



Research Article

MODEL OF METHODOLOGICAL DEVELOPMENT OF OPEN JOINT ACTIVITY OF PRIMARY SCHOOL TEACHER AND STUDENT

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ABSTRACT

This paper proposes a comprehensive model for the methodical development of open joint activity between primary school teachers and students. Open joint activity refers to collaborative learning experiences where both teachers and students actively participate, share ideas, and collaborate in the learning process. The model presented here emphasizes the importance of fostering a supportive and inclusive learning environment that promotes mutual respect, communication, and collaboration among all participants. Key components of the model include the establishment of clear learning objectives, the use of diverse teaching strategies to engage students, the integration of technology to enhance learning experiences, and the implementation of ongoing assessment and feedback mechanisms to monitor progress and adjust instruction as needed. By implementing this model, educators can create dynamic learning environments that empower students to take an active role in their education and foster meaningful learning experiences.

KEYWORDS

Methodical Development, Open Joint Activity, Primary School Education, Collaborative Learning, Teacher-Student Collaboration, Learning Environment, Educational Technology, Assessment and Feedback.

INTRODUCTION

In order to substantiate the concept of development of open joint action, a special methodology of analyzing the educational results and impact of the implementation of the curriculum on the organization of open joint action in primary education should be used. Therefore, an important part of the research work is the development of a methodology for evaluating the results of the implementation of the educational program. The methodology developed by us is based on:

to distinguish different types of joint actions by the participants of joint activities, to understand their characteristics;

determination of the existence of an open joint action by the participants of the joint activity as valid;

to determine the educational (internal) motivation of the participants and their demand for open joint days;

development of the content, design, effective effect of joint activities with students, and the development of skills for organizing related joint activities;

develop the skills of organizing open joint actions related to the development of a positive experience of joint activity among teachers, the creation and development of student initiatives, the organization of reflection of joint activity.

The listed areas of the assessment methodology reflect the qualitative characteristics of open joint actions based on the actual participation of teachers and students, their participation in educational practice and their impact on it, as well as the characteristics of the educational content of open joint actions: o "creating a positive experience of the joint activities of teachers and students, activating the impressions and experiences of various participants in joint activities, supporting and developing their initiatives, the influence of students on setting tasks, the content and forms of joint activities ensuring everyone's participation in the

selection, reflection of the progress and results of joint activities.

METHOD

The methodology for evaluating the results of the implementation of the educational program for the development of open joint actions included the following stages and diagnostic processes:

assessment of the quality of joint activities of teachers and students in primary education. At this stage, firstly, joint action activity was evaluated - its quality, distribution and criteria and levels of use of various types of joint actions; secondly, it was determined that joint activity is a special educational topic for its participants; thirdly, the advantages and dynamics of the selection of various joint actions by students and teachers were noted; fourthly, the influence of the quality of joint activities on education and educational motives was determined. At this stage, the following diagnostic methods are used:

on the analysis of the functional and semantic content of joint activities was changed to a questionnaire for students to assess the quality of joint activities in primary education. This method made it possible to determine what kind of joint

activities are available according to the students' grades and which they prefer in the lessons of different academic subjects. As a result, among other joint activities, the spread of open joint activities and the students' demand for different lessons were determined. In the list of proposed actions, it was found that there are actions corresponding to different models of joint activity:

- a) models of open joint actions (listening, writing, exercises, completing tasks);
- b) the analysis of the motivation of primary school students, the methodology allows to assess which motivations are leading: education (internal), education (external), communicative - education of the primary school teacher and students note the level of demand for lim motives, which is a characteristic of open joint actions;
- d) motivations not related to the content of joint activities (internal) motivations related to the content and quality of joint activities and specific characteristics of educational activities;
- e) diagnostic method - students fill out the questionnaire by choosing one answer.

To study the characteristics of the teacher's position in joint activities. At this stage, changes in pedagogical activities related to the organization of open joint actions by teachers were evaluated. Since teachers have a clear advantage in using the model of closed joint activities at the stage of developing the project of changing the quality of joint activities, the actions and functions of teachers that they prefer and implement in the organization of joint activities with students it is very important to study changes in composition.

