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Improving Teacher-Student Collaboration And Educational Effectiveness By Overcoming Learning Challenges

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Abstract

This article discusses the importance of lectures and practical lessons in students' learning activities, the difficulties encountered in learning and its causes, the forms of cooperation between teachers and students, and important factors in improving the effectiveness of education.

Key words: social and psychological difficulties, professional difficulties, difficulties in cognition, joint activity.

INTRODUCTION

An important condition for the development of our society is the perfection of the system of personnel training, its growth on the basis of modern economy, science, culture, engineering and technology. In the implementation of the tasks set out in the Law on Education, a radical change in the existing systems of education and training, the achievements of modern scientific thought and social experience, at all stages of the educational process, the system of continuing education, educational institutions based on advanced methodological experience in all forms and types. After all, a person's spiritual maturity, knowledge, intelligence are reflected in the process of solving this problem. Because some of the problems in education that arise in the learning process always force you to think deeply.

An important condition for the success of students' educational activities is the study of the peculiarities of the educational process in higher education, the prevention of conflicts in the microenvironment.

Undergraduate students usually try to imagine the learning process as fully as possible, but do not have enough knowledge about its management. Often, they mean learning management, planning, monitoring, and evaluating the acquisition of learning materials. According to the results of the survey of students, in addition to imagining



the system of educational activities, they also have some knowledge about some of the possibilities of its management. Fifteen percent of the 730 test takers who participated in the experiment understood the process of personal activity management as the process of repetition of learning materials, the main goal of which is to clearly understand the essence of the text. For example, "I read and repeat materials to master them, but I never look for a sensible way, method, or means to master them." This student's comment applies to all peers in this category.

Some students have also written in their answers on how to master the material. One of the answers from the junior course was, "I first divide the learning material into parts, then create a logical harmony between them, trying to find important and primary features. I will compare this material with the previous one and identify similarities and differences." Similar responses were received from a quarter of the students. Eighty-five percent of them were able to represent some component of learning management. However, many are far from describing, understanding, and imagining generalized ways of managing learning activities. However, students have some understanding of comparisons, planning, lectures, and summarizing primary sources. However, there are some shortcomings in this regard as well. For example, students have difficulty in planning, summarizing, clearly stating the general requirements for the use of educational methods, deviating from the scope of the problem, and so on.

These challenges can be divided into three groups according to their nature and form:

1. Learning difficulties: sharp differences in the content and scope of educational materials in high school and university; The existence of different forms and methods of teaching in higher education (lectures, seminars, colloquiums, tests, debates, practical classes, special workshops, special seminars, special courses, etc.) complexity, problems, scientificity of seminar materials, lack of independent learning skills in students; that they are not fully prepared for complex higher education.
2. Socio-psychological difficulties: changes in the environment and living conditions; transition to independence in all spheres of life and activity: willpower, ability, indecision in mental capacity: for example, in sessions, fear of expulsion from school, fear, anxiety.
3. Professional difficulties: hesitation to choose a specialty of higher education; misinterpretation of the process of adaptation to the conditions of higher education; lagging behind in the acquisition of skills, abilities and habits of teaching methods and tools, inability to effectively use the practice of different specialties; separation of practice with theoretical knowledge; students' ignorance of the profession or lack of professional qualities that meet the requirements of the profession.

All of these challenges are related to adaptation to the higher education environment. Experience has shown that the specific typological and age characteristics, intellectual potential, intelligence, moral qualities, ethnic characteristics of students play a role in adapting to the higher education environment. The main reasons for the difficulty are that students do not know the correct methods of learning activities, are not able to evenly distribute power and opportunities in mental work, which are the basis of mental stress. The mental strain experienced by students is not an accidental



psychological phenomenon, but is based on the weakness of the ability to rationally manage personal learning activities.

Accordingly, university students often try to randomly manage this activity while mastering the study materials. In this case, if certain materials are remembered with logical action, the rest are absolutely ignored. As a result, they listen to part of the lecture, have difficulty understanding its essence, do not have time to summarize it. Continuing this throughout the school year can make exam sessions a difficult test for a student. Accordingly, one of the main tasks of the university is to teach students to work with the main sources of educational materials, to organize their independent learning activities, to acquaint them with the methods of self-management.

