

DEVELOPMENT OF STUDENTS' ABILITY FOR COLLECTIVE LEARNING ACTIVITIES

DESARROLLO DE LA CAPACIDAD DE LOS ESTUDIANTES PARA ACTIVIDADES DE APRENDIZAJE COLECTIVO

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Abstract

In the context of the strengthening of the consulting role of the teacher and the increase in the proportion of independent work, it becomes necessary to develop the ability of students to work collectively as one of the key competencies formed among students of higher educational institutions.

The purpose of the article is to analyze the experience of developing a student's ability to collective learning activity in modern conditions. Collective learning activities involve adherence to the principle of cooperation, which is aimed at the joint achievement of results. The article reveals the features of the formation of the educational team, the ways of influencing the effectiveness of collective work and the formation of the structure of interpersonal relations between students.

Keywords: collective learning, professional education, interaction, cooperation.

Resumen

En el contexto del fortalecimiento del rol consultor del docente y el incremento en la proporción de trabajo autónomo, se hace necesario desarrollar la capacidad de los estudiantes para trabajar colectivamente como una de las competencias clave formadas en los estudiantes de las instituciones de educación superior. El propósito del artículo es analizar la experiencia de desarrollar la capacidad de un estudiante para la actividad de aprendizaje colectivo en condiciones modernas. Las actividades de aprendizaje colectivo implican la adhesión al principio de cooperación que tiene como objetivo la consecución conjunta de resultados. El artículo revela las características de la formación del equipo educativo, los métodos para influir en la efectividad del trabajo colectivo y la formación de la estructura de las relaciones interpersonales entre los estudiantes.

Palabras clave: aprendizaje, formación profesional, interacción, cooperación.

1. Introduction

In a dynamically developing social and economic environment, the education sector is also changing. Due to the needs of the state and society, the issue of improving the quality of vocational education becomes especially relevant. In the development of this topic, the organization of the collective activity of students is of great importance. Since the overwhelming amount of time is spent on independent study of educational materials, students discuss information within the team, develop independent solutions. At the same time, the teacher plays a

supporting role as a consultant of the educational process. To organize an effective learning process requires the ability of students to carry out collective learning activities. The federal state standard of higher education establishes the need for the formation of this ability for the rapid achievement of the highest educational results. The formation of the educational team is a complex process that is carried out in stages. The teacher needs to shape it so that each student as a member of the team is involved in educational activities and is an active subject of the educational process (Andrienko, 2019a). Knowledge of the structure of the educational team contributes to the dynamic development of students' ability to collective learning activities. In this regard, methods that allow us to identify ways of influencing the effectiveness of collective work, the structure of interpersonal relations and leaders are becoming highly relevant (Lutfullaev et al., 2020).

At the same time, the motivation of students to carry out activities in a team becomes highly important (Arbeláez-Campillo et al., 2020). It is she who allows you to activate the process of cooperation, helping students to each other and the development of a positive emotional background in the process of implementing collective activities (Orlova et al., 2018). There is a need to study the motivation of students (internal and external). Intrinsic motivation is recognized as the driving force associated with the content of the activity.

External motivation is associated with the satisfaction of external needs (respect, prestige, etc.) (Chertovskikh, 2019). Signs of collective activity are: dialogue of all participants, discussion of all existing points of view (students independently, with the consulting role of a teacher, in the process of discussion identify the most viable ideas (Filchenkova, 2019); subject-subject relationship between teachers and students (Tsarapkina et al., 2019a); collective activity acts as a field for the development of the creative position of students (Donetskova, 2019).

