time, it belittles the role of national characteristics in education, because it significantly complicates the problem of sex education and the formation of roles related to gender characteristics. Many experiments were carried out to identify the optimal teaching method, and it was only in 1954 that the joint education of children of both sexes was finally fixed.

Today's concept of the collaborative learning method is different.

The main idea of the modern method of collaborative learning is to create conditions for active learning activities of students together in different learning situations. In this case, the students in the class should be divided into small groups of 3-4 people. In a small group, students must be psychologically compatible with each other. Otherwise, there will be no educational cooperation with students in small groups. This subgroup has one common task. Each student in the group is given a separate assignment for this task.

That is, each student is responsible for completing the assigned task, and it is explained that the main task is to get the result of the task. Usually students can initially ignore this. Students take this issue seriously when they deeply feel that each student is responsible not only for completing their assignment, but also for the overall assignment given to this small group. As a result, students engage in activities that are critical for learning by asking questions, teaching, and arguing with each other.

The weak student asks the strong student what they do not understand. In such an environment, a strong student will be able to fully demonstrate their abilities. The student tests his point of view and his strength. He helps another student and together they study and understand the essence of the problem. The result is collaborative learning partnerships for students. This method produces good results.

Students need more effort to learn, understand, think deeply about the material, understand the core of the problem, solve the problem and get the final result. In order to create a situation, where a student can collect, select and apply information, it is important not only to get help from a teacher or a book, but also to work in a small group with other students and

to assess their knowledge. Ultimately, the student will have a greater incentive to study independently. This result is also very convenient for the teacher. The student's learning activity develops in such a partnership.

Thus, if one student in the class does not learn the lesson, this will be the target grade for the whole group. In collaborative learning in a classroom system, the overall task is first posed to the class, and then the problem is fully explored in small groups. This event is led by a teacher. For a small group, completing one common task will be an assessment of the work of the small group. Rating results can be positive or negative.

With this grade, each student also evaluates their work and activities. Each student will have a separate assignment when he completes it. Evaluation criteria are also different, and this evaluation is given by points. There may also be a final assignment that corresponds to the completion of the assignment. It is important to note that each student receives an assessment of their work. The teacher can also encourage group activities using grades.

In this regard, it is very important that each student feels the work of students in a small group, and this will bear fruit in the future. There are many pedagogical and psychological aspects of collaboration. Its effective use is great importance in the development of a student's personality. Students celebrate the success of the small group. They worry about their shortcomings together. As a result, in the process of teaching students, they try to help each other develop human qualities. Such co-education is carried out in different countries in different ways, and has sufficient experience.

Collaborative learning is often used as a generalizing term for various educational approaches that involve the combined intellectual effort of students or students and teachers through the involvement of individuals in interdependent learning activities. Many believe that this helps students learn more effectively and efficiently than if the students were learning on their own.

Some of the benefits of collaborative learning activities are that learners can learn more material by interacting with each other and making sure everyone understands, learners retain more information through thoughtful discussion, and also they become more positive about learning and each other by working together.

Encouraging collaborative learning can also help improve the learning environment in higher education. Kenneth Bruffy provided a theoretical analysis of the state of higher education in America. Bruffy sought to redefine coeducation in academia. Simply incorporating more interdependent activities will help students become more engaged and thoughtful learners, and teach them that learning is in itself a collaborative activity as well.

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