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Methods of Using a Collaborative Environment in Organizing Russian Language Lessons on the Basis of the "4k" Model

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Abstract: Modern education emphasizes the need to direct students to independent and creative thinking in Russian language classes. The reform of education is related to the introduction of new innovative methods into the system. One such approach is the "4K" model. The "4K" model, which covers concepts such as collaboration, communication, creative thinking, critical thinking, instead of content focused on memorization, supports the independent activity of the student, critical, creative and creative thinking, team work. is an important factor in the formation and improvement of skills.

This article talks about the methods of using a collaborative environment in the organization of repetition and reinforcement lessons based on the "4k" model, and methodological recommendations are given.

Keywords: "4K" model, collaboration, communicativeness, creative thinking, critical thinking, creative thinking, teamwork, collaborative environment.

INTRODUCTION

It is known that in the period of changes, the educational system requires rapid development based on social processes. Through education, a new generation capable of fulfilling future tasks will be formed in the society. Along with all subjects, the Russian language is a necessary element of the general culture of every citizen of our country today, and young people who have graduated from a general education school can use the Uzbek language freely, effectively and fully in various aspects of social, economic and cultural life, in all types of communication and interaction. to be able to use it, to fully enjoy its unlimited possibilities, they should have the necessary skills and qualifications. For this, it is necessary to direct students to independent and creative thinking in Russian language classes. Education reform is related to the introduction of new innovative methods into the system. One such approach is the "4K" model. The "4K" model includes concepts such as collaboration, communication, creative thinking, and critical thinking.

1. Collaboration - formation of the learner's ability to work as a team;
2. Communicativeness - developing the ability to communicate with people;
3. Creative thinking - learning to innovate, make unusual decisions, and teach inventive skills in order to achieve one's goals;
4. Critical thinking is having an independent opinion and expressing it; means a critical approach to the issue.

Modern education, instead of learning content, aims to develop important skills such as critical, creative and creative thinking, team work, supporting the student's independent activity. At the same time, the topics and tasks given in the subjects should be aimed at developing life skills that help school graduates find their place in society. What is traditional education? when? where? the answers to the questions were found and this would develop the memory of the students. Children may not be able to find answers to the issues and problems they face in life due to lack of skills. If the student

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develops the ability to find a comprehensive solution to a problem, when faced with a problem, he will be confused about how to find a solution to it. Personal character is formed on the basis of skills such as responsibility, enthusiasm, critical thinking, finding a solution to a problem in a unique way[1].

LITERATURE ANALYSIS (LITERATURE I METHODOLOGY/ METHODS)

Collaboration[2](French-collaboration) means the partnership of two or more people to achieve a common good.

The introduction of a person into a collaborative educational environment includes the active involvement of the student in the development of the ability to enter into human relations, mastering the skills of practical, scientific and theoretical activity, and the formation of certain social norms and functions. The student acquires the skills necessary for successful self-realization in society, actively interacts with team members, learns how to behave and communicate in various social situations in the future. The collaborative environment has creative potential and has an effective impact on the student's personality. In such an environment, the student feels himself as a subject of collective activity, an active participant in the educational process, understands his importance and personal value.

Collaboration is the joint activity of two or more people in any field to achieve common goals, in which knowledge exchange, learning and reaching an agreement (consensus) are carried out3.

Collaboration - increasing the effectiveness of pedagogical activity;

- to decide on mutual cooperation between students;
- to ensure that the students can apply the skills, knowledge and qualifications they have acquired in the educational subjects;
- formation of independent, free and creative thinking skills in students;
- It is necessary to create the necessary conditions for students to realize their potential and demonstrate their abilities.

The idea of collaboration, i.e. joint teaching, was developed by scientists from different countries, including American J. Hopkins University professor - R. Slavin (1990), Minnesota University professor - R. Johnson, D. Johnson (1987), California University professor

- Developed by Sh.Sharon (1988)[1] In the 70s of the last century, J. Dewey put forward the idea of predicting results and organizing practical activities in cooperative education2. The idea of cooperative teaching appeared in didactics in the 1970s and was widely used in educational institutions of Great Britain, Canada, Germany, Australia, the Netherlands, Japan, and Israel.

