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Theoretical foundations of collaboration learning in the lessons

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Abstract---Currently, the school traditionally directs its main efforts towards teaching the specific content of curricula, mainly paying attention to subject-oriented (meaningful) knowledge. Learning about different approaches to teaching, collaborative strategies, including group learning, occurs spontaneously. An analysis of the works of general and special pedagogy and psychology showed that recent years have been characterized by increased attention to this problem. Thus, the purpose of this work is to consider the problem of teaching educational cooperation in the process of learning a foreign language. In accordance with the set goal, it is necessary to solve the following tasks in the work: Consider the concept of learning collaboration, Identify types of educational collaboration, Describe the approaches to the organization of educational cooperation.

Keywords---approaches to teaching, educational cooperation, innovation in teaching, educational globalization, active implementation, methodological strategies, involvement in the project, acts of communication, simultaneous interaction, to be involved in the learning process, positive interdependence, team member, participation of everyone, personal responsibility, communicative activity, cognitive activity.

Introduction

Modern pedagogical technologies differ from traditional ones in that they not only ensure the transfer and effective assimilation of subject knowledge, but also contribute to the formation of students' skills of independent acquisition of knowledge. Examples of innovative technologies are: developmental learning, design, problem learning, level differentiation, test system, game learning, immersion in a foreign language culture, learning in collaboration, etc. It is now generally accepted that the main goal of learning a foreign language is the formation of communicative competence, all other goals (upbringing, educational, developmental) are realized in the process of realizing this main goal. Collaborative learning– has become an increasingly important part of education, but the research supporting it is distributed across a wide variety of fields including social, cognitive, developmental, and educational psychology, instructional design, the learning sciences, educational technology, socio-cultural studies, and computer-supported collaborative learning*.

Literature review. The problem of educational cooperation is also widely studied abroad in research on social psychology and pedagogy (L. Deutsch, D. Johnson and R. Johnson, M. Monteyn and others). In the works of B. Jackson, M. Lieberman, R. Selman, and others, general methodological strategies are presented, which are based on educational cooperation. A significant amount of research by Russian scientists is devoted to the pedagogy of cooperation. In the works of K.A. Abulkhanova-Slavskaya, M.N. Berulava, A.L. Zhuravleva, B.F. Lomov, V. Ya. Laudis, V.V. Rubtsov considered the psychological essence of educational cooperation. The productivity of various forms of joint educational activity was studied (L.A. Aydarova, A.K. Markova, R.S. Nemov, V.P. Panyushkin, G.A. Tsukerman, etc.)

Of interest are studies devoted to group (V.V. Rubtsov, Kh.I. Liimets, I.M. Cheredov and others), collective (M.D. Vinogradova, NB Pervin, etc.) organizational forms of education; monographic studies of a generalizing nature (V.K. Dyachenko, M.A. Molchanova , M.A. Ufimtseva,etc.). They investigate the ways of implementing the principle of the optimal combination of frontal, group and individual work from the perspective of the theory of communication and the advantages of the pair form of education. The problem of educational cooperation is also widely studied abroad in research on social psychology and pedagogy (L. Deutsch, D. Johnson and R. Johnson, M. Monteyn and others). In the works of B.

* <https://www.routledge.com/The-International-Handbook-of-Collaborative-Learning/Hmelo-Silver-Chinn-Chan-ODonnell/p/book/9780415805742>

