European Journal of Innovation in Nonformal Education (EJINE)
Volume 6 | Issue 4 | Apr - 2026 ISSN: 2795-8612

Using Collaborative Learning Methods in Lessonsd

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A N N O T A T I O N

The article provides information on the use of collaborative teaching methods in the classroom, the main processes of collaborative teaching, collaboration, exchange of ideas, conversation, analysis, discussion, negotiation.

A R T I C L E I N F O

Article history:
Received 18 March 2026
Received in revised form 1 April 2026
Accepted 30 April 2026

Keywords: innovative education, educational technology, digital learning, teaching methodology, pedagogical innovation, STEAM education, digital competence, interactive

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Introduction

One of the important requirements for the organization of modern education is to achieve high results in a short time without spending excessive mental and physical effort. Delivering certain theoretical knowledge to students in a short time, developing skills and competencies in them for a specific activity, as well as monitoring the activities of students, assessing the level of knowledge, skills and competencies acquired by them, requires high pedagogical skills and a new approach to the educational process from the teacher.[1][2][3]

Pedagogical skill is the highest example of teacher creativity. Pedagogical skill is formed in a teacher over the years. Improving the quality of education largely depends on the teacher and requires great responsibility from him.[4]

Methodology

The method in which the teacher conducts the lesson primarily depends on his pedagogical skills (technology).[5]

There are three ways to implement learning or task completion. Each of them determines how students interact with each other, the teacher, and the learning material. These are:

1. Individual - the achievement of one student's learning goals does not necessarily correspond to the

achievement of other students' goals.

2. Competition – Students understand that they can achieve their goals only when other students who are related to them cannot achieve their goals.

3. Collaborative Learning – Students understand that all other students can achieve their goals only when they are related to them, and that a common goal can be achieved when everyone works together.[6][7]

Results

Collaborative learning technologies are based on improving the pedagogical process and focusing it on the individual student. These technologies serve to create a creative environment aimed at the formation of a creative personality, and to increase the quality and efficiency of education.[8][9]

The main processes of cooperative learning activities include: cooperative exchange of ideas, conversation, analysis, discussion, negotiation, practical tasks, building something, making something, solving problems, and others.[10]

When organizing cooperative learning activities, the following organizational forms are used: 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.[11]

Collaborative teaching is a form of teaching that involves the teacher organizing effective collaboration with a group of students, an individual student, and the entire class in the educational process, as well as the implementation of instructional and interactive processes that promote mutual support and cooperation among students. Students work collaboratively on academic tasks in small groups and help each other and their peers. In general, collaborative learning methods have the following five characteristics:[12]

Discussion

1. Students work together on a common task or learning activity that is learned through group work.

2. Students work together in small groups of 2-5 members.

3. Students adhere to socially accepted behavioral criteria developed by the group in order to achieve a solution to common tasks or to carry out learning activities.

4. Students are positive and independent. The organization of work on achieving a solution to common tasks or learning activities is designed taking into account the need for students to help each other.

5. Students are personally responsible and accountable for the results of their work, or in other words, for their study and learning.[13]

Cooperative learning or small group learning refers to the technologies of the humanistic direction of pedagogy. Its main content is to create conditions for active joint learning activities of students in various learning situations.[14]

In primary grades, it is necessary to take into account the age and level of knowledge of children. Such work, on the one hand, expands the worldview and consciousness of children, and on the other hand, strengthens their ability to express themselves, develops independent work skills.[15]

Conclusion

The teacher must be able to choose cooperative methods based on the topic, proceeding from a specific goal. Today, a number of developed countries have accumulated extensive experience in the use of pedagogical technologies that enhance students' learning and creative activities and ensure the

effectiveness of the educational process.

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