



## **SOCIO-PEDAGOGICAL NECESSITY OF FORMING COLLABORATIVE COMPETENCE IN PRIMARY SCHOOL STUDENTS**

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### **ABSTRACT**

*This article highlights the socio-pedagogical necessity of developing collaborative competence in elementary school students. It substantiates the importance of developing students' skills in collaborative work, interaction, and active participation in the team in the modern educational process. The positive impact of collaborative approaches on students' socialization, critical thinking, and problem-solving skills was also analyzed. The thesis outlines ways to achieve positive results through the use of interactive methods in primary education.*

The Law "On Education" and documents related to the introduction of modern pedagogical technologies in the education system of Uzbekistan also require the development of students based on a competency-based approach. Therefore, approaches such as interactive methods, working in small groups, and project-based learning play an important role in the formation of collaborative competence. In Uzbekistan, special attention is being paid to a competency-based approach in the process of modernizing education. This, in turn, requires education aimed not only at students acquiring knowledge but also at applying it in real-life situations.

Collaboration refers to the collaboration of two or more people to achieve a common goal together. Collaboration in primary education refers to the educational and upbringing process based on students' creative collaboration and partnership. Collaborative competence encompasses students' ability to collaboratively achieve goals, exchange ideas, share responsibilities, and solve problems collectively. In this process, the teacher acts not as a leader, but as a guide and facilitator. As a result, students develop not only independent thinking but also the ability to listen to and analyze the opinions of others.

Creative collaboration is the collaborative creative work of two or more creators. According to philosophers, creativity is the primary essence that simultaneously belongs to the subject and, consequently, to the external world. Creative creativity does not occur without the participation of high creativity - subjectivity and is realized only with the unique characteristic of the creative personality. Therefore, high creative qualities constitute a significant characteristic of creativity.

In pedagogy, creativity is mainly understood as inventiveness, originality, imagination, intuition, and the ability to quickly solve problems. It is noted that this ability is multifaceted. Creativity is a potential ability to think, feel, and act comprehensively. It is the individual's ability to think through problematic situations, to emerge from them in a unique way, and to participate in them creatively. Creativity can be defined as the pursuit of creativity, a creative approach to life, and a constant self-criticism and self-reflection. Moreover, creative thinking means approaching something from different angles. Every person is born with creative abilities. It is the teacher's responsibility to guide and develop it. In pedagogy, creativity is understood as a person's capacity for creativity and is analyzed in relation to the level of intellectual development. It is the teacher's responsibility to guide and develop it. In pedagogy, creativity is understood as a person's "creative ability" and is analyzed in relation to the level of intellectual development. In particular, A. Arifjanova explained the essence of the concept of creativity in connection with the development of the creative potential of the teaching staff as follows: "through the mobilization of favorable opportunities, the ability of the individual to perceive the problem, to create a new, unusual product."

The formation of collaborative competence in elementary school students is one of the important areas of modern pedagogy. Another important aspect of collaborative work for elementary school students is the development of socio-emotional competencies. In this process, students learn to manage their emotions, empathize with others, and make group decisions. This, in turn, contributes to their harmonious development as individuals.

Social learning theories serve as an important methodological basis for the formation of collaborative competence. According to L.S. Vygotsky's concept of the "zone of proximal development," a child can perform tasks that they cannot perform independently with the help of adults or peers. This process forms the scientific basis of collaborative learning and gradually develops students' independent work skills. As L.S. Vygotsky noted, a child's cognitive development proceeds effectively in the process of social environment and joint activity. From this perspective, working in groups in primary education contributes not only to students' learning but also to the development of their communication and social skills.

The formation of collaborative competence in primary school students is one of the important socio-pedagogical requirements of today's education system. In modern society, an individual's success depends not only on their individual knowledge and skills but also on their ability to work effectively with others.

First of all, from a social point of view, the process of globalization, the acceleration of information exchange, and the growth of professions based on collective work require the formation of cooperation skills in students from an early age. The elementary school period is an important stage in the formation of personality socialization, communication culture, and social adaptation skills. Therefore, during this period, it is important to teach students to work in groups, exchange ideas, and respect the views of others.

From a pedagogical perspective, collaborative competence ensures students' active participation in the learning process. In traditional teaching methods, the student is a more passive listener, while in collaborative learning, they become an active participant. This, in turn, develops important competencies such as critical thinking, problem-solving together, and justifying one's opinion.

Furthermore, the development of collaborative competence is also determined by the following pedagogical needs:

- Developing students' communication skills
- support for socio-emotional development
- fostering a sense of mutual respect and responsibility;
- To teach understanding and performing various social roles.

Furthermore, establishing collaborative work in primary education requires teachers to utilize modern pedagogical technologies. Including working in small groups, project-based learning, role-playing games, and problem-solving methods are considered effective. Furthermore, digital technologies in modern education are being considered as an important tool for developing collaborative competence. Online platforms and interactive programs allow students to collaborate remotely, exchange ideas, and create joint projects.

In conclusion, the formation of collaborative competence in primary school students is not only a pedagogical necessity but also a social imperative of modern society. Developing this competence at an early stage contributes to the formation of students as successful, active, and socially adaptable individuals. It also develops students' personal qualities and prepares them for future social and professional life.

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