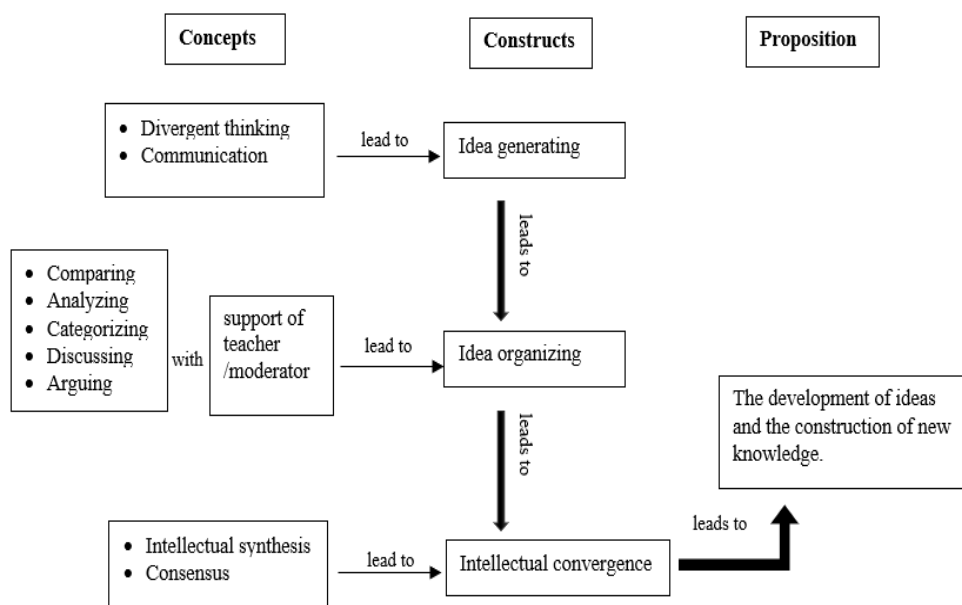
Jackson, M. Lieberman, R. Selman, and others, general methodological strategies are presented, which are based on educational cooperation.

Main part

Students are responsible for each other's learning as well as their own (5, Gokhale, 1995). According to M.V. Klarin, "Innovation in teaching is not only the creation and dissemination of innovations, but also transformations, changes in the way of action, the style of thinking that is associated with these innovations" [8]. Currently, the processes of educational globalization are gaining momentum and have a direct impact on the development of modern approaches to teaching a foreign language. at the university. The innovative teaching concept is focused on the goals of active learning through experience, socialization of learners, the development of their independence and refers not only to the didactic structure of the educational process, but also to its socially and professionally significant results. Today, improving teaching a foreign language at the university is impossible without innovative pilot projects, new curricula that take into account the professional needs of students and the changing demand in the competitive market for educational services; aimed at certification of student ownership foreign language according to international standards, activation of practical skills and knowledge of a foreign language, attracting students to scientific and practical activities; performing independent research.

The formation of communicative competence among students studying a foreign language in non-linguistic universities is one of the most pressing problems that are theoretically and experimentally solved by modern linguodidactics in the context of the transition of Uzbek universities to an innovative path of development in the field of education. The transition to communication-oriented teaching of foreign languages marked a change in the modern paradigm of language teaching, within which the subject of instruction was not only a foreign language and its expressive capabilities, but also the speaker's behavior in conditions of real communication. As emphasizes R.P. Milrud, the speaker's behavior in real communication is understood today primarily as an active and active implementation of linguistic, psychological and socio-cultural knowledge necessary for foreign language communication [9,34]. From the standpoint of modern methods of teaching foreign languages, communicative competence is interpreted as the ability to solve by means of a foreign language the problems of communication from everyday life, educational, industrial and cultural life that are relevant for students and society; the ability to use the facts of language and speech to realize the goals of communication, the ability to realize linguistic competence in various conditions of verbal communication. (See figure 1. <https://opentext.wsu.edu/theoreticalmodelsforteachingandresearch/chapter/online-collaborative-learning-theory/>)

Figure 1
Model of Online Collaborative Learning Theory



As rightly notes E.V. Timofeeva, fundamental changes in the entire education system require a fundamentally different approach to the study of foreign languages in universities, today we need specialists who really know a foreign language. Changed and a motivational background for learning foreign languages, students want to master at least one foreign language as a means of communication and as a means of comprehending the world. The main goal of training is to ensure proficiency in a foreign language as a means the formation and formulation of thoughts in the field of everyday and professional communication. Such an attitude meets the most important requirement of the communicative methodology - to present the process of mastering a language as the knowledge of a foreign language culture through language and to promote the development of all types of speech activity among listeners.