2. Theoretical framework

Interaction in the educational team is the process of the influence of students on each other and their connection, which contributes to the emergence of a particular activity (Akhmetshin, 2020). Researchers

distinguish several types of interaction: group (constant influence of participants in the educational process on each other) and interpersonal (contact between several persons, which generates behavioral changes in these persons) (Petrichev et al., 2018). A feature of interaction in collective learning activities is the different level of student activity (Tsarapkina et al., 2019b). Interaction can manifest itself in different forms: cooperation, custody, suppression, confrontation, dialogue, and others (Pliushch, 2018). Collective training activities are aimed at the operational achievement of goals through the exchange of experience of participants, change of leading roles. Performance is achieved by building collaboration (Eliseeva et al., 2020). Collective learning activities presuppose the observance of the principle of cooperation, which is aimed at the joint activities of students.

The main condition for cooperation is the development of new knowledge that all team members will agree with (Grigoriev et al., 2019). Academic cooperation develops in free communication between students (Salyaeva, 2015). There is an active exchange of information and the formation of a culture of interpersonal communication (Kalinkina et al., 2017).

In the first courses of study, the initial formation of the team takes place (Ivanov et al., 2020). The group for this period is a collection of people with different experiences, views and attitudes towards interaction and life in a team (Birzhenyuk, Efimova, 2020). The organizer of life in the study group is the teacher (Oros, 2018). It is he who sets the requirements for the mode of activity of students (Ponachugin, Lapygin, 2019). Students adapt to the educational process, to their classmates and the nature of interaction with them.

In the second stage, the organizers of collective activities are identified, who in most cases show leadership positions and activate the group's activities (Pichugina, Bondarchuk, 2019). And if at the first stage only the formal asset of the team can be determined, then at the second stage the effective asset is determined (Loginova, Ustinskaya, 2012). In the second stage, the teacher studies and analyzes the interpersonal relationships of team members using various methods (sociometry, referentometry, and others) and corrects the activities of students with the corresponding sociometric status in the learning process (Tishchenko, 2020).

The basis for creating a cohesive team is the discussion, free expression of students' thoughts, exchange of views and collegial decision-making (Davydova, 2020). In the third stage, students show a higher level of cohesion, show organization and consciousness, responsibility. A close-knit team is characterized by value-orientational unity, the similarity of views, assessments and positions in relation to events and tasks (Cirdan, 2019). A highly developed team has a positive psychological climate, goodwill, emotional empathy.

Despite the extensive research experience in the development of students' abilities for collective activity, accumulated in pedagogy, in modern conditions, the development of students' abilities for collective activity acquires new features and requires additional research.

3. Methodology

The study involved 126 students. The data were studied, which made it possible to establish the ability of students for collective learning activities. To test the formation of students' ability to collective activity, the criteria were identified, which are reflected in Table 1.

Table 1. Criteria for the formation of students' ability to carry out collective learning activities

Criteria	Characteristic
Motivational	The student's desire to participate in the creation of joint projects, the desire to show their leadership positions, to be part of the team
Active	Reflects the student's ability to apply previously gained experience in real joint activities for the effective achievement of the set goals
Reflective	The ability to analyze one's activities in a team, the activities of other team members and the result of joint activities, the ability to conduct the assessment and mutual evaluation

To check the motivation of students to carry out activities in a team, the technique proposed by A.V. Krylova, I.A. Ignatkova (Krylova, et al., 2017). Several judgments were developed for students with which they had to agree or disagree. The questionnaire contained three scales aimed at

studying different types of motivation (intrinsic motivation, extrinsic positive motivation, extrinsic negative motivation).

A certain number of points is allocated for each judgment, depending on the degree of student consent. The higher the score, the higher the level of a particular type of motivation. The study uses the sociometry method of Ya. L. Moreno, which allows you to identify the sociometric status of each member of the educational team.

4. Results and discussion

Work on the principle of cooperation in the development of the ability for collective learning activity is based on the interaction of students within the group. The process of developing students' ability to collective learning activity begins with the formation of working subgroups. For this, the method of group formation by T. Khan and L. Boff was used (Salyaeva, 2015). The teacher offers several topics and each student can choose the most interesting for himself. In this way, interest groups are formed. The teacher sets the problem (or the students themselves highlight the problem) and the students begin to discuss it together, an internal motive for the activity appears.

