

THE SKILLS OF MANAGING COLLECTOGENIC SITUATIONS IN THE TEACHER'S PROFESSIONAL PRACTICE

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Abstract. *Managing collectogenic situations, which involve complex group dynamics and interactions, is a crucial skill for teachers. This scientific article delves into the exploration of the skill of managing collectogenic situations in the teacher's professional practice. Drawing upon research and scholarly studies, we examine the theoretical foundations, practical strategies, and essential competencies required for effective management of collectogenic situations. By understanding the complexities and challenges associated with group dynamics, this article aims to provide insights and recommendations for teachers in enhancing their skills in managing collectogenic situations.*

Keywords: *collectogenic situations, flexibility, adaptability, managing collectogenic situations.*

Introduction:

Collectogenic situations, characterized by the interplay of multiple individuals in a group setting, present unique challenges for teachers. Effectively managing these situations requires a skill set that encompasses both theoretical knowledge and practical strategies. This article explores the scientific understanding of managing collectogenic situations and its significance in the teacher's professional practice.

Definition and Characteristics of Collectogenic Situations:

Collectogenic situations refer to situations within educational contexts where group dynamics play a significant role. These situations often involve diverse individuals with varying backgrounds, experiences, and perspectives. The characteristics of collectogenic situations include complex interpersonal relationships, differing opinions, conflicts, and the potential for both positive and negative group dynamics.

Theoretical Foundations:

Various theoretical perspectives inform the understanding of collectogenic situations. Social constructivism, social psychology, and group dynamics theories offer insights into how individuals interact within groups and how these interactions influence the overall dynamics. Understanding these theoretical foundations provides a solid framework for developing effective strategies to manage collectogenic situations.

Essential Competencies for Managing Collectogenic Situations:

Managing collectogenic situations requires a range of competencies that teachers can develop and refine. These competencies include:

In managing collectogenic situations, teachers require a diverse set of competencies that enable them to navigate complex group dynamics effectively. The following essential

competencies are crucial for teachers to develop and refine in order to manage collectogenic situations successfully:

a. Communication and Active Listening:

Effective communication skills are essential for teachers to establish open dialogue, build rapport, and facilitate productive interactions within the group. Teachers should be able to express themselves clearly, actively listen to students' perspectives, and encourage respectful communication among group members. By fostering effective communication, teachers can create an environment conducive to collaboration and understanding.

b. Emotional Intelligence:

Emotional intelligence involves recognizing and understanding one's own emotions as well as empathetically perceiving and responding to the emotions of others. In collectogenic situations, teachers must be attuned to the emotional dynamics within the group. By demonstrating empathy and sensitivity, teachers can create a supportive environment that addresses the emotional needs of students. This competency helps in managing conflicts, fostering positive relationships, and promoting a sense of belonging.

c. Conflict Resolution:

Conflicts are inevitable in collectogenic situations, and teachers must possess the skills to identify and address them constructively. Conflict resolution competencies include facilitating dialogue, active listening, and promoting consensus-building. Teachers should encourage students to engage in respectful discussions, consider multiple perspectives, and find mutually beneficial solutions. By effectively managing conflicts, teachers can maintain a harmonious and productive learning environment.

d. Flexibility and Adaptability:

Teachers need to be flexible and adaptable in their instructional methods and approaches to meet the diverse needs of students within the group. This includes accommodating different learning styles, adjusting the pace of instruction, and modifying teaching strategies as necessary. Being responsive to the evolving dynamics of the collectogenic situation enables teachers to optimize student engagement and learning outcomes.

e. Leadership and Facilitation:

Teachers should exhibit leadership qualities by guiding the group effectively and establishing clear expectations. They should foster a sense of shared responsibility, encouraging students to actively participate and contribute. Skilled facilitation involves creating opportunities for collaboration, delegating tasks, and promoting a positive and inclusive learning climate. Effective leadership and facilitation enhance group cohesion and promote a sense of ownership among students.

f. Reflective Practice:

Engaging in reflective practice allows teachers to critically evaluate their own actions and interactions within the collectogenic situation. By reflecting on their teaching strategies, decision-making processes, and the impact on group dynamics, teachers can identify areas for improvement and refine their approaches. This competency enables continuous professional growth and enhances the overall management of collectogenic situations.

By developing and honing these essential competencies, teachers can effectively manage collectogenic situations, creating a conducive learning environment that promotes collaboration, understanding, and positive group dynamics. These competencies are instrumental in mitigating

conflicts, addressing individual needs, and fostering a supportive and inclusive classroom culture. Ultimately, they contribute to optimizing student engagement, learning outcomes, and overall student well-being.

Practical Strategies for Managing Collectogenic Situations:

Teachers can employ various practical strategies to effectively manage collectogenic situations:

a. **Establishing a Positive Classroom Climate:** Creating a supportive and respectful classroom climate sets the foundation for managing collectogenic situations. Building strong relationships, setting clear expectations, and promoting a sense of belonging foster a conducive learning environment.

b. **Differentiated Instruction:** Tailoring instruction to meet the diverse needs and abilities of students within the group enhances engagement and minimizes potential conflicts. Teachers should employ differentiated instructional strategies to accommodate varying learning styles, interests, and abilities.

c. **Collaborative Learning:** Encouraging collaborative learning experiences can foster positive group dynamics and enhance the management of collectogenic situations. Group projects, discussions, and cooperative learning activities promote teamwork, communication, and mutual respect.

d. **Conflict Resolution Strategies:** Equipping teachers with effective conflict resolution strategies, such as negotiation, mediation, and problem-solving techniques, enables them to address conflicts constructively within the group.

e. **Continuous Professional Development:** Engaging in ongoing professional development allows teachers to enhance their knowledge, skills, and strategies for managing collectogenic situations. Attending workshops, conferences, and participating in peer collaboration provide opportunities for growth and learning.

Conclusion:

Managing collectogenic situations is a critical skill for teachers in their professional practice. By understanding the theoretical foundations, developing essential competencies, and employing practical strategies, teachers can effectively navigate complex group dynamics. Enhancing the skill of managing collectogenic situations contributes to creating a positive learning environment, promoting student engagement, and optimizing educational outcomes. By prioritizing the development of this skill, teachers can foster supportive and inclusive group dynamics, ultimately benefiting all students in their educational journey.

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