



Process Of Developing Students' Teamwork Skills

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Abstract: This article focuses on exploring the forms, methods, and tools aimed at improving the process of developing teamwork skills in elementary school students. Teamwork skills are crucial not only in students' learning process but also in their personal and social development, as well as in their ability to express their thoughts freely. The article provides detailed insights and examples of effective educational forms, innovative pedagogical methods, and interactive tools for developing these skills.

Keywords: Negotiation and discussion, teamwork skills, improving lesson quality, goals and objectives, methods, innovative technologies, creative abilities, creating problem situations.

Introduction: The Resolution of the President of the Republic of Uzbekistan dated February 7, 2017 No. PQ-4947 "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan", the Resolution of the President of the Republic of Uzbekistan dated September 5, 2018 No. PQ-3931 "On measures to introduce new principles of management into the system of public education", the Decree of the President of the Republic of Uzbekistan dated January 25, 2018 No. PF-5313 "On measures to radically improve the system of general secondary, secondary specialized and vocational education", the Decree of the President of the Republic of Uzbekistan dated April 29, 2019 No. PF-5712 "On approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030" contain a systematic educational, It is indicated that it is necessary to pay attention to the organization of spiritual work, to improve the skills of working in a team of primary school students.

As changes in society have shown their impact on the development of the social sphere, the educational process provided in educational institutions, the needs, interests, inclinations and other types of social activities

of team members have a significant impact on the development of students' skills of working in a team.

Therefore, the development of students' skills of working in a team is a requirement of the time, the development of scientific and pedagogical foundations, conditions and conditions of this problem, and the development of mechanisms for implementing the educational process based on a non-scientific approach in general secondary schools are of great pedagogical importance.

The role of self-government bodies, the system of continuing education, sports and recreation facilities and social institutions in developing students' teamwork skills is considered important, and the need to ensure the coherence and continuity of educational work carried out on the basis of this system is clearly evident today.

The process of developing students' teamwork skills is determined by the structure of social relations and the types of human activities. The more diverse the activities of humanity, the richer their social relations, the richer and more complex the process of developing students' worldviews.

In studying the current situation in general secondary schools in developing students' teamwork skills, work was carried out on the basis of a certain procedure, standard and system:

- ✓ define clear and objective assessment principles for conducting an analysis of the current situation;
- ✓ identify the unique characteristics of the current situation;
- ✓ identify the positive and negative aspects of the current situation;
- ✓ determine the level of knowledge, skills and qualifications of students in groups, teams, teamwork, team management, team thinking (based on questionnaires);
- ✓ identify the characteristics of pedagogical factors and conditions necessary to ensure the effectiveness of the pedagogical process.

The study of the current state of the process of developing teamwork skills in primary school students revealed the following specific features in the pedagogical process:

firstly, what social order teachers and educators face, not ignoring the influence of the social environment, pedagogical environment, and internal environment when developing teamwork skills in students, and the ability to evaluate oneself and one's activities from the

perspective of a specific team or society as a whole, that is, self-awareness - the principles existed.

In all educational and educational processes, the opinion of the team was taken into account and nurtured. However, this educational process was not purposefully implemented starting from the primary school education standard;

Secondly, it is necessary to strengthen ideological immunity based on the study of phenomena occurring in groups, to develop teamwork skills based on pedagogical thinking, to educate students in the culture of behavior both individually and within different groups;

Thirdly, today, technogenic civilization is having an impact on the social life and lifestyle of young students around the world. The interaction of nations, peoples and cultures is accelerating.

In most cases, the impact of the acceleration process creates a sense of dependence on Internet games in the student community.

Fourth, despite the high importance and status of social knowledge, skills, and competencies among elementary school students, which are important factors in improving communication, interaction, and teamwork skills among students, there is a decrease in social activity among students in interpersonal relationships.

Fifthly, it was determined that the formation of teamwork skills in primary school students in general secondary schools is carried out in two directions.