Table 1
Language forms

Forms	Receptive view	Productive species
Oral	Listening	Speaking
Written	Reading	Letter

It is obvious, that it is quite difficult to master communicative competence without being in the country of the target language, therefore the main task of a teacher of foreign languages is to create communication situations in class that are as close as possible to the real ones. Here it seems appropriate to take the point of view of R.P. Milrud, highlighting the following main components of communicative competence: linguistic (knowledge of grammar and vocabulary),

discursive (communicative use of language), pragmatic (achieving communicative goals), strategic (overcoming communication failures), socio-cultural (mastering the norms of behavior) [9, 33]. The problem of methodological support of such a foreign language communication arises, since the tasks set can be solved provided that authentic language material is used. We consider it necessary to emphasize that the formation of communicative competence among students will largely be facilitated by the teacher's productive use of authentic language material in the form of audiovisual teaching aids. They make it possible to introduce into the classes elements of diversity and entertainment due to the brightness and expressiveness of visual and auditory images, the cognitive value of the educational material, as well as the ability to carry out training, taking into account the individual characteristics of the students. Conducting discussions in a business foreign language class will be extremely productive in order to form the communicative competence of students. According to E.S. Polat, in teaching foreign languages at the stage of creative application, the ability to conduct a discussion in a dialogue or polylogue, the ability to argue your point of view, the ability to listen and, most importantly, to hear the interlocutor, opponent are extremely important skills that contribute to the formation of both communicative competence and socio-cultural, sociolinguistic [11, 337].

Combination of traditional and innovative technologies in training professional foreign language in multilevel training system

In accordance with the modern educational paradigm, the corresponding system of teaching foreign languages should be based on the competence model of professional training, within which the goals and results of the educational process are formulated in terms of competencies [19]. Today, the formation of competencies has become a technological process in higher education. Its successful implementation depends on the mastery of pedagogical technologies (more precisely, educational), both traditional and innovative. The difference between traditional and innovative methods lies in the approaches and methods. Technology is usually understood as a set of techniques and actions performed in a specific sequence, allowing you to implement a particular teaching method. In other words, technology is a method that is clearly written, like an algorithm. In a certain context, the concepts of "technique" and "technology" can be used interchangeably. An example is the technology of working with a case study, design technology, etc.

Modern pedagogical technologies differ from traditional ones in that they not only ensure the transfer and effective assimilation of subject knowledge, but also contribute to the formation of students' skills of independent acquisition of knowledge. Examples of innovative technologies are: developmental learning, design, problem learning, level differentiation, test system, game learning, immersion in a foreign language culture, learning in collaboration, etc. It is now generally accepted that the main goal of learning a foreign language is the formation of communicative competence, all other goals (upbringing, educational, developmental) are realized in the process of realizing this main goal. Such a goal is achievable by using a combination of two methods: classical and communicative with elements of a linguistic-socio-cultural approach. This approach is essentially implemented in Oxford and Cambridge textbooks on a

foreign language, since the basis Most courses use a communicative methodology that is integrated with some of the traditional teaching elements. Modern pedagogical technologies differ from traditional ones in that they not only ensure the transfer and effective assimilation of subject knowledge, but also contribute to the formation of students' skills of independent acquisition of knowledge. Examples of innovative technologies are: developmental learning, design, problem learning, level differentiation, test system, game learning, immersion in a foreign language culture, learning in collaboration, etc.

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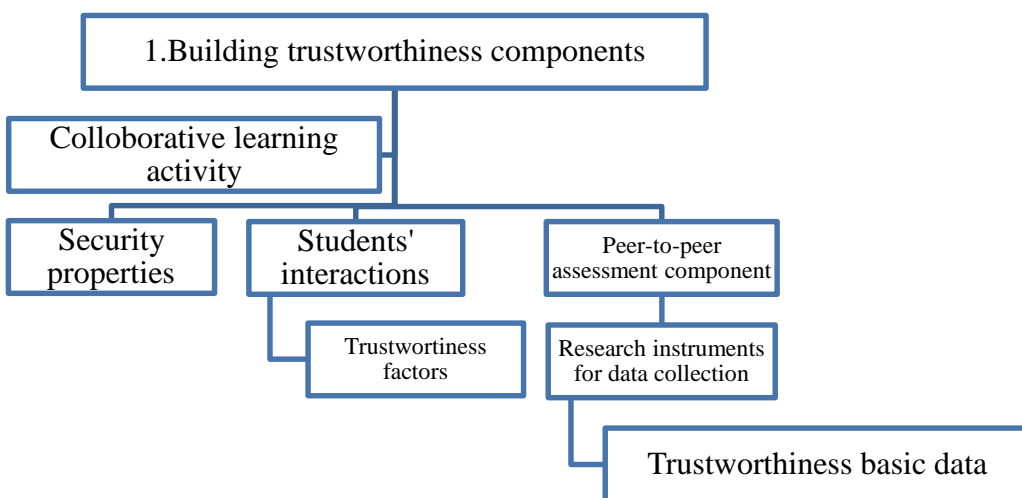


