

BO‘LAJAK BOSHLANG‘ICH SINIF O‘QITUVCHILARIDA KOLLABORATIV KOMPETENTLIKNI RIVOJLANTIRISH.**Uralova G.O‘**

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<https://doi.org/10.5281/zenodo.20618782>

Annotatsiya. Mazkur maqolada bo‘lajak boshlang‘ich sinf o‘qituvchilarida hamkorlik (kollaborativ) kompetentligini rivojlantirishning nazariy va amaliy jihatlari tahlil qilinadi. Hamkorlik ko‘nikmalarini shakllantirish zamonaviy pedagogik ta‘limning muhim tarkibiy qismi sifatida yoritilib, uning bo‘lajak pedagoglarning kasbiy kompetentligini oshirishdagi o‘rni ochib beriladi. Shuningdek, ta‘lim jarayonida kollaborativ faoliyatni tashkil etishning pedagogik shart-sharoitlari, samarali usul va vositalari hamda ularni amaliyotga tatbiq etish masalalari ko‘rib chiqiladi. Tadqiqot natijalarida hamkorlikka asoslangan ta‘lim muhitini yaratish bo‘lajak o‘qituvchilarning kommunikativ, ijtimoiy va kasbiy kompetensiyalarini rivojlantirishga xizmat qilishi asoslab berilgan.

Kalit so‘zlar: hamkorlik ko‘nikmalari, kollaborativ kompetentlik, bo‘lajak boshlang‘ich sinf o‘qituvchisi, kasbiy kompetentlik, pedagogik ta‘lim, kommunikativ kompetensiya, hamkorlikdagi ta‘lim, ta‘lim jarayoni.

Аннотация

В данной статье рассматриваются теоретические и практические аспекты развития коллаборативной компетентности у будущих учителей начальных классов. Формирование навыков сотрудничества освещается как важнейшая составляющая современного педагогического образования, раскрывается его значение в повышении профессиональной компетентности будущих педагогов. Также анализируются педагогические условия, эффективные методы и средства организации коллаборативной деятельности в образовательном процессе, а также вопросы их практического применения. Обосновывается, что создание образовательной среды, основанной на сотрудничестве, способствует развитию коммуникативных, социальных и профессиональных компетенций будущих учителей.

Ключевые слова: навыки сотрудничества, коллаборативная компетентность, будущий учитель начальных классов, профессиональная компетентность, педагогическое образование, коммуникативная компетенция, совместное обучение, образовательный процесс.

Abstract

This article examines the theoretical and practical aspects of developing collaborative competence among future primary school teachers. The formation of collaboration skills is considered an essential component of modern teacher education, highlighting its significance in enhancing the professional competence of prospective educators. The study also analyzes the pedagogical conditions, effective methods, and tools for organizing collaborative activities in the educational process, as well as issues related to their practical implementation. The findings substantiate that creating a collaborative learning environment contributes to the development of communicative, social, and professional competencies of future teachers.

Keywords: collaboration skills, collaborative competence, future primary school teacher, professional competence, teacher education, communicative competence, collaborative learning, educational process.

In the modern education system, the development of collaborative competence among future primary school teachers is considered one of the key priorities. Teacher preparation should not be viewed solely as the responsibility of higher education institutions; rather, it should be implemented as a joint process in cooperation with schools. Therefore, teacher education is regarded as a shared responsibility of all stakeholders involved. This approach is particularly significant within the educational system of Uzbekistan, as future primary school teachers need to be prepared for work in real school settings through active collaboration with all participants of the educational process.

The priority of collaboration in professional development is especially emphasized. Instead of relying exclusively on traditional lectures and short-term training programs, collaborative practice-based activities are considered more effective in teacher preparation. Such an approach contributes not only to the enhancement of teachers' knowledge but also to the development of their teamwork, collaborative problem-solving, and reflective skills. The implementation of this approach in the context of Uzbekistan can significantly improve the quality of primary school teacher education and training.

A collaborative environment plays a significant role in a teacher's professional development. Collaboration contributes to the formation of a teacher's professional identity, as interaction with various specialists enables teachers to better understand their role within the educational process. This is particularly important in primary education, where effective teaching requires close cooperation with psychologists, speech therapists, and parents to support students' learning and development.

Another important requirement of contemporary education is the ability of teachers to collaborate with professionals from different fields. Therefore, primary school teachers should not only possess strong subject knowledge but also demonstrate competence in working collaboratively with other specialists. This is especially relevant in inclusive education settings, where meeting the diverse needs of learners requires a comprehensive and multidisciplinary approach.

At the same time, existing fragmentation within teacher education systems can negatively affect the development of collaborative competence. The separation of educational programs often limits their integration and reduces opportunities for interdisciplinary cooperation. Similar challenges can also be observed within the educational system of Uzbekistan. To address this issue, it is necessary to strengthen interdisciplinary integration and promote collaborative approaches across different areas of teacher education.

Conflicts that arise during the process of collaboration can contribute positively to a teacher's professional growth. Through such experiences, teachers become aware of the discrepancies between theory and practice and are encouraged to critically reflect on and reconsider their professional activities. Therefore, conflicts should not be viewed solely as negative phenomena; rather, they can serve as valuable sources of learning and development.