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Higher education requires the student to carry out purposeful, regular, planned, consistent learning activities at all stages of education.

It is known that higher education is mainly aimed at the formation of the necessary components of the mind, such as critical thinking, productivity of students. In the seminar, the teacher should check the knowledge of students on the problem, increase their independence, productivity and depth of thinking, form an attitude to the environment, teach them to express their personal views on scientific theories and concepts. By increasing the effectiveness of lectures and seminars, it is possible to implement the principles of development and education in the process of education and upbringing in higher education, to teach students self-management.

The formation of collaborative activities in higher education, the organization of its socio-psychological aspects, the study of the components that make up any activity, including learning, has begun to take place in recent decades. BF Lomov considers the scheme of the analysis of activity accepted in general psychology and emphasizes that the interaction of the person performing this activity with other persons should be constructed differently. Psychological analysis of the activities of the individual abstracts the relationship of the subject with other people. However, this abstraction, no matter how important, allows one-sided coverage of the studied phenomena.

Research on teacher-student collaboration focuses on the development of interpersonal relationships and describes the process of group learning. A.V.Petrovsky studied the interpersonal relationships in the community and noted that the organization of the teacher's interaction with students in the educational process is not only a means of meeting their communication needs, but also a means of mastering the learning material. A. A. Bodaley, who took a different approach to this problem, believes that the teacher-student relationship should create the conditions for their effective cooperation. To do this, teachers must take into account the personality traits, goals and needs of students. Despite the above considerations, the question of how to organize different collaborations between teacher and students at different stages of learning has not been resolved. Consequently, the teacher's lack of skills to organize learning activities on a collaborative basis poses a number of problems. The psychological study of productive collaborative activities was conducted by a team of psychologists led by V.Ya. Laudis.



Its main purpose was to express the role of teacher-student interaction in the formation of new mental qualities. According to this theory, the formation of learning activities is not the basis for mastering the basics of science, but the process of acquiring socio-cultural values of the individual. Based on this theory, the learning situation can be designed in such a way as to create not only a "zone of imminent maturity" in the development of the student's personality, but also a "zone of perceptual development."

V.Ya. Lyaudis shows 4 variables in the structure of the learning situation: a) the content of the organizational learning process (its characteristics, the program of activities that the student learns, the types of learning activities; b) mastering the content and methods of teaching: the order of transition from one stage to another, c) the system of interaction and cooperation between the student and the teacher; (g) Improving the interrelationships of variables in education. Forms of student-teacher interaction are an important factor in determining the nature of student interaction and the nature of student interaction. Collaborative learning is a special type of teacher-student relationship and interaction that provides the object of learning, the reconstruction of all parts of cognitive activity.

The purpose of collaborative learning activities is to create a mechanism for managing learning activities and collaborative actions, attitudes, and communication. The product of collaborative activity is the emergence of new ideas that students independently put forward and goals related to the nature of the activity being mastered and a desire to manage the individual's position in the partnership. Collaborative approach is a system of interaction between teacher and student. Such behavior begins with the teacher's help to the student, the student's activity gradually increases and becomes a completely self-directed practical and mental action, and the relationship between teacher and student is characterized by a partnership position. will have.

There are seven forms of collaboration in psychology, which include:

- 1) introduction,
- 2) independent actions (performed by the teacher and the student);
- 3) the teacher initiates the action and engages the student in it;
- 4) imitation actions (a student who learns from a teacher acts on the basis of this pattern);
- 5) supportive actions (the teacher helps the student to choose an intermediate goal and ways to achieve it and monitors the final result;
- 6) self-management actions (the teacher participates in the presentation of the overall goal and evaluation of the final result);
- 7) self-motivated actions;
- 8) self-organizing actions.

Thus, collaborative activities are manifested in the form of collaborative behaviors, which can be viewed as simple units of that activity, such as periods of communication. The period of joint action includes the following exchanges: the teacher begins the action, the student continues or completes it:

The main purpose of studying the characteristics of collaborative activities in higher education and testing them in practice is to study the causes and sources of students' learning difficulties and to identify key factors in improving the effectiveness of knowledge acquisition in the educational process or collaborative activities.



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