The first direction is the targeted formation of students' knowledge, skills and competencies about teamwork in the process of educational activities. The second direction is educational activities, excursions and trips, socially useful work, sports competitions, etc.

It is worth noting that the important components of the formation of a student team are structurally the following:

- general public opinion, views;
- community interests, demands, needs, aspirations;
- community traditions, customs, values;
- community mood, influence of social environment, mental state of the community;
- interpersonal relations in the community, communication, mutual assessment of each other, aspirations, demands.

In our experience and observations, it was determined that it would be appropriate to implement the process of forming teamwork skills in primary school students through the following three aspects: social pedagogical activity (educational technology), "Family-

neighborhood-educational institution cooperation" (cooperation technology), aspects of the psychological approach (motivational sphere, intellectual cognitive sphere, communicative behavior, emotional-volitional aspects of the national character). Using this aspect, it was determined that working on a special model in the formation of teamwork skills in students ensures high efficiency of interpersonal relations.

We know that any student works and works in some kind of team. Also, in addition to the school team, the child communicates simultaneously in the family circle, in the production process, in the sports team. The interaction, goals, and national characteristics of these large or small groups of society cannot but affect the psychology of the student.

In the activity of these direct and indirect systems, the formation of teamwork skills in students is based on the principle of mutual cooperation and coherence.

As is known, the spiritual world of a person is one of the means of managing the team. In this case, each person regulates his behavior with the help of internal inclinations and moral standards.

Because in the practical activities of a person, inclinations are manifested as a factor determining his behavior. Understanding oneself and respecting the opinion of the team strengthens the desire to "protect" and "support" his team. In this process, one of the important tasks of the teacher in educating students in teamwork skills is to analyze and summarize the correspondence of students' life goals, inner world and the requirements of society. This process has a huge impact on the life tone of students so that they can find their place in society.

Thus, observations show that the formation of students' ideals based on the requirements of social development requires a new approach to improving their teamwork skills. One of the methods of such a new approach is to form in them the needs and skills of teamwork.

The upbringing of students' needs and skills of teamwork is a component of human spiritual culture, which helps a person to organize and manage his life even in difficult situations, and to determine a clear attitude towards social reality. On this basis, it is appropriate to form students' teamwork skills based on a new pedagogical thinking. Because they must be ready to live and work in a society based on democratic relations today.

It is extremely necessary for students to express their attitude to events and changes in society. It is worth noting that today, economic and political changes in society, opportunities for economic development

allow each person to create a wide socio-pedagogical field for showing their talents in the community and society.

What qualities students develop in themselves, determine their place in the existing system of social relations, and what life goals they set for themselves depend primarily on their level of self-awareness. It is on this basis that the student begins to improve the behavior, morality and views of his community. Because external means of influencing the individual have somewhat limited capabilities.

Psychological: A person is a biosocial being, and he can extract all the information about the environment through social consciousness and psychological processes of cognition;

Pedagogical: This requires the teacher to use various tools and methods in the pedagogical process aimed at improving the skills of students to work in a team. In this process, each pedagogical measure, although it has been tested, may give different results. Because students, who are the subjects of the educational process, have different characteristics.

Ideological: A person differs from all other living creatures with his intelligence, faith and creative work. Human thinking creates various thoughts, views, ideas and teachings during the perception of reality.

Therefore, in the process of educating students in teamwork skills, it is important to educate their thinking, correctly understand the rights and obligations of students, correctly use the privileges provided by the legislative system on the right to education, to help students know their rights, to know and apply the legal acts on their rights in practice.

We know that political education is a part of morality related to the state and society, and includes the moral and spiritual obligations of the government to the individual, and creates an internal need for primary school students to contribute (activity) to the development of society, to be prepared for various situations in life, to have practical skills for a prosperous life.

