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COMPETENCE OF WORKING WITH A TEAM IN THE PROFESSIONAL-PEDAGOCIGAL TRAINING OF PRIMARY EDUCATION TEACHERS (ON THE EXAMPLE OF PEDAGOGY AND ANDRAGOGY SUBJECTS)

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Abstract: *This article examines the issues surrounding the development of teamwork competence during the professional and pedagogical training of future primary school teachers. It highlights the scientific and methodological foundations of pedagogical and andragogical approaches in the process of professional preparation based on a comparative analysis. The mechanisms for organizing collective educational and cognitive activities are disclosed. An analysis of the socio-psychological effectiveness of teamwork within the "teacher-student" relationship system is conducted. Particular attention is devoted to the mechanisms of integrating pedagogical and andragogical teaching methods into collective activities.*

Keywords*: upbringing, instruction, education, formation, development, analysis, reflection, passive object, active subject, Moderator, Facilitator, Tutor, Mentor.*

INTRODUCTION

In today’s era of rapid globalization and the accelerated development of information technologies, improving the quality of the education system has become a strategic priority for every country. Under modern conditions, relying solely on knowledge acquired in school or higher education is no longer sufficient to ensure a specialist’s competitiveness in the labor market. Therefore, the concept of “lifelong learning” is recognized as one of the fundamental principles of modern pedagogy in human development.

Ensuring the integrity of the continuous education system requires a scientific analysis of the interconnection between two major fields — general pedagogy and andragogy. While pedagogy studies the laws and principles of comprehensively shaping the younger generation by developing their fundamental knowledge, skills, and moral-ethical qualities, andragogy highlights the specific psychophysiological and social

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characteristics of adult education. The common ground between these two fields is the recognition of the learner not as a passive object of the process, but as an active subject, as well as the implementation of teaching models based on subject–subject relationships.

In the Republic of Uzbekistan, ongoing educational reforms—particularly the Law "On Education" and recent resolutions aimed at improving the system of higher and postgraduate education—require the formation of a culture of "learning to learn" in society. This, in turn, makes the training of a new generation of educators, who combine pedagogical mastery with moderation (facilitation) skills, an urgent issue.

This article compares the didactic foundations of general pedagogy with the technological capabilities of andragogy and analyzes effective ways of organizing a holistic pedagogical process. It also provides a scientific justification for the role of independent learning and modular teaching systems in the professional development of individuals within adult education.

MAIN PART. Fundamental Categories of General Pedagogy and the Theory of the Holistic Pedagogical Process. In B.Kh. Khodjayev's textbook "Theory and Practice of General Pedagogy," the essence and content of the core categories of pedagogy "upbringing," "education," "knowledge," "formation," and "development"—are systematically explained. In examining the issue of the integrity of the pedagogical process, the author scientifically substantiates the interconnection between teaching and upbringing processes, as well as their dependence on socio-economic conditions. In particular, the main principles of didactics (scientific character, consciousness, activity, visualization, and systematicity) are interpreted as the foundation of a holistic pedagogical system.

Andragogical Model and Theoretical Foundations of Adult Education. In the textbook "Andragogy" by O.M. Asqarova and others, the specific theoretical foundations of adult education are explained. It emphasizes that the learner is not a passive object of the process, but rather an active subject who independently manages their own learning activities, which is considered the main criterion of the andragogical model. The literature also analyzes the importance of processes such as "self-analysis," "reflection," and "self-correction" in improving the effectiveness of adult education. Furthermore, unlike the traditional pedagogical model, the roles of moderation (facilitation) and tutoring are scientifically examined as essential components.

Continuous Education and Modern Technologies. Both sources confirm the theoretical significance of the concept of "lifelong learning" in human development. B.Kh. Khodjayev explains the methodological foundations of the reforms implemented within the framework of the Law "On Education" in

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our country, particularly the system of 11-year general secondary education. Meanwhile, Asqarova and co-authors provide a detailed analysis of the technological possibilities of modular teaching and distance learning technologies in adult education. This, in turn, theoretically substantiates that a modern specialist is required to possess both pedagogical and andragogical competencies.

Integration of Historical-Pedagogical Heritage and National Values. The analyzed literature demonstrates that the pedagogical and andragogical views of Eastern thinkers such as Ibn Sina, Al-Farabi, Beruni, and Alisher Navoi remain relevant even today. According to B.Kh. Khodjayev, the historical roots of moral education play a crucial role in shaping a well-rounded individual. Meanwhile, the andragogy manual recognizes the "master-apprentice" traditions and the experience of folk universities as the foundation of adult education.

Interactive methods can be effectively used for team-based learning in the educational process. Team-based learning (TBL) is a powerful pedagogical strategy that encourages learners to work collaboratively in small groups and enhances their intellectual potential. One of the key elements of teamwork is positive interdependence. In this approach, tasks and resources should be distributed in such a way that the success of one team member depends on the support of others (for example, the "Jigsaw" method). At the same time, individual accountability must be ensured during group work. Each participant should feel personally responsible for the team's overall outcome. This can be achieved through individual tests or the use of a "random call" mechanism. Team-based learning also contributes to the development of social skills. During this process, participants should be specifically taught skills such as active listening, giving constructive feedback, and conflict resolution. Finally, team reflection is essential: at the end of the session, the group should analyze its performance, identifying what worked well and what needs improvement.

