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USING COLLABORATIVE LEARNING TECHNOLOGIES IN TEACHING ECONOMIC AND SOCIAL GEOGRAPHY IN GENERAL SECONDARY SCHOOLS

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Annotation: This article provides a detailed explanation of the use of Collaborative Learning technologies in education, including the principles and rules of cooperative learning and the use of these technologies in teaching geography.

Keywords: Physical geography, technology, innovation, efficiency, collaoration, participant, group, motivation.

Introduction Today, numerous innovations aimed at improving the quality of education and widely implementing new technologies in the teaching process are being developed and introduced into practice. The effectiveness of these innovations largely depends on the proper organization of innovative activities within educational institutions. Creating a creative environment focused on developing an innovative and active personality, as well as widely implementing educational technologies that enhance the quality and efficiency of education, is one of the essential requirements of modern education

Main Part In collaborative learning technology, students are divided into small groups of 4–5 members. Each group should include strong, average, and struggling learners. Group members sit in a circle so they can see each other. During preparation, the teacher determines which part of the topic will be explained by the teacher and which part will be completed by the students themselves. Based on the lesson objectives, each student receives clearly defined tasks.

If the task consists of answering questions related to a new topic, more challenging questions are given to high-achieving students. The answer provided by a student is checked by another group member using the textbook, confirming whether it is correct. Another student records the correct answer, while the last student presents evidence and examples supporting the answer. Students may switch roles. At the end of the activity, the group should be able to answer all assigned questions and present them for general discussion.

Principles and Rules of Collaborative Learning

- One task for the whole group.
- Shared motivation: each member receives a common grade based on collaborative work and academic performance.
- Individual responsibility for personal and group success.
- Activities based on group discussion, collaboration, and mutual assistance.
- Equal opportunities for success for each student.

Collaborative learning requires true mutual support and the creation of a positive socio-psychological environment. Students' performance is evaluated by comparing their current results with their previous achievements, motivating them toward improvement.

Collaborative Learning in Small Groups
Student activity gradually increases until learning becomes self-directed. Teacher–student relations become a form of partnership. Interactivity refers to mutual influence between the teacher and the students.
Characteristics of Collaborative Learning Technology
Collaborative learning in studying the geography of Uzbekistan requires equal effort from all group members. It fosters responsibility, mutual assistance, a supportive psychological environment, and enhances students' knowledge, skills, and competencies. Exchanging ideas stimulates creativity and the generation of new ideas.
Application of Collaborative Learning
Collaborative learning can be used when introducing new topics, reviewing previously studied material, or during independent learning activities.

Tools Used

Textbook, physical map, atlas.

Procedure

Students are divided into mixed-ability groups. The teacher explains the main part of the new topic, and the rest is explored by the students. Strong students receive more challenging questions; weaker students receive simpler ones.
Example Teacher: 'With how many countries does Uzbekistan maintain diplomatic relations?
Group 1: 'More than 120.'
Teacher: 'Which cities are under the direct jurisdiction of the Republic of Uzbekistan?'
Group 2: 'Tashkent, Samarkand.'
Teacher: 'In which region is hemp cultivated?'
Group 1: 'Tashkent region.'
Teacher: 'Where are the largest irrigated lands located?'
Group 2: 'Mirzachul, Kashkadarya region.'

Advantages

- Encourages equal participation of all students.
- Builds communication, responsibility, and collaboration skills.

Disadvantages

It may be difficult to determine the individual learning level of each student during collaborative group work.
Conclusion
In summary, the use of collaborative learning technologies in the teaching of Economic and Social Geography in general secondary schools proves to be an effective pedagogical approach that aligns with modern educational requirements. This method not only enhances students' academic engagement, but also fosters essential 21st-century competencies such as critical thinking, cooperative problem-solving, communication, and social interaction.
Collaborative learning encourages students to become active participants rather than passive recipients of information. Through structured group activities, learners develop the ability to

exchange ideas, justify their reasoning with evidence, and integrate diverse viewpoints. This process strengthens their conceptual understanding of geographical phenomena and supports deeper cognitive processing. Moreover, the distribution of roles and responsibilities within groups cultivates accountability, leadership skills, and mutual respect.

Another significant advantage of collaborative learning is its contribution to creating a psychologically safe and supportive classroom environment. Students learn to assist one another, celebrate shared achievements, and collectively overcome difficulties. This not only improves academic performance, but also enhances students' socio-emotional development, which is a crucial component of holistic education.

Despite its numerous benefits, the method requires careful planning and professional competence from teachers. To ensure success, teachers must design well-structured tasks, maintain balanced group composition, and monitor individual participation. Additionally, objective assessment mechanisms should be implemented to accurately measure both group outcomes and individual progre ss.

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