Figure 2. Building Trustworthiness Components

[<https://www.sciencedirect.com/topics/computer-science/collaborative-learning>]

However, if we are talking about becoming a professional language, then only these manuals cannot be dispensed with due to the lack of translation exercises, fragmentariness or lack of texts, the failure to implement the principle of cyclicity, the minimum stock of professional lexical units even in the ESP manuals. Each manual is recommended to be used in combination with other publications, and therefore the choice of reasonable teaching and methodological support for each course is always a challenge[4].

Analysis of pedagogical theory and practice allows us to conclude that the essence of the concept of “cooperation in the educational process” is considered from different positions. It is possible to highlight a wide range of works devoted to cooperation as a joint activity of a teacher and students or students with each other. Various aspects of cooperation in the classroom, the conditions for the formation of the personality of students in the conditions of joint work have been studied (V.A. Tikhomirova, R.Kh. Shakurov, etc.) It should be noted that “educational cooperation” is not the only term used by researchers to denote this form of educational work (I.P. Negure, V.P. Panyushkin, N.E. Fokina, G.A. Tsukerman). The following names are also used: “joint educational activity” (V.Ya. Lyaudis, A.K. Markova, T.A. Matis), “group work” (H.J. Liimets, I.V. Pervin), “jointly-distributed activity”(A.Yu.Korostelev, V.V. Rubtsov), “collectively-distributed activity” (L.I. Aidarova, V.K.Dyachenko). We, following I.A. “Learning collaboration” is the most capacious, activity-oriented and general in relation to other terms, denoting multilateral interactions in a learning group.

Analysis

Organization of educational collaboration in the classroom can help school administrators and teachers improve academic performance and teach students to communicate and work with each other, students of different nationalities, social status and different genders. Learning collaboration creates a democratic educational space. The interaction of students at any age expands their comfort zone and helps to build confidence in communication. The more students talk to each other and know about each other, the more tolerant they are towards each other. Educational collaboration is based on three principles:

- Simultaneous interaction: The more students talk to each other, the more they are involved in the learning process and the better they learn.
- Positive interdependence: The success of every team and every team member is not possible without the success and participation of everyone.
- Personal responsibility: By accepting responsibility for a particular part of the project - and getting a grade for it - the student becomes responsible.

“Organizing learning collaboration in class expands the comfort zone of students and develops the skills needed to communicate with others,” says Brook [3]. “And the school is the perfect place to learn these skills”. But learning collaboration does not in itself improve classroom relationships. You need to teach respect and tolerance towards others directly. By allowing students to sit with whoever they want, they will be among their close friends within their existing personal comfort zone.

Simultaneous interaction

In most cases, the teacher speaks 80% of the time during the lesson. Simultaneous interaction enables everyone to speak, greatly increasing the productivity of study time for students. In addition to directly teaching a subject such as a native or foreign language, students talk to each other over and over again, which increases their confidence before answering in front of the whole class. You can set a more specific task - to look into the eyes of the person with

whom you are talking. Working in a small group (four people), students solve the problem proposed by the teacher. Each of the four must know the answer, as they will be asked to move to another group where only one of them will know the answer. In any case, everyone should be given the opportunity to talk to as many people as possible.

Positive interdependence

You can summarize this thought in a few words: "I need you , you need me. "Personal success and group success are not possible without each other. In the middle of the school year, when the students in the new class already know each other, you can focus on building team spirit". The teacher may say, "There are things you don't know about your neighbor". Then, using cards in the form of a Bingo game and working in groups, the children ask each other questions: "What is your favorite dish?" or "What's your favorite show?" As usual, she must follow the rules - speak in full sentences and look the other person in the eye. The teacher should encourage the expression of personal disagreement and teach it to do so correctly and politely, constantly teaching students to express and accept criticism without becoming personal. You can offer another game - "Who am I?" A piece of paper with the name of some famous character is pinned on the back. Working in pairs and asking each other questions, students guess who they are - Spider-Man, Easter Bunny, or President Bush. Again, the main goal is to create a welcoming atmosphere. To unite teams, you can use the following technique. Invite the groups to answer the question, "If you were a superhero, who and why?" or "If you were a car, what kind and why?" Pupils can offer their own version, for example, "If you were something edible, what and why?" Some rudeness of students towards each other is not excluded, but it once again speaks of the vital importance of mutual communication of students and building trust and respectful relations between them.

