



PEDAGOGICAL MECHANISMS OF DEVELOPING COLLABORATIVE SKILLS OF STUDENTS BASED ON A MULTI-VECTOR APPROACH

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ABOUT ARTICLE

Key words: Multi-vector model of the zone of proximal development, overcoming learning difficulties, cognitive-personal development of the child reflexive-activity approach to providing advisory assistance.

Received: 11.09.2024

Accepted: 16.09.2024

Published: 21.09.2024

Abstract: The possibility of using a multi-vector model of the zone of proximal development for a qualitative analysis of the cognitive-personal dynamics of a child's development in the process of overcoming learning difficulties is described. The model was developed within the framework of a reflexive-activity approach to providing advisory assistance. The use of this model in the analysis of the dynamics of a child's cognitive-personal development makes it possible to establish "steps in development" recorded as new formations in the child's cognitive abilities and to determine personal characteristics caused by primary cognitive changes or arising as a result of qualitative changes in the learning process itself.

INTRODUCTION

The theoretical position that "learning leads to development" has been one of the basic positions for scientific and practical work in the field of developmental psychology, educational psychology, and in recent years, in consultative psychology [2] since it was formulated by L.S. Vygotsky [2; 3]. If developmental tasks are put at the forefront, then learning is considered as one of the types of

joint activity of the child and the adult, in which conditions for development are created. The situation of a child encountering a learning difficulty, from this point of view, is of particular interest, since depending on its outcome, the consequences for development can be very different.

METHODS

In the reflexive-activity approach (RAA) to providing assistance in overcoming learning difficulties that my colleagues and I are developing, the situation of an error is potentially a resource and can become a real resource depending on how the consultant (teacher, parent, other adult or peer) will help in this situation. We call the position of the helper consultative, thereby emphasizing that the subject of the activity to overcome the difficulty and its reflection is the one who has encountered the difficulty, i.e. the child, and the adult in this activity is an assistant, a consultant in the process of overcoming the difficulty [5].

In other words, within the framework of RAA, assistance in overcoming learning difficulties is provided in such a way as to initiate the process of self-development of the child. It is assumed that due to the connection between learning and development, assistance organized in a certain way initiates the general development of the child. This assumption was made on the basis of the concept of the zone of proximal development and the possibility of its expansion to other areas of the child's personality [2]. Educational activity acts as the primary field of cooperation between the child and the adult. Within the framework of cooperation, the boundaries of the child's zone of proximal development in educational activity are determined.

RESULTS AND DISCUSSION

L.S. Vygotsky wrote about the resource of using the ZBR concept for diagnosing the dynamics of a child's development [2]. By applying the ZBR concept to analyze the dynamics of a child's development in educational activities, a consultant can determine the zone of current development — those cultural tools and modes of activity that have already been internalized and subjectified by the child. The consultant can also determine which cultural tools and modes of activity have not yet been internalized and lie in the area of interaction between the consultant and the child. By defining this picture from lesson to lesson, the consultant is able to record the fact of expanding the boundaries of the zone of current development — determining the modes of activity that the child began to use independently. He can also record the expansion of the ZBR boundary — an increase in the number of cultural tools and modes of activity that become available to the child in cooperation with the consultant. Thus, a picture of the dynamics of a child's development in educational activities emerges. One of the main resources for expanding the boundaries of the ZBR is a problem situation — an educational difficulty. L.S. Vygotsky defined development in a specific moment of overcoming a difficulty — to rely on it, push off and take a step forward. Determining the key difficulty becomes a turning point for psychological and pedagogical counseling, since overcoming the key difficulty is a step in development in educational activity [5]. At this point, a different quality of the process may arise, since in counseling the key difficulty can be recorded outside of educational activity. For example, a child may know the rules and algorithms for solving problems by heart, but be chronically unsuccessful due to strong self-doubt. In this situation, within the framework of a conditionally pedagogical approach, a serious difficulty may arise, this is exactly the case when teachers exclaim: “Why do you tell me everything correctly orally, but write a test for a failing grade?!” At this point, only pedagogical work becomes impossible, because the child's personal sphere — his self-esteem, self-confidence — interferes with educational activity. Here Vygotsky's assumption about the possibility of expanding the ZBR from educational activity to other areas of the child's personality is reinterpreted. In addition to the direction of work in educational

activity, a new direction arises - personal, as we progress in educational activity within the framework of counseling, more and more directions arise, for example, cognitive motivation, attitude to difficulties, one's own plan for educational activity, etc. And in each of these directions there can be a difficulty and a resource for overcoming the difficulty, which means that in each of these directions there is a zone of actual development and a zone of proximal development, and in each of these directions steps in development can be made. If a problem situation in educational activity is associated with other directions in the child's development, then the steps to overcome the educational difficulty can be associated with steps in other directions. L.S. Vygotsky writes about this in the thesis "one step in learning can mean a hundred steps in development" [3]; Based on this thesis, a multi-vector model of the zone of proximal development is constructed in RAA [4].

N.L. Belopolskaya in her research shows that "... the zone of proximal mental development of a child can be considered as including two dimensions: cognitive and emotional-semantic" [1]. Thus, the components of the zone of proximal development were identified - cognitive and emotional - and the question of their interrelation and interdependence was raised.

These and many other studies provide grounds for assuming a combination of different spheres or components within the child's ZPD, both in the cognitive and personal spheres. These potential lines along which qualitative changes can occur in educational activity ("steps in development") are defined in the reflexive-activity approach as development vectors. Constructing a picture of the ZPD development vectors makes it possible to describe the child's general development. The questions that need to be asked with such a conclusion are: how exactly to use the idea of the multi-component nature of the ZPD for a comprehensive analysis of the child's development? How to describe a case of general development using the multi-vector model of the ZPD? We will try to answer these questions in this text, analyzing a case of providing assistance to a child.

CONCLUSION

The learning activity presents vectors directly related to the learning difficulty, but the model can also describe other development trajectories, including those belonging to the sphere of personal development. The construction of a multi-vector model of the child's zone of proximal development allows us to record the development vectors initiated in a given learning activity, the resources available to the child, and the problematic epicenters that block the course of development; the definition of the key epicenter makes it possible to structure the advisory activity in such a way that the work will be aimed at overcoming the key difficulty, and its overcoming will initiate development along all the vectors that were previously blocked by the problematic epicenter.

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