To ensure effective collaboration, it is essential to establish clear agreements among all participants. In this process, the tools, rules, responsibilities, and shared goals of collaboration should be discussed and defined in advance. In the context of Uzbekistan, this highlights the need to systematically strengthen cooperation between schools and higher education institutions.

In general, collaborative competence occupies a central place in a teacher's professional practice. This approach contributes to the development of teachers not only as providers of knowledge but also as professionals who can work effectively in teams, collaborate with specialists from various fields, and critically analyze and improve their own practice. At the same time, existing studies on collaborative competence are predominantly theoretical in nature,

while the development of effective mechanisms for their practical implementation remains an actual issue. Nevertheless, these ideas provide an important scientific foundation for improving the preparation of future primary school teachers within the educational system of Uzbekistan.

Analysis of Collaborative Competence among Future Primary School Teachers

The findings of this study clearly demonstrate the importance of developing collaborative competence among future primary school teachers. Collaboration occupies a central place in teachers' professional activities, as it directly influences the quality of the educational process. In this regard, collaboration is interpreted as "a process that enables the achievement of better outcomes than individual work." This approach is particularly significant in primary education, where teachers frequently need to cooperate with other professionals and parents when working with young learners.

According to the research findings, although prospective teachers generally demonstrate positive attitudes and intentions toward collaboration, their actual level of teamwork and collaborative engagement is not sufficiently high. This indicates the need to further strengthen teamwork skills within teacher education programs. Therefore, the development of collaborative competencies should become an integral component of the professional preparation of future teachers.

The study also highlights the importance of introducing collaborative practices at an early stage of teacher education. It was found that first-year students tend to place less emphasis on collaboration compared to students at later stages of their studies. This finding has important implications for the educational system of Uzbekistan, suggesting that a culture of collaboration should be fostered from the very beginning of pedagogical education. Early exposure to collaborative learning experiences can contribute to the formation of professional attitudes and skills necessary for effective teamwork in future teaching practice.

The levels of collaboration also play a significant role in the development of collaborative competence. Although the study identified information sharing as the most commonly practiced form of collaboration, truly effective collaboration is demonstrated at higher levels, namely through joint work and the co-construction of knowledge. This finding suggests that the preparation of future primary school teachers should not be limited to the exchange of information; rather, it should focus on developing their ability to engage in meaningful collaborative activities and collective problem-solving processes.

Furthermore, collaboration is regarded as a crucial factor in teachers' professional development. It provides opportunities for educators to discuss their experiences, exchange ideas, reflect on their practices, and continuously improve their professional performance. This aspect is particularly important in primary education, where ongoing professional growth is essential for meeting the diverse needs of young learners.

One of the strengths of the study lies in its examination of the relationship between prospective teachers' attitudes toward collaboration, their intentions to collaborate, and their actual collaborative practices. The findings indicate that collaboration does not emerge automatically; instead, it must be systematically taught, supported, and developed throughout teacher education programs.

These findings are highly relevant to the educational system of Uzbekistan. At present, the development of collaborative skills within teacher education institutions is not yet implemented in a sufficiently systematic manner. Therefore, it is advisable to focus on several key directions in the preparation of future primary school teachers: increasing students' participation in team-based projects, promoting collaborative lesson planning and lesson analysis during practical training sessions, and strengthening mentorship-based collaboration during school placements and teaching practice.

At the same time, it should be noted that the study relies primarily on statistical analyses and does not fully explore the deeper pedagogical mechanisms underlying collaboration. Nevertheless, its findings provide an important scientific foundation for the development of

collaborative competence among future primary school teachers and offer valuable guidance for Research has examined the impact of teacher collaboration on innovative teaching practices and has demonstrated that teaching motivation and teacher efficacy play significant mediating roles in this relationship. Collaboration not only directly promotes innovative activities but also exerts an indirect influence through psychological factors. These findings indicate that collaboration has a systematic and multi-level significance in the development of collaborative competence among future primary school teachers.

The results highlight several priorities for teacher education in Uzbekistan. First, collaboration-based learning activities should be more widely integrated into higher education programs. Second, educational environments that foster students' intrinsic motivation should be established. Third, professional effectiveness should be enhanced by strengthening students' self-confidence and self-efficacy. These aspects are particularly important for primary school teachers, as they play a crucial role in shaping children's initial educational experiences.

In the context of Uzbekistan, collaboration should not be limited to formal meetings and administrative interactions. Instead, genuine professional learning communities should be developed within schools. For primary school teachers, it is recommended to strengthen methodological associations, open lessons, and mentoring systems based on the master-apprentice model. Furthermore, collaboration should not be viewed as a single, uniform concept but rather as a multidimensional process that requires a flexible approach in developing collaborative competence among future teachers.

Three key components of collaboration—purpose, practice, and continuity—can serve as a foundation for designing a collaborative competence model. From a practical perspective, collaboration should maintain a balance between structure and contextual flexibility. Excessive bureaucracy may make collaboration artificial and ineffective, whereas excessive freedom may reduce its quality and consistency.

In conclusion, this study represents an important scientific source for understanding and promoting the development of collaborative competence among future primary school teachers. It clearly explains the theoretical foundations, practical forms, developmental mechanisms, and existing challenges of collaboration. Most importantly, the findings demonstrate that collaborative competence is not merely the ability to work together; rather, it is a systematic, reflective, and continuous process of professional development that supports effective teaching and lifelong learning.

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