Collaborative pedagogy pioneers - pedagogues (SH.A. Amonashvili, S.N. Lysenko, I.P. Volkov, V.F. Shatalov, E.N. Ilin and others) they emphasize the organization of mutual relations between the participants of the pedagogical process (teacher and students) based on the principle of humanity. Conceptually important rules for cooperative pedagogy are expressed in the pedagogical views of A. Avloni, G. Gulom, K. D. Ushinsky, A. S. Makarenko, V. A. Sukhomlinsky, J. J. Russo, Y. A. Korchak, K. Rodgers and others.

DISCUSSION

It is known from methodical literature that repetition and reinforcement lessons are based on improvement and expansion of students' acquired skills, competences and knowledge within a certain subject.

Consolidation is a system of exercises, a method used in education, which is carried out in cooperation between the teacher and the student and is carried out to increase the level of memory retention of

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acquired theoretical knowledge, formed practical skills and competencies. In the educational process, before passing a new topic, educational activities aimed at strengthening knowledge (asking what has been learned, conducting questions and answers, tests, etc.) are carried out when moving from one stage of education to another. . This is one of the main factors of solidification of knowledge, skills and abilities. One of the reliable means of reinforcement is the effective use of the previous ones in the acquisition of new knowledge on a regular basis. The main task of the reinforcement as a pedagogical activity is not just to return, but to create a basis for acquiring new knowledge through the means of reinforcement, and to acquire the skills of students to use them in practice. It is determined how well the students have mastered the material of the lesson by means of reinforcement. In strengthening the materials, the teacher should pay special attention to the formation of students' skills to independently search for materials related to the topic from various additional sources (additional literature, dictionaries, encyclopedias, Internet materials, etc.).

Repetition lessons are a process that allows remembering and mastering certain knowledge, materials, and mental actions. An important task of repetition training is the improvement of movement, skills and abilities according to various criteria according to the situations that arise. Carrying out specially selected exercises for repetition, using mental actions ensures achieving positive results even in changing conditions. Therefore, it is the organization of repetition and reinforcement lessons based on the "4K" model that gives the intended result. The first requirement of the "4K" model is collaboration - it forms and develops the learner's ability to work as a team.

Today, the ideas of pedagogical cooperation are embedded in the content of pedagogical technologies and form the basis of the "concept of 21st century education".

The main idea of cooperative education is not only to complete educational tasks together, but also to study and learn together. Collaborative teaching is to teach every student to daily intensive mental work, to think creatively and independently, to educate individual consciousness and independence, to create a sense of personal dignity in each student, to develop his own It is intended to strengthen confidence in one's strength and abilities, and to form a sense of responsibility in studying. In this process, each student realizes that his success leads to the success of the group. That's why he works independently and diligently mentally, completes the educational tasks completely and qualitatively, thoroughly learns the educational material, learns to be a partner to his friends, to organize mutual support.

Methodology for creating a collaborative environment A.S. It is closely related to the "Team Development Theory" developed by Makarenko and proven in experiments1. The essence of this theory is that the community (collective) plays an important role in the formation and development of a person as a person. The reason is that every person lives in society, works and enters into relationships with other people.

In our opinion, this theory is personality-oriented, has a humanistic orientation, because by using the creative potential of the team, it is possible to give an individual the opportunity to reveal his abilities and to show himself as an individual. This idea A.S. According to the principle of "respect and demand" proposed by Makarenko, the teacher combines strictness, demand and respect for the student's personality while creating an atmosphere of cooperation in the lessons, and constantly improves the relationship between group members. supervises, inculcates in students the rules of mutual harmony, responsibility, joint action.

The peculiarity of cooperative education is that attention is paid to the extent to which the student can express himself in a team or a small group.