The following diagnostic methods were used:

analysis of the functional and semantic content of joint activity and the position of the teacher in it, this method allows to note the actual and preferred actions of teachers in organizing joint activity with students and the gaps between their functions in organizing joint activity. Diagnostics means filling out the "my activity in the lesson" test by teachers with a description of possible actions, their list can be filled in by the teacher himself;

diagnosis of mastering the skills of organizing open joint action by the primary school teacher and students was assessed by filling in the

questionnaire "possible actions in an open pedagogical position". Questionnaire data allows to demonstrate actions and functions that describe the activity of the student and the teacher in the open joint activity and his position as a participant of the joint activity. Actions that describe the specific content of pedagogical activity include:

updating the personal experience of the participants of joint activities and organizing trial initiative actions of students, supporting their initiatives to use various models and forms of joint activities and organizing reflection of joint activities;

each of the actions indicated in the questionnaire, as in the previous test, was evaluated by the teacher according to the following criteria;

made it possible to determine the extent to which students and teachers of primary education are oriented to the organization of joint activities as a special subject of education.

To study the characteristics of the joint activity position of elementary school students and teachers. At this stage, the abilities of elementary school students and teachers to organize open

joint activities were determined, they were analyzed and evaluated according to how students participated in organizing joint activities. Students' participation in joint activities and their impact on them are characterized by the ability to demonstrate test initiative, design, effective classroom interaction and communication, and the ability to reflect on joint activities.

These skills are diagnosed using the following methods:

essays for students - comments on "what kind of elementary school student I am", "my class", "me and my class" (grades 3-4). We came to the conclusion that when determining the topics, students should be given the opportunity to demonstrate and describe their actions and functions in joint activities. The analysis of the texts made it possible to see that cooperation itself is a value for a primary school student and teacher, which actions in the model of open joint action are distinguished as meaningful and realistic; the ability to work on the basis of individual and collective initiative; interaction, mutual support; the ability to perform test and project activities in class and extracurricular activities;

made it possible to determine the development of communicative skills and knowledge for the organization of joint activities:

- a) communicative: listening to each other, asking them questions and answers, accepting each other emotionally;
- b) joint activity skills: understanding the purpose of the task, discussing the progress of the work, promoting versions by all participants, planting versions, stopping the flow of ineffective decisions.

Thus, the attitude of the teacher and student of the elementary school to some actions on the organization of open movement, in particular, to the experience of impressions and experiences of the teacher (emotional involvement), to the reflection of the experience of joint activity have mastered reflective actions. This means that teachers often use relevant educational situations: decoding of various figurative impressions, emotional learning, emotional events, etc. Activities related to proactive participation in joint activities are underdeveloped, which indicates a lack of appropriate educational situations and activities.

Work on the implementation of the curriculum made it possible not only to change the wishes of students to open joint action (especially in 3-4 grades), but also to strengthen individual and collective initiatives as real methods of organizing open joint action.

Thus, the results of the implementation of the curriculum on the organization of open joint action in primary education can be considered as follows:

distinguishing joint action by teachers and students as an educational subject, distinguishing the characteristics of various types of joint actions by them, strengthening the demand for open actions in students and teachers;

mastering actions to organize an open joint action by students, teachers who develop the program, as well as participants and users of the program;

increase the prevalence of open actions, educational motives and real methods of personal and collective initiative among students;

distinguishing by students and teachers the ability to participate in and influence joint activities as important and real skills of initiative,

design, classroom interaction, communication, free choice;

to increase the openness of the position of teachers, to address the student, to change the direction of partnership in joint activities with students.

As ways of influencing the educational program of the organization of the open joint movement, it required open methods of working with it at all levels of experimental work, that is, changing, clarifying, growing, reshaping it through direct participation in the program. . The specific features of the educational program, as an unexpected, non-directive, non-objective program, require the participation of all teachers in its development; in the process of developing and implementing the program, both the composition of its participants and the research positions of teachers will be formalized.

