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**THEORETICAL PRINCIPLES OF USING THE METHODOLOGY OF  
DEVELOPING THE PEDAGOGICAL INTENTIONS OF FUTURE TEACHERS  
BASED ON A COLLABORATIVE APPROACH IN THE EDUCATIONAL  
PROCESS**

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**ABSTRACT**

This article provides information on the possibilities of developing pedagogical intentions of future teachers based on a collaborative approach. Changing the existing content and methods of training future teachers in a higher educational institution based on new requirements, as well as its essence is the scientific theoretical aspect of the possibilities of using the teacher and student in educational activities through the development of pedagogical intentions based on a collaborative approach. It is said that it is extremely important to study and develop them.

**Key words**

educational process, collaboration, pedagogical intention, educational efficiency, creative thinking, mastering skills, personality formation.

**INTRODUCTION**

In the new stage of development of Uzbekistan, in the course of reforms, the tasks of creative approach to each sector and the renewed structure and organization of work in governance are gaining relevance. Because creative cooperation is the most important feature for a modern society. For this, it is important to "support young people in every way, provide them with work, create conditions for them to acquire modern knowledge and skills, realize their abilities and talents", and create appropriate conditions for these activities by the government. This is considered important. Reforms implemented in the field of education of our country in recent years have also prepared the ground for democratization of the educational process, humanizing it and focusing it on the individual. Today, when it is demanded to raise the educational process to the level of quality, it is of great pedagogical importance to focus it completely on the personality of the student, to implement active cooperation between the teacher



and the student. In this regard, cooperation between pedagogy and educational institutions is of great importance. The theory of person-oriented education should be reflected in the work of the pedagogical team and each teacher. By the 21st century, the educational system was given the task of forming a student with new personal qualities, that is, a phenomenon (extraordinarily talented person).

It is aimed to study the possibilities of future teachers by researching the content of scientific research on the methodology of developing pedagogical intentions based on a collaborative approach. For this, first of all, it would be appropriate to study the essence of the concept of collaborative approach, to study the explanations developed by scientists, to systematize and to develop a personal approach.

The organization of a person-oriented educational process based on a collaborative approach is the basis of the social order placed before the educational system today . In addition, there is a demand to satisfy the student's need for self-development, acquiring scientific and technical achievements, and the need for a humane approach to him in the teaching process. The main task of the humanistic approach to the organization of the educational process does not deny the formation of certain knowledge, skills and abilities in the student, but expands and enriches his tasks.

### **LITERATURE ANALYSIS AND METHODOLOGY**

Pedagogical intentions were studied by foreigner Lee Shulman. His research on teachers' pedagogic knowledge, goals and connections between them is noteworthy. Lee Shulman developed the concept of "pedagogical content knowledge", which requires a perfect knowledge base of teachers. In his concept, "Those who intend to transform knowledge in order to make teaching easier for students to understand must have not only relevant content knowledge, but also the pedagogical skills and understanding necessary to make this knowledge accessible to students." need He notes that this unique combination of content and pedagogy is what I call ``pedagogical content knowledge" (PCK).

Pedagogical intentions are the fundamental basis of pedagogical skills and characteristics of a pedagogue. Literally, pedagogic collaboration and pedagogic intentions have played an important role in educational activities. VMMyashev, a Russian scientist, stated that personality is a product of mutual cooperation and relationship with others . In the 80s and 90s of the last XX century, the interest in studying the problem of group activity that implements cooperative activities in the fields of social psychology, work and management psychology has grown somewhat. For the same reason, the Russian scientist BFLomov emphasized that the activity does not happen by itself, but it is manifested in harmony with the activity of the society.



Collaborative teaching ideas were developed by innovative pedagogues (Sh.A. Amonashvili, SN Lysenko, IPVolkov, VF Shatalov, YN Ilin, etc.) based on the principle of humanitarian interaction between the participants of the pedagogical process (teacher and students). they emphasize that they form relationships. Conceptually important rules for cooperative pedagogy are expressed in the pedagogical views of A. Avloni, KDUshinsky, AS Makarenko, VASukhomlinsky, JJRusso, Y. Korchak, K. Rodgers and others.

Lev Vygotsky's socio-cultural theory and the concept of "zone of proximal development" emphasize social interaction and counseling as one of the theoretical foundations of collaborative learning. According to Vygotsky, students develop their knowledge and skills through interaction with people who have more knowledge and experience [1].

John Dewey saw education as a social process and encouraged cooperative and hands-on learning. He promoted an experiential approach to education and considered it important for students to apply the information they learn in practice [2]. David Johnson and Roger Johnson (David Johnson & Roger Johnson) conducted many studies on cooperative learning. They suggested to combine individual learning activities of students with joint work in small groups. They showed the importance of teamwork and cooperation in the educational process. Their work was the basis for the introduction of collaborative teaching in many schools[ 3 ].