Social: maintaining a good and smooth social situation in educational institutions, studying the factors for its improvement, increasing the prestige of educational institutions in society, conducting proper communication with members of society, trying to develop feelings of love and affection between classmates, neighbors, teaching students to live in a community and the rules of living in a community.

It is worth noting that in the educational process, preparing students to operate in changing life situations, including in the conditions of "digital

technologies", is one of the important issues of pedagogy. Preparing students for social life in the educational process is very important. This is done by improving their freedom, independent thinking, and teamwork skills.

Religious-educational: if we touch on the issue of developing students' teamwork skills, the correct use of the religious factor, respect for religious traditions, the impossibility of forcibly instilling religion, compliance with the norms of freedom of religious belief, the effective use of Islamic religious values in educating students, and the correct understanding of the essence of foreign subversive ideas and their explanation to young people.

Ideological: to be able to protect oneself from all foreign ideas that are entering under the influence of modern development and globalism, including religious fanaticism and hypocrisy, radicalism, extremism, terrorism, separatism, to be able to distinguish the essence of religion and religious fanaticism, to understand and comprehend the content of "color revolutions" and "false democracies" that are foreign ideological ideas, and who they are directed against and by whom they are implemented, to know the practice of combating foreign ideas, to adhere to the principles of enlightenment against idea, against ignorance.

Family traditions: respect for family traditions, the order of celebrating holidays in the family, the development of domestic tourism.

It is known that each family has its own social role, its own traditions, customs, and families are evaluated from this point of view. Today, the main task of parents is not limited to giving their child modern knowledge, but also to achieving the ability to independently and freely apply the acquired knowledge, skills and abilities in practical activities.

Also, the areas of activity of social structures also depend on the upbringing process organized in the family, and upbringing is a permanent and general category of social life.

The process of socialization of the child's personality occurs directly under the influence of the community, that is, the influence of parents, relatives, and specialists working with them (psychologists, doctors, teachers, etc.) is great in improving the skills of students to work in a team, and it is precisely on them that they will master the necessary social knowledge in an independent life earlier and better. The connection of this process with improving students' teamwork skills is that during their education at school or other educational institution, a child, first of all, acquires academic knowledge.

Also, in improving students' teamwork skills, meaningful organization of their free time, monitoring and systematic organization of book reading, and teaching them to think independently through our national classical heritage and masterpieces are of important pedagogical importance. Also, "Book Reading Nights" organized collectively in secondary schools serve to form a reading culture in students, as well as to form a conscious attitude towards reading and works of art, to educate a community of students who care about the needs of other people, and live in the interests of society.

In order to fully understand the essence of the concept of improving students' teamwork skills, we have improved the traditional three elements of education: "Knowledge – Skills – Competence" into six units: "Knowledge – Skills – Competence – Practical experience – Principle of historicity – National values" based on the ideas of the pedagogical scientist B. Khodjaev.

Based on the above ideas, we came to the conclusion that in improving students' teamwork skills, it is necessary to pay attention to the following aspects. In improving students' teamwork skills:

1. Pedagogical skills of the teacher. The teacher must know the scientific-methodological, organizational-pedagogical, psycho-physiological foundations of improving students' teamwork skills based on pedagogical theories. At the same time, he must test his knowledge in this area on himself, and then continue the experience with the student. Accordingly, when organizing a pedagogical process aimed at improving students' teamwork skills, it is necessary to use new methods and techniques, taking into account the individual characteristics of the students in the group.

2. The family and school environment in which students live and study. A person does not remain unchanged in a constantly changing environment. Because he regularly establishes contact and enters into relationships with the social and natural environment that surrounds him. Sometimes he changes the existing environment, and in this process he himself changes.

In addition, a person, as a conscious being, can actively change his consciousness and will, behavior, and human qualities in accordance with external requirements.

Here, the idea is to form the student's thinking and lifestyle in accordance with social requirements, to improve the skills of working in a team in students.