Joint activity is the development of forms of participation of primary school teachers and studies of general secondary school and methodical seminars, laboratories (analytical, expert), pedagogical workshops, methodical days, new techniques, pedagogical technologies. examples", focus classes with teachers,

development of curriculum modules and their educational and methodological support. At the same time, teachers constantly immerse themselves in the process of communicative education, that is, in the system of discussing, understanding, the educational program. Such communication develops the teachers themselves, puts them in different positions (stylist, technologist, expert, diagnostician, analyst). In other words, teachers talk openly about the program, discuss it openly: the program is renewed each time through such discussions.

The change of the teacher's position from a leader to a participant and organizer of joint activities is confirmed by the reasons given by the teacher and students of the general secondary school. The teacher trusts the students, provides leadership and organizes students' hobby activities, gives them the opportunity to influence the lesson, the teacher begins to see different options for lesson activities based on the students' understanding of the content:

a) new technologies (methods, techniques) appear, training programs are improved, textbooks are created that allow students to be active in classes;

b) the relationship between the primary school teacher and the teacher becomes more democratic, and the student is given more freedom, creativity, and independence;

c) the lesson becomes less stereotyped, it uses different types of activities (including search), different forms (students work in classes), and ambiguous assessment.

The joint activity of the primary school teacher and students changes and what is taught remains stable (knowledge, skills and competencies).

Teachers of all classes like and distinguish the educational content of the lesson, distinguish its following features: educational goals, lesson topic, educational materials, assignments, educational results. It is very difficult for teachers to distinguish the educational content of the lesson: if you can directly or in the lesson there can be other content outside the lesson, it does not lead to anything.

The methodological development of the lesson and the preliminary analysis of the teachers made it possible to distinguish some phenomena that do not correspond to the scope of the educational content of the lesson: planning the lesson

together with the students, free choice of students, students' personal updating experience (daily, educational) and others. another content: "non-educational", "non-objective", "developing", "educational".

Such content in the lesson was determined through educational situations: cases of reference to the student's personal experience (daily, scientific and practical, educational), cases of free choice (tasks, their sequence in the lesson, methods of work), difficulties-breaks, cases of joint discussion, understanding, drawing conclusions. Analyzing research work through such situations, we begin to teach students things other than knowledge, skills and competences: communication, interaction, choice, reflection; and some of these other things, as opposed to learning outcomes, can be called learning.

When designing the educational content of a lesson aimed at organizing open joint action, initially, the difference between the content of the lesson (goal, topic, tasks, materials) and education (situation, actions, results, forms) helps teachers to learn the lesson. allowed us to put forward the assumption that the main direction in the change is related to the separation and formation of specific educational

content in the lesson; it should be separated, described and expanded through special situations, actions, forms in the lesson. The teachers suggested the following ways of developing the educational content of the lesson, i.e., the component structure aimed at developing communicative, cognitive, activity skills:

Joint activity is the development of forms of participation of primary school teachers and studies of general secondary school and methodical seminars, laboratories (analytical, expert), pedagogical workshops, methodical days, new techniques, pedagogical technologies. examples", focus classes with teachers, development of curriculum modules and their educational and methodological support. At the same time, teachers constantly immerse themselves in the process of communicative education, that is, in the system of discussing, understanding, the educational program. Such communication develops the teachers themselves, puts them in different positions (stylist, technologist, expert, diagnostician, analyst). In other words, teachers talk openly about the program, discuss it openly: the program is renewed each time through such discussions.

The change of the teacher's position from a leader to a participant and organizer of joint activities is confirmed by the reasons given by the teacher and students of the general secondary school. The teacher trusts the students, provides leadership actions, and strengthens the educational resources of the students through the amateur activity content, in particular, individual educational tasks;

through different forms of activity organization (individual, class, collective);

through different forms of lessons and not only non-standard lessons, but lessons from a different position of the teacher;

through educational situations.