Personal responsibility

Personal responsibility—is another fundamental principle of educational collaboration. Each student is responsible for his or her achievements, participation and involvement in the project. An example would be working in groups of four, say, in a math class. Solving the problem, students perform actions in turn on a large sheet of paper with markers. In a native or foreign language lesson, they read aloud one sentence at a time. At the same time, the group observes the actions of the partner with interest. And so, step by step, action by action. Seeing that something is going wrong, students are forced to respond by offering their own solution or correcting the error. By doing this, they develop self-confidence, which is psychologically much easier in a small group than in front of an entire class. The teacher controls and, if necessary, corrects the process, moving from group to group. This technique is especially effective for students who have difficulty assimilating the educational material. During the lesson, such students are fully involved in the learning process, they learn to listen to what others have to say. At the same time, they feel more successful and psychologically protected. Complementing each other, personal responsibility and team spirit are key aspects of educational collaboration. For this technique to really work, the teacher must apply these strategies in every lesson, throughout

the school year. The key to success lies in the positive development of interpersonal relationships in trainees.

Types of learning collaboration

A foreign language lesson, being a complex act of communication, consists of simpler acts of communication and has all its features. Any lesson includes such phases as setting for the performance of an activity, orientation in its conditions, execution and control (self-control). Each phase of communication at a specific stage of the lesson corresponds to certain actions of the teacher and students. The effectiveness of teaching a foreign language fully depends on how coordinated the actions of the teacher and students. If the connections between the activities of the teacher and the students are violated, then the interaction between the communicators is disrupted, which leads to disruptions in the activities of the students. Sometimes the teacher himself is the reason for such a mismatch, because he does not correlate his actions with the tasks of each component of the lesson, with the content of the activities performed by the students and the forms of its organization. The success of teaching foreign languages depends not only on the joint coordination of the activities of the teacher and students. A large role is also played by the interaction of their personalities, the mutual understanding that develops between them, which, according to V.A. Kan-Kalik, is the basis of the commonwealth in the lesson [6]. Therefore, even in the case of a good professional training of a teacher, his ability to methodically, it is advisable to plan his actions, the effect of learning may be minimal due to the relationship between him and the students that does not develop. According to V.A. Kan-Kalik the following styles of pedagogical teaching can be the result of the interaction between the teacher and the students and the relations developing between them: communication based on passion for joint creative activity, communication - distance; communication is intimidation; communication is flirting.

Communication

Intimidation is characterized by a stable desire of the teacher to seize the initiative in the lesson, take a dominant position and impose his will on the students. For these purposes, he uses an order, censure, a threat in the form of an order, notation, instruction, sometimes and punishment. The organization of the educational process for such a teacher is based on "authoritarian-imperative principles"[1] (definition by Sh.A. Amonoshvili), and the motto of his activities is the words "do as I tell you!" In this case, the interaction of the teacher and the students is essentially a simple interchange of remarks, during which the teacher, as a rule, acts as a formal organizer of the educational process. External order and discipline are usually the result of strict examination and control of students by the teacher. All this creates tension in the relationship between the trainees and the teacher, often leads to conflicts with them, and causes mutual hostility.

Only in the conditions of joint creative activity of the teacher and the students, which has a personal meaning for each of them (in the conditions of personal interaction), a relationship of partnership develops between them, which are manifested in the interconnection and mutual influence of the teacher and the students, in the consistency of their speech actions. It was this kind of

cooperation that S.L. Rubinstein[16], when he wrote: "... teaching is thought of as joint research ... joint passage of the path of discovery and research". In the context of co-activity, the teacher's main tools are requests, advice, praise, approval, or benevolent censure. The teacher focuses the attention of students on the content aspect of the activity, revealing the purpose and motive of each task (what needs to be done and why). The main form of educational activity in this case is the joint enthusiasm for communicative and cognitive activities, live communication between the teacher and the children. The leading motto of their joint activity is the slogan "Let's work together!" As for the student, thanks to favorable interpersonal relationships, he does not feel fear of making a linguistic mistake, not being understood, he feels relaxed and free.