Of course, the social environment and social life play a special role in improving the skills of working in a team in students. The worldview of students changes under the influence of moral, legal, national and universal

values, as well as religious beliefs, which arise on the basis of socio-political, economic and ideological relations in society.

However, experience shows that the influence of social relations in society on the people living in it is regulated by certain pedagogical means. It is clear that the process of improving the skills of working in a team in students, which is a product of education, is a socio-pedagogical necessity arising from the needs of society.

The process of improving teamwork skills in students should be organized based on social requirements, on the basis of the national idea, moral views, socio-spiritual characteristics, legal norms, religious beliefs, and social activity.

The goal, content, form, methods and techniques of the process of teaching teamwork skills in students are selected taking into account these same requirements. The process of improving teamwork skills in students should also serve to understand their national identity.

3. The internal needs of students, provided with a common goal, integrated action, organizational and management bodies, discipline and responsibility, cause them to manifest themselves as subjects actively changing their "I" in the educational process. During the interaction of students with their surroundings, classmates and teachers, new needs arise in them. They strive to satisfy these needs through their actions.

Students feel the need to acquire new personal qualities when entering into educational activities. For example, responsibility, determination, activity, independence. In turn, these qualities begin to manifest themselves in their educational activities. The qualities acquired by students are absorbed into their social experience and enrich their personal qualities.

The needs of students encourage them to actively search. If we approach this situation from the perspective of improving the skills of working in a team, then they feel the need to acquire the qualities that they lack in order to carry out their activities. As a result, they develop a desire and aspiration for it in the form of "I want it, I will try to acquire it, I will overcome the conflicts that arise on this path." Thus, the development of the student's personality and the opportunity to improve the skills of working in a team are created.

It is worth saying that a person always has material and spiritual needs. In this system, spiritual needs take precedence and are expressed in the person's attitude to those around him, to the life of society.

The idea that I should be a person who is needed by those around me, members of society, pushes every

person towards spiritual maturity. It is clear that the essence of improving teamwork skills should have a social, national, humane and democratic nature. If each student, understanding his essence, rediscovers himself, he will be able to find a worthy place in society in the future.

Based on the analysis of our experimental work and observations, we can say that the image of real life perceived by a child in a social environment and his self-assessment are related to a number of factors that adapt to each other, including the child's level of correct perception of the external environment, his opportunity factors. In other words, the threshold of acceptance depends on the nature of the understanding of these concepts of good and bad.

Thus, as a result of studying and analyzing the scientific research work carried out by educators, psychologists and philosophers, sociologists, lawyers, we were able to study the essence of the concept of improving teamwork skills in students. This became the basis for creating a typology of the pedagogical content of the concept of improving teamwork skills in students.

The system for ensuring continuity in improving teamwork skills in students was improved based on the content of the "School - Family - Neighborhood" cooperation strategy.

Based on the author's approach: we classified the pedagogical content of the concept of improving teamwork skills in students as follows: general secondary education → primary school teacher → student team → society → teamwork skills → self-awareness → team management → team thinking → team spirit → fostering ideological immunity and awareness of national identity based on improving teamwork skills in students → achieving protection from the ideas of terrorism and religious extremism, separatism, fundamentalism, violence and cruelty → rational thinking → protecting students from team games that negatively affect them → knowing their rights and freedoms → "not falling into the vortex of mass culture" → trying to introduce the concepts of society, family, work or school, "team" and "teamwork", "skills" into the daily lives of students and having a positive impact on society requires continuity, their continuity and priority.

We also found it necessary to express the content of improving students' teamwork skills as follows. Improving students' teamwork skills is a set of activities of social groups consisting of a set of people who have certain norms and values, differ from other units in their characteristics, and are connected with each other by a system of social relations, which bring results by creating goals, interests and expected spiritual and

moral values.

Therefore, it was concluded that it is appropriate to conduct educational experimental and test work in improving students' teamwork skills, based on the results of studying the situation in practice in this regard, based on a scientific and theoretical basis.

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