The curriculum identifies some disciplines that are taught in different courses and ensure the formation of students' ability to collective learning activities. For example, in the study of general psychology, students are united in subgroups to solve the questions that the teacher suggests. Active teaching methods and modern technologies are used) Students take part in solving case studies, discussions, business games, during which they have to make decisions to achieve a common goal. The game implies the distribution of roles and functions. Having united into one subgroup, each of the participants becomes an active subject of the educational process, since the achievement of the goal depends on the contribution of all participants together and each separately. In the process of communication, students develop ideas, process information and highlight relevant material, develop presentations. Much attention is paid to reflection. Positive mutual appreciation allows you to maintain an incentive for further joint educational activities. Students improve their work on their own. In the process of carrying out collective activities, students can change roles.



Figure. 1. Collective educational activities of students
(as part of our research)

For the development of students' ability to work in a team, it is necessary to study conflict situations caused by the discrepancy between the micro- and macrostructure of the group, to determine the sociometric status of each student. For this, the technique of Ya. L. Moreno. The sum of all mutual choices of students in the team and the number of group members were taken into account. Based on the data of sociometric analysis, conclusions were drawn about the cohesion of the group, the presence of subgroups by interests, the connection with leaders, the number of leaders, the presence of isolated students. For the study, the boundaries of the studied groups were marked (to improve the quality of the information received).

All selections were made by the group members themselves. Each group had the experience of collective learning activities with each other. All the questions that were presented to the students were formulated in an accessible and understandable language. The sociometric procedures were carried out strictly confidentially and the results are not disclosed to

the members of the group. The study involved higher educational institutions students. The dynamics of the formation of collective activity was analyzed. The real state of the team is monitored by several factors, including the state of individuals in the process of carrying out educational activities.

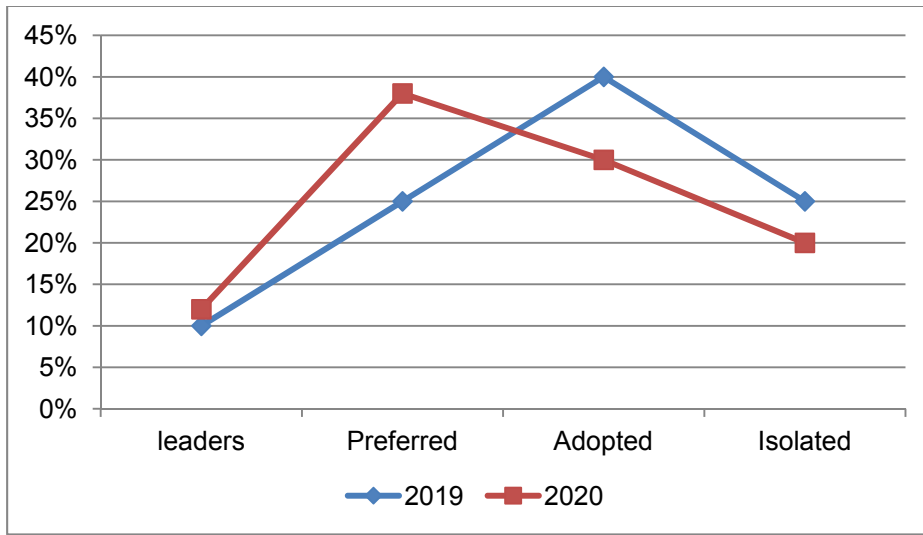


Figure 2. Dynamics of the formation of collective activity for the period from 2019 to 2020 (as part of our research)

It is worth saying that the dynamics of the formation of collective activity (cohesion, creativity and the existence of the collective as a whole) directly depends on the individuals included in it and their behavior. Leaders are the most popular research participants in the team. “Preferred” members of the collective are given a large number of students' choices (less in comparison with leaders).