Entering into a cooperative relationship, the teacher focuses not on the child's functions as a student (according to which he must learn and answer homework), but on his personality and the prospects for its development. Such interaction, as a rule, goes beyond educational communication and is carried out in various types of activities, stimulates the practical use of a foreign language: in the joint design of poster newspapers, in the preparation of group and intergroup events in the target language. (Z.N. Nikitenko). The development of learning skills is a necessity that influences the optimization of the educational process. Well begun is half done - says the English proverb. Much of the lesson depends on how the teacher starts it. Avoid dwelling on clearly unacceptable ways to start class ("Checking homework" or "Today we will go through the simple past tense"). This does not always correspond to the psychology of cooperation.

In an effort to create an atmosphere of communication in the classroom, the teacher can start it with a casual conversation, like one that can be heard between several friends. Such a conversation develops into lesson assignments, students are involved in the conversation, the teacher does not become a supervisor, the lesson is emotional, the atmosphere is friendly. But paradoxically, even in this case, the nature of the interaction between the teacher and the student is not yet the equality of employees. To achieve this, Ya.M. Kolker offers his recommendations. So, from the very beginning of the lesson, when setting a goal, the teacher determines the kind of contact between him and the student. Before the start of the lesson, the teacher decides what is more expedient - to train or teach students how best to overcome this type of difficulty; what should be the structure of the lesson [18].

And if the teacher stands for genuine cooperation with the learner, teacher: - sets the goal of the lesson so that it corresponds to the real goals of communication; - helps the student to understand not only the purpose of the lesson, but also the ways to achieve it. Then the student will be able to understand how each new type of assignment benefits him. In terms of cooperation, he will have the opportunity to choose his own way of solving the problem. And then the learning process itself will be no less interesting for the student than its result. As for the training stage, the cooperation between the teacher and the student lies in the fact that even memorizing isolated words can be a fascinating and uncomplicated process if he uses the ways of establishing logical associations. Here is an example of an enumeration based job: What properties of a person would you list

to show that you do not like him, despite his merits, or, on the contrary, that you are inclined to forgive him for his shortcomings for his positive qualities:

Brave, intelligent, lazy, proud, talkative, confident, selfish, helpful, cheerful, kind, stupid, ... etc (E.g.: brave and intelligent, but selfish or stupid and talkative, but kind and helpful). Thus, the very structure of the educational process is a kind of teaching tool. In this case, the educational process is a hierarchy of intermediate goals: from the larger ones (the goals of the cycle of classes, the goals of an individual lesson) to the smallest (the goal of each task within the lesson). W.M. Rivers argues that the teacher “must ensure a smooth and natural transition from the formation of skills and abilities to their functioning”, and that communication activities should not serve as a supplement, but as a natural continuation of those types of activity on which the formation of skills and abilities is based. Why use collaborative learning? Research shows that educational experiences that are active, social, contextual, engaging, and student-owned lead to deeper learning. The benefits of collaborative learning include:

- Development of higher-level thinking, oral communication, self-management, and leadership skills.
- Promotion of student-faculty interaction.
- Increase in student retention, self-esteem, and responsibility.
- Exposure to and an increase in understanding of diverse perspectives.
- Preparation for real life social and employment situationsp
[<https://teaching.cornell.edu/teaching-resources/active-collaborative-learning/collaborative-learning>]

Discussions

Approaches to organizing learning collaboration. The experience of the best practice of teaching a foreign language shows that the effectiveness of a foreign language lesson is determined, first of all, by the teacher's ability to create conditions and organize situations in which students master the language as a means of communication. Speaking about pedagogical, educational cooperation in general, one should bear in mind the presence of these three main factors of interaction between the teacher and the student, the interaction of students with each other in joint educational activities and the interaction of teachers in the system of interdisciplinary connections. The ideology of learning in collaboration was developed in detail by three groups of American educators: R. Slavin from Johns Hopkins University; R. Johnson and D. Johnson of the University of Minnesota; by E. Aronson's group from the University of California. The main idea of this technology is to create conditions for active joint learning activities of students in different learning situations. Pupils are different: some quickly “grasp” all the explanations of the teacher, easily master the lexical material, communication skills; others require not only much more time to comprehend the material, but also additional examples and explanations. Such guys, as a rule, are embarrassed to ask questions in front of the whole class, and sometimes they simply do not realize what specifically they do not understand, cannot formulate the question correctly. If, in such cases, you unite the guys into small groups (3-4 people each) and give them one common task, stipulating the role of each student in the group in completing this task, then a situation arises in which everyone is