Thus, when designing parts of lessons from different subjects (literacy, reading, mathematics, the surrounding world), teachers made it possible to develop the following educational situations:

emotional and game-related situations, teaching methods and methods;

cases of returning and updating the personal experience of a primary school teacher and student (drawing, coloring, excursions to the field

of personal experience, generalized questions, transfer of educational concepts to the field of everyday, empirical experience, lesson based on educational experience;

situations of difficulties - breaks (identification of errors, text and comparison, different spellings of words, words with the same root and not the same, impossible task, unsolvable task, identification of inability and its reasons, analysis of difficulties that have arisen).

It should be noted that such educational situations are developed by teachers from the text of the educational program by working with the concept of the educational content of the lesson and the features of open joint actions.

Also, a number of methodological tools were created for the implementation of the joint open activity program of the primary school teacher and student.

In order for the teachers to implement the tool function in relation to the curriculum, they were presented with the text of the curriculum project (its vertical and horizontal modules) and were offered to work in their teaching position, that is, to develop the technique, o educational tasks,

forms of working with students that contribute to the implementation of the program have been created.

We offer the following forms of methodological support of the curriculum for the organization of joint open activities of a primary school teacher and student:

thematic lessons, psychological training, adaptation (introductory) courses, excursions, joint planning of extracurricular activities for a year, expanding the range of non-standard lessons in primary education;

organization of forms of transition from reproductive, imitative interaction to proactive, free movement with the joint activity of the teacher and students. For example, in the mother tongue, reading, mathematics and other classes, any object is done according to the model, but each student does it himself or works on the model at the beginning of the lesson, and then the teacher 'invites students to do their own work;

Conducting essays in mother tongue classes, reading, the surrounding world, their topic reflects not only the reference to the student's

personal experience, but also ensures their attitude, understanding, feeling, listening.

Some teachers tried to reformat the modules of the educational program to a specific learning outcome (for example, effective classroom interaction) according to the following scheme: class (age) - how they learn how actions are taught - learning outcomes. Teachers in a methodological position try to get something from the content of the educational program that corresponds to the specific characteristics of general secondary schools. For example, teachers in low-income general secondary schools noted opportunities for cross-age collaboration and mutual learning, although they all dared to fully entrust their functions to teacher-age students. even if they don't (explain, help, advise). Teachers also saw the possibility of using the work in the lesson (for example, the teacher works with grades 1-2 and grades 3-4 do the work).

Thus, the implementation of a methodological function by teachers in relation to the curriculum, by them proposing some pedagogical forms and methods of work, transferring some elements of the educational program to their practice and the content of various modules It looked like

reformulation with a focus on specific learning outcomes.

When working with the text of the educational program in forming a value attitude to the educational program, its educational relations, teachers take not only their own position, but also the position of an analyst, and understand what the program is, why it is needed, what it is aimed at, what they they tried to understand that acceptance and rejection cause doubt. The analytical position showed a clear polarization of teachers in relation to the educational program: supporters of the educational program and its opponents.

First of all, they demonstrated the specific features of the educational program: the manifestation of the new content of education in the form of joint activity skills (the ability to interact, organize, learn independently). lish. Supporting teachers will create a joint activity program of a graduate of elementary education to organize an open joint movement. This is a primary school student who can freely express his thoughts, listens and hears others (teacher, classmate), discuss and evaluate his work and team activities; it has simple methods of initiation and design (choosing a task, topics, methods,

partners and work resources), pairs, and classroom interactions.

Summarizing the content of all the modules of the educational program, the teachers realized that the initial education of organizing an open joint movement is a pedagogically convenient educational process, in which the student has an idea about joint movement, its forms and methods. 'lled;

at the initial stage of the student's self-organization, the school develops the student's communication skills, emotional sphere, initiative, self-esteem, interpersonal relations in the classroom;

analysis of lessons reflecting their methodological development, design of learning situations, design of lessons with cases of organizing open joint actions, filling in or re-registration of program modules, checking the program;

In general, the method of working with the educational program can be characterized as an influence-participation method, because it allows the teacher to influence the educational practice, change it, students and others. gave the opportunity to organize together with teachers.

This increases attention to the organization of methodological work in the school, which has become a form of supporting the educational program and introducing the new content of education into real practice.

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