Elizabeth Cohen is known for her research on cooperative learning. His work focuses on the study of students' cooperative learning and social factors in this process [ 4 ] .

The ideas of collaborative teaching are embedded in the content of pedagogical technologies today and form the basis of the "Concept of 21st century education".

S. Sharan, I. Sharan researched the issue of grouping students according to their interest [5]. During the lesson, RESlavin proposed ways to organize learning and learning activities based on dividing students into small groups of 4-5 people [6]. According to the ideas of E. Aronson, during the development of students' cooperation in learning activities, the organization of their interaction in the group is that each participant initially works on a certain part of the general task, explains the learned material to each other, and helps other participants of the group to fulfill their share in the task. in the end, it is required to allow students to achieve the set goal [7].

The scholars whose ideas and ideas are presented above have made a great contribution to the research of collaborative learning ideas, and their theories are widely used in modern educational practice. They have shown the importance of

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encouraging cooperation and active participation of students in the educational process.

## RESULT AND DISCUSSION

In the process of studying at the Higher Education Institution, psychological comfort, humane relations between the teacher and the student in academic and extracurricular activities significantly affect the student's mood, he is satisfied with the humanitarian environment in the Higher Education Institution, his trust in the teacher increases, and the effectiveness of educational influence increases. In our opinion, the problem of our research is closely related to spiritual, humanitarian and aesthetic values, and the following pedagogical principles can be the basis for solving it:

**1. The principle of humanization.** This means focusing on the student's interests, tasks and prospects, expanding the scope of his abilities and opportunities, ensuring the harmony of his social relations and professional activities.

**2. The principle of cooperation.** In the course of their interaction, the subjects of cooperation try to achieve mutual understanding and exchange of meaningful information. Ways to achieve cooperation include a well-organized student self-management system, a culture of human relations, and a democratic way of managing studies and life in HEIs.

**3. The principle of succession.** The specific features of succession in the professional development of future teachers can be expressed in the form of psychological instruction to actively assimilate national and universal, moral, social and cultural norms among students.

**4. The principle of creativity (creativity).** It is impossible to form the development of professional-pedagogical activity without a creative component. Any creative activity is social because its results are aimed at improving society and its representatives. In the process of creativity, qualities such as independence, individual activity, dialectical thinking and acting in accordance with standard attitudes are developed.

There are four main directions of cooperative pedagogy, which are personal-humanistic approach; didactic activating and developing complex; the concept of education; pedagogizing the environment.

**Individual-humanistic approach:** a new approach to the individual is oriented to the individual as the goal of education; humanization and democratization of pedagogical communication; love for children, interest in their destiny; hopeful confidence in the child; cooperation, communication skills; the abolition of direct coercion; the importance of positive reinforcement; to be patient with children's shortcomings; equality of teacher and student rights; the child's



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right to free choice; the right to be wrong; the right to privacy; compliance with the Convention on the Rights of the Child; the method of teacher-student relations: directing, not banning; co-management, not management; persuasion, not coercion; organizing, not commanding; not limiting, allowing free choice; abandon direct coercion as a method, which does not lead to results in modern conditions; non-coercive, trust-based demand; teaching taking into account innate curiosity; replacing the compulsive desire that causes failure; establishment of children's independence and independent activities; application of direct requirements by the team; a new interpretation of the individual approach; elimination of referrals to average students; search for the best qualities of a person; psychological-pedagogical diagnosis of a person (interests, orientation of abilities, use of the uniqueness of thinking processes; taking into account the peculiarities of a person in the educational process;

**Didactic activating and developing complex:** the content of education is viewed as the content of personal development; acquisition of knowledge, skills and abilities and training in generalized thinking; transition to integration and generalization of sciences; diversity and differentiation of education; the use of positive incentives for teaching.

**The concept of education:** replacing the school of knowledge with the school of education; putting the student at the center of all educational systems; humane approach to education, formation of universal human capacities; development of the child's creative abilities, his individuality; restoration of national and cultural traditions; taking into account individual and collective education.

**Pedagogizing the environment:** Family, school and social existence are reflected as important social institutions that shape the growing generation. Results are determined by the combined action of all three sources of education. From this comes the idea of effective management, cooperation with parents, influencing social and state institutions that protect children.

## CONCLUSION

Based on the systematization of pedagogical research, it was established that pedagogical intention is a didactic and pedagogical activity carried out purposefully in the educational process of the teacher and the student . It was determined that the future teacher's pedagogical intention is a set of priority goals aimed at creating a lesson plan, choosing teaching methods, motivating students, monitoring and evaluating their knowledge . As the effectiveness of pedagogical intention, in the process of developing students' cooperation in learning activities, organizing their interaction in a group, each participant initially works on a certain part of the general task, explains the learned material to each other and to other participants of





the group. it was clarified that it helps students to fulfill their share in the assignment, and ultimately allows students to achieve the set goal .

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