responsible not only for the result of their work (which is often leaves the student indifferent), but which is especially important, for the result of the whole group. Therefore, weak students try to find out from the strong all the questions they do not understand, and strong students are interested in that all members of the group, especially the weak student, thoroughly understand the material (at the same time, a strong student has the opportunity to test his own understanding of the issue). In this way, the gaps are bridged together. This is the general idea of collaborative learning. A foreign language lesson for organizing interpersonal communication of students with each other has an advantage over other leading subjects.

Practice shows that studying together is not only easier and more interesting, but also much more effective. Learning together, not just doing something together, is the essence of this approach. A teacher can diversify with a creative approach in relation to his students, but on one condition - strict adherence to the basic principles of teaching in cooperation. E.S. Polat collected and detailed these principles in his article[11]. Let's list them: * Groups of students are formed by the teacher before the lesson, taking into account the psychological compatibility of children. Moreover, in each group there should be a strong, average and weak student, girls and boys. If a group in several lessons works harmoniously, amicably, there is no need to change its composition. If the work for some reason is not very sticky, the composition of the group can be changed from lesson to lesson.

- The group is given one task, but when it is carried out, the distribution of roles among the members of the group is provided (the roles are usually assigned by the students themselves, but in some cases the teacher can give recommendations).
- The work of not one student is assessed, but the whole group (the grade is one for the whole group); it is not so much knowledge that is evaluated as the efforts of students. If, when working in a group, the real results of everyone are assessed, then no one wants to work together with a weak student, and he will soon become complex.
- The teacher himself chooses the student of the group, who should report on the assignment. In some cases, this may be a weak student (this applies mainly to linguistic, grammatical, lexical knowledge). If a weak student is able to present the results of the group's joint work, to answer the questions of other groups, then the goal has been achieved, because the goal of any task is not its formal implementation, but the mastery of the material by each student of the group.

When a teacher interacts with students, the teacher's activity is a variety of pedagogical influences on students. In a foreign language lesson, the teacher motivates the students, introduces language material, explains certain linguistic phenomena, demonstrates speech patterns, instructs, asks questions, demands answers, organizes and guides the students' work. This student-teacher relationship begins with the early days of schooling. The overwhelming advantage of the frontal form of education, in which the main relationship is "teacher-student", and joint work of children with each other occurs only as an exception, becomes the reason that, along with positive experience, children acquire a

“negative” one. Some of the children learn to sit quietly, but at the same time not pay attention to the actions of other students, when the teacher does not speak to him directly, or the student learns to carefully look at the teacher, but at the same time be silent, not understanding the question. Such psychological negative consequences of student behavior require a foreign language teacher to have specific pedagogical skills and practical skills to organize and maintain their communication with students. In the interaction between a teacher and a student, taking into account the psychological laws of the formation of the leading motivation in children is of particular importance. The teacher should rely on the real cognitive interests and desires of students to communicate in English. This is a prerequisite for foreign language speech activity, as well as for any activity in general. Motivation in children can be created through the use of a wide context of general cognitive and social motives of students (the desire of students to give the correct answer, express their own opinion, show their abilities in front of a peer). In this case, the teacher relies on the student's positive emotions caused by a good grade.

Conclusion

Thus, we have given a description of the psychological characteristics of two types of interaction (“teacher-student”, “student-student”). The types we have identified are related in terms of the degree of complexity. Mastering each simpler form of cooperation is a prerequisite for successfully mastering a more complex form. Therefore, in foreign language lessons, it is possible to switch to more complex forms of types of cooperation only when sufficient fluency in all the previous methods of interaction is ensured. Redmond and Lock [14] recommended that with CLs, teachers can create global classroom learning experiences where learners work as virtual team members, have access to an array of expertise and co-create knowledge with others for whom they may never meet in person but only online. Furthermore, based on Palloff and Pratt [12] the recent studies of the online environment have noted that involvement or “social presence,” better known as a feeling of community and connection among learners, has contributed positively to learning outcomes and learner satisfaction with online courses.

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