That is, the better the creative potential of the collaborative environment is revealed, the richer and more interesting the relationships between the participants of the pedagogical process, the more

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students' interest in the learning process increases. The student boldly expresses his opinion in different situations - searches for information, learns to consciously and objectively evaluate the received information. Therefore, the student's personal qualities such as initiative, optimism, and self-confidence improve.

The subjectivity of the participant in cooperative interaction is provided by the ability of the teacher to organize group, team, and pair activities of students in the classroom. Methodological literature2 states that the following considerations should be taken into account when grouping:

- It is necessary to develop the rules of working in a group together with the participants of cooperation;
- The composition of groups should change and change;
- Assign different tasks (roles) to each group;
- Tasks performed by groups should constantly change and alternate;
- Only constructive criticism is allowed in groups.

In this case, the teacher becomes a facilitator, that is, he plays the role of an assistant, ensures group communication, and contributes to creating a comfortable environment for intergroup discussion. In cooperation, it is necessary for each student to be a direct participant in the educational process, to consciously choose the types of cognitive activities, to engage in thinking activities, to learn to freely express his opinion, and to be able to realize his potential.

In the process of working in small groups in repetition and reinforcement lessons, learners provide each other with friendly support, students with lower mastery feel friendly support, a spirit of healthy competition is born between groups, it creates a favorable psychological environment for them to form a successful activity. In such cases, the teacher's role is only coordination, guidance, advice and encouragement. A participant in a collaborative environment expresses his personal opinion during the communication period, but also takes into account the opinion of others, manages himself, knowledge of this or that information brings success to the group, on the contrary, failure to complete tasks on time causes defeat. sees in practice, the student's sense of responsibility increases. A field of intellectual discussion, goodwill and business environment will be formed. When assigning assignments to students, the teacher should pay attention to this aspect, that is, if the learner has difficulty in mastering any subject or area (oral speech, written speech, spelling), in this direction must delegate tasks.

"Let's study together" method of cooperative learning

The method of cooperative teaching "We study together" was developed in 1987 by professors D. Johnson and R. Johnson of the University of Minnesota. Students are divided into small groups of 3-5 people. Each group performs a certain part of the task to be performed in the lesson. As a result of the complete completion of the group tasks, the comprehensive mastering of the educational material is achieved. The main principles of this method are awarding the team, individual approach to students, creating equal opportunities for success.

Free thinking lessons

Free thinking classes are devoted to popular scientific literature, articles published in the periodical press, and discussions of these articles.

The intended purpose of free thinking lessons:

1. Expanding the scope of knowledge and scientific outlook of students.

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2. To increase students' interest in learning and science by introducing them to scientific, scientific-popular articles, brochures, and books.
3. Getting students to acquire new knowledge by applying previously acquired knowledge, skills and abilities in new situations.

The success of debate lessons depends on the correct solution of the following issues:

- for students to actively prepare for the lesson;
- to organize mutual cooperation and assistance between them;
- for students to fully express their opinions and logically prove them;
- that students have the ability to listen to the opinions of others patiently and patiently;
- Ability of the teacher, belief, ability to activate the students' knowledge depends on the level of acquisition of skills and qualifications.

CONCLUSION

In conclusion, it can be said that the effective use of the collaborative teaching method in repetition and reinforcement lessons leads to the following results:

- enriches the student's learning process;
- provides students with cognitive information (education to expand the range of knowledge about the environment, to develop cognitive needs);
- makes students eager to learn the material;
- formation of personal knowledge and worldviews of students expands opportunities;
- increases the efficiency of two-way exchange of information;
- provides students with the necessary knowledge to prepare for independent life;
- promotes positive interactions between groups of different cultures and socio-economic levels;
- Cooperation is such a situation that the subjects of the educational process work together, friendship, mutual help, and community arises.

As a result, the order of the society will be fulfilled - we will train literate personnel who are competitive, ready to cooperate, who understand problems in different life situations and boldly tackle them, who believe in the power of thinking, who can express their independent opinions in the team, who can defend their opinions and views.

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