The methods listed below, recommended for practical application, can be used equally in both teaching directions—whether andragogical or pedagogical—regardless of their original classification.

Brainstorming. This method is very effective for generating a large number of new ideas in a short period of time. The implementation process begins with the teacher (or moderator) presenting a problem or question. Participants are then informed of strict rules: any idea is accepted, even if it seems unrealistic; the quantity of ideas is more important than quality at this stage; and, most importantly, criticism of ideas is strictly prohibited. As a result, participants can freely express their thoughts, fostering a creative and collaborative atmosphere within the group.

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Fishbowl. This method helps participants develop communication skills and the ability to make quick decisions. The procedure is as follows: participants form two circles of chairs—an inner circle and an outer circle. Those in the inner circle pair up with participants in the outer circle, facing each other. The moderator announces the first task and gives each pair 30 seconds to complete it. After the time is up, participants in the outer circle rotate one seat, forming new pairs. The advantage of this method is that it trains participants in effective communication and helps them focus their attention during collaborative activities.

Jigsaw. The complete topic is divided into several parts, and each learner studies their assigned section and then teaches it to their group members. This method ensures the active participation of all participants.

STAD (Student Teams-Achievement Divisions). The teacher explains the topic, after which teams collaboratively consolidate their understanding. An individual test is then administered. Team rewards are calculated based on the individual growth scores of each member.

Think–Pair–Share. The learner first thinks individually, then discusses their ideas in pairs, and finally shares their conclusions with the entire group or class.

Today, the educational process is taking on a new form: the focus has shifted from “teaching the learner” to “teaching the learner how to learn.” In this context, the role of the modern educator has expanded to include new functions such as Facilitator, Moderator, Tutor, and Mentor.

In team-based learning, the teacher must transition from being a “source of knowledge” to acting as a Facilitator or Moderator. This means managing and coordinating the process while creating an active, creative learning environment. Communication with students is built not in a “top-down” manner, but according to the principle of “side-by-side” (equal partnership) collaboration. The teacher observes the team’s activities and provides guiding questions at the appropriate moments. A modern educator in team-based learning must also have strong assessment and monitoring competencies. To ensure fairness in evaluating team work, a two-level assessment system is recommended. Individual learning outcomes are measured through tests or mini-essays for each student, while team outcomes are evaluated based on the quality of the group’s project or presentation. Peer and self-assessment methods (such as “Wheel” or “Step-by-Step” techniques) also play an important role in the evaluation process.

CONCLUSION. Research shows that team-based learning forms the fundamental basis for transitioning from the “teacher-dominant” model of traditional education to subject–subject relationships. This approach transforms the learner from a passive consumer of knowledge services into an active

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designer of the learning process. Scientific analyses demonstrate that lessons organized in a collaborative environment can increase students' critical thinking skills by an average of 15–20% and improve knowledge acquisition levels to 80–88%. This effectiveness is explained by the activation of the "teaching others" and "practical application" mechanisms within the learning pyramid. Team-based activities help students develop not only subject-specific knowledge but also essential life competencies such as social responsibility, tolerance, constructive conflict resolution, and communication culture. According to Vygotsky's concept of the "Zone of Proximal Development," students maximize their individual intellectual potential by collaboratively solving complex tasks within the group. Team-based learning also positively shapes students' "self-concept," enhances self-awareness, and promotes social activity. In this process, sharing responsibility and striving toward a common goal serve as a "pivot point" for individuals to find their place and role in society.

The following scientific and methodological recommendations are proposed to enhance the effectiveness of education:

Transforming the Role of the Teacher: The teacher should move away from the traditional role of "information provider" and assume the role of a facilitator (moderator) who coordinates the learning process. They must create an environment of mutual trust and open communication within the team.

Systematic Use of Structured Methods: It is recommended to implement structured techniques with clear time limits and algorithms, such as Jigsaw, STAD, and Think–Pair–Share, in the lesson process. This approach eliminates the "invisible participant" problem within the group and ensures the active involvement of every member.

Implementing a Two-Level Assessment System: Assessment should focus not only on the final result but also on the learning process. Individual outcomes (tests) and group outcomes (project products) should be balanced, while students' self-assessment (reflection) skills are encouraged and supported.

Targeted Teaching of Social Skills: To ensure high-quality outcomes in team-based work, it is advisable to provide students with specific guidance in advance on active listening, argumentation, and collaboration etiquette.

Integration of Digital Platforms: To maintain a collaborative environment in remote and blended learning, it is essential to effectively use the interactive features of systems such as LMS Moodle and Google Classroom (forums, chats, checklists, etc.).

In summary, team-based learning is not merely a method but a systematic pedagogical approach aimed at comprehensively developing well-

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rounded professionals for the 21st century.

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