



DEVELOPING STUDENT SOCIAL ENGAGEMENT THROUGH THE USE OF COLLABORATIVE TECHNOLOGIES IN HIGHER EDUCATION

Miryusupova M. M.

Teacher at Chirchik State Pedagogical University

miryusupovmirjalol080@gmail.com

Abstract

This article discusses the use of collaborative learning technologies in higher education, the impact of this method on improving the quality and efficiency of education; the ability of teachers, students, student groups, and the community to establish mutual cooperation, achieve consensus and unity, strive for a common goal, reveal the inner potential of each learner, and open up great opportunities for self-expression. It examines how the use of collaborative technologies in higher education can develop students' social activity.

Keywords: Student, group, team, knowledge, skills, forms of learning activities.

Introduction

In the modern higher education system, it is important for students not only to acquire scientific knowledge, but also to develop their social skills. Social engagement means that students participate in collective work, communicate, solve problems, and benefit society. Today, with the development of digital technologies, collaborative technologies are widely used in higher education. These technologies include Google Workspace, Microsoft Teams, Zoom, Moodle platforms, Wiki and other online collaboration tools.

Analysis and Results

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Collaboration technologies are digital tools that allow multiple users to share information, discuss, and complete tasks simultaneously or at different times. They are divided into synchronous (real-time, such as video calls) and asynchronous (with a time difference, such as forums).

Key technologies used in higher education:

Google Docs and Microsoft OneDrive: Edit documents together.

Zoom and Microsoft Teams: Online communication and group discussions.

Moodle and Canvas: Group projects on educational platforms.

Slack and Trello: Task management and collaboration.

These technologies became widespread during the pandemic (2020–2022), and according to UNESCO, more than 1.5 billion students worldwide switched to online education. [6].

Social engagement includes students’ active participation in group work, leadership skills, empathy, and communication skills. According to Piaget and Vygotsky’s theories, social interaction is a key part of the learning process [5]. Developing social engagement in higher education increases students’ professional readiness, as most jobs require teamwork.

Studies have shown that socially inactive students are at higher risk of depression and isolation [7]. Collaborative technologies are an effective tool in addressing this problem.

Collaborative learning is a popular expression that describes the instructive and interactive processes in which the teacher organizes effective cooperation with a group of students, individually and as a whole class in the educational process, as well as the implementation of mutually supportive cooperation of students [3]. Scientists such as R. Slavin, R. Johnson, D. Johnson, SH. Sharon made a great contribution to the introduction of the concept of collaborative learning into modern educational technologies. This type of educational technology developed rapidly soon after its creation and spread widely throughout the world. After the idea of collaborative learning began to give positive results in practice, at the end of the 20th century it began to be widely used in the education systems of developed countries such as Great Britain, Japan, Israel, Canada, Germany, Australia, and the Netherlands.



While the main goal of the technology developed by American scientists is to develop knowledge, skills, and competencies, the collaborative learning proposed by Israeli and European scientists prioritizes the development of more students' processing and design of educational material, as well as educational debate and discussion. It is important to note that the above types of collaborative learning technologies do not exclude each other, but rather didactically enrich, complement, and reinforce each other.

After collaborative learning technologies began to be widely used in the world, they were introduced into educational institutions in our country. On February 7, 2017, by the Decree of the President of the Republic of Uzbekistan Sh. M. Mirziyoyev No. PF-4947, the Strategy of Actions on Five Priority Areas of Development of Uzbekistan for 2017-2021 was approved [1]. The fact that the fourth priority area of this strategy, "Priority Areas of Development of the Social Sphere", includes a separate paragraph dedicated to "Radically improving the quality of general secondary education, in-depth study of foreign languages, computer science and other important and high-demand subjects such as mathematics, physics, chemistry, biology" also indicates the special attention paid to the development of this area.

What distinguishes this type of teaching technology from others is that it develops in students such qualities as the ability to complete educational tasks together, learn to study together, work with a team, feel like a part of a team, and be responsible. The main idea of cooperative learning is to teach students to engage in daily intensive mental work, creative and independent thinking, to cultivate awareness and independence as individuals, to create a sense of personal worth in each student, to strengthen confidence in their own strengths and abilities, and to form a sense of responsibility in learning [2].

According to one of the founders of collaborative learning technology, R. Slavin, when organizing the lesson process according to this method, it is not enough to simply instruct students to complete tasks together. In this process, the teacher is required to ensure that students have real cooperation, joy from the success achieved by each member of the group, a sense of sincere help to each other, and the creation of a favorable socio-psychological environment. When using this



technology, when determining the quality of students' mastery of knowledge, they are not compared with each other, but the daily result of each student is compared with the previously achieved result. Only then will students, realizing that their results achieved during the lesson will benefit the team, feel responsible and strive to learn more, master knowledge, skills and qualifications [5].

In higher education, collaborative technologies are used in teaching computer science: teacher-class, teacher-small group, teacher-large group, teacher-student, student-student (working in pairs), small group-small group, small group-class, and other organizational forms. These methods help students form their own knowledge and worldview, expand their capabilities, exchange two-way information, prepare for independent life, and establish positive relationships between different cultures and socio-economic groups.

To ensure the effectiveness of collaborative technologies in teaching subjects in higher education, it is important to: students' creative approach to the content of the lesson, analysis and criticism of information in the lesson process, justification of their conclusions, creative application of knowledge in new situations, allocation of more time for practical tasks, and ensuring mutual support for the success of members of a collaborative group.


Organizing group projects on collaborative platforms forces students to communicate. When creating a document together in Google Docs, each student contributes. This teaches leadership and responsibility.

Discussions on topics in Moodle forums encourage student exchange of ideas. This is an asynchronous form of social engagement, which is convenient for shy students.

Role-playing games (such as business simulations) on Zoom can help students develop empathy and communication skills. This technology has been used globally during the pandemic.

Group chats in Slack channels keep students in constant communication. This builds a sense of community and helps organize volunteer projects.

CONCLUSION

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Collaborative technologies in higher education are a revolutionary tool for developing students' social engagement. They teach communication, leadership, and teamwork, while preparing them to solve global problems.

Interactive educational technologies are of great importance in improving the quality of education, increasing its effectiveness, establishing interaction between teachers, students, student groups, teams and teams, striving for a common goal, realizing the internal potential of each student, achieving ideological and spiritual unity, and creating the necessary conditions and environment for students to manifest themselves as individuals. Interactive methods, which are one of the most important components of collaborative learning technologies, ensure the achievement of efficiency in the implementation of educational goals. Most importantly, when choosing a collaborative learning method, teachers should pay attention to the topic being studied, the problem or issue to be solved. Also, if the age, psychological characteristics, worldview, and life experiences of the student are taken into account when using this technology, the effectiveness of the lesson will increase further. This requires professional skills, competence, and intuition from the provider of education, knowledge, and sensitivity.

Recommendations

1. Mandatory integration of collaboration platforms in higher education institutions.
2. Training teachers in technology.
3. Continuous monitoring of student feedback.
4. Connecting social projects with technology (online volunteering).

This approach is consistent with Uzbekistan's "Digital Uzbekistan-2030" strategy and ensures the future success of students.

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