They are considered popular members of the collective. “Accepted” students score relatively few positive choices and are considered unpopular members of the group. Isolated participants gain the smallest number of positive choices. By 2020, the number of leaders to whom the collective listens have increased. The number of isolated students decreased and the ability for collective activity due to a favorable emotional background became higher. Sociometric research made it

possible to get an idea of the structure of teams and the nature of interaction in them, and to take corrective actions.

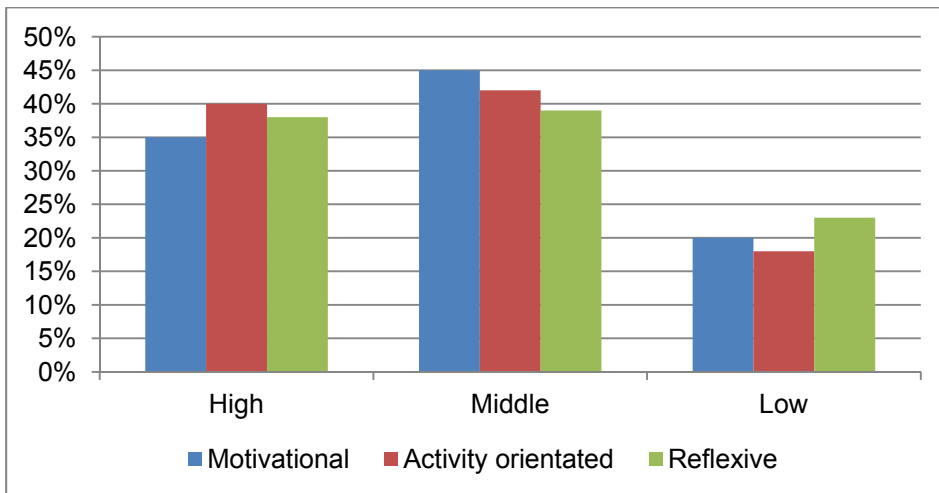


Figure 3. Results of statistical processing of data to identify the level of students' ability to collective learning activity for 2019 (as part of our research)

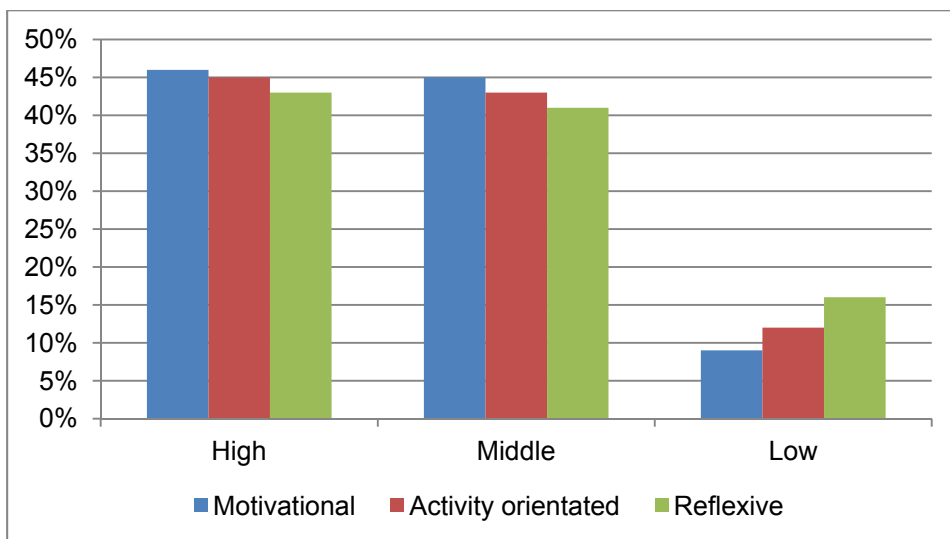


Figure 4. Results of statistical processing of data to identify the level of students' ability to collective learning activity for 2020 (as part of our research)