



## EFFECTIVENESS OF IMPROVING THE QUALITY OF EDUCATION ON THE BASIS OF COOPERATIVE TECHNOLOGY

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**Annotation:** *The primary tenet of collaborative teaching is that groups of students come up with answers to issues together. To facilitate group work, students are typically divided into groups based on their ages and/or abilities. Additionally, the issues and difficulties on which collaborative work is centered are sometimes framed as "real" activities that students can discover in the real world outside of the classroom. This article will provide feedback and feedback on the effectiveness of improving the quality of education on the basis of collaborative technology.*

**Key words:** *collaborative teaching, technology, educational education, quality, improvement, efficiency improvement, pedagogical theory.*

There are several ways that technology can enhance collaborative learning. Technology's importance in facilitating communication between student groups is highlighted by the numerous examples of technology-supported collaborative teaching that can currently be found in literature. Students from around the world can collaborate through email. Sharing information and working together to solve problems are frequent examples of this kind of cooperation. Facilitating and controlling group activities is a crucial area where technology may assist collaborative learning. Students may be required to reply to information using software in groups or by solving group tasks.

The main thing is to cooperate in the development of a joint understanding of these new concepts. Pedagogical technology in its essence is subjective in nature. No matter what form, method and tools are organized using technologies:

- increase the effectiveness of pedagogical activity;
- determination of interaction between teacher and students;
- ensure the acquisition of thorough knowledge on educational subjects by students;
- formation of independent, free and creative thinking skills in students;
- creating the necessary conditions for students to be able to realize their capabilities;
- in the pedagogical process, it is necessary to guarantee the achievement of the primacy of democratic and humanitarian ideas.

The usage of pedagogical technology cannot be coerced. Instead, it is recommended to develop them imaginatively while also making strategic use of cutting-edge technologies that are inspired by or employed by experienced educators. The use of pedagogical technology, which foster students' creative and intellectual activity and ensure the efficiency of the educational and educational process, has gained significant experience in a



number of industrialized countries today. One of these is the notion of planning lessons using technological tools for collaborative learning.

In order to advance education, technology must develop cooperation among students and create a common experience. Cooperative education with technology is available when the use of technology as a teaching aid is combined with the use of cooperative learning groups. For example, students may be assigned to cooperative groups of two or three people and given a cooperative assignment to complete a task that requires the use of technology. Positive interdependence is usually established in the terminal so that students know that they depend on other group members in achieving their academic goals.

Collaborative training involves teaching each student to Daily intense mental work, creative and independent thinking, nurturing awareness as a person, independence, generating a sense of personal value in each student, strengthening confidence in their own strength and ability, forming a sense of responsibility in education.

The technology of collaborative training prepares the ground for independent and diligent mental work, thorough assimilation of educational material for the full and high-quality implementation of educational tasks, cooperation with comrades and mutual assistance, realizing that each student's commitment to obtaining analysis leads to group cooperation. Collaborative teaching is a model that emphasizes collaboration and communication between all members of a community-the needs of all students. However, Group formation often varies from teacher to teacher and from school to school.

Despite the growing popularity of this service model, the sector does not currently have a strong database. The effectiveness of this model. Research is involved in a process limited to case studies, observations, surveys, and teacher reports. However, since the work is now completed, there are many benefits offered literature that involves more strategy exchange among professionals, understanding of all the needs of students, strong curricula based on the content of general education for students with disabilities, increased acceptance of disabled students of peers and reduced professional fatigue. Collaborative textbooks have a number of common topics that are important for the effective use of this model. These topics focus on need - centered communication between colleagues, administrative support, general philosophies, and planning time.

Currently, our country is undergoing a process of formation of a new educational system designed to penetrate into the world sphere of Education. This period is accompanied by serious changes in the pedagogical theory and practice of the educational process: the content of teaching is changing, a different approach to the process of giving knowledge is being proposed, different attitudes and principles of behavior are being formed. All this is due to our era – the XXI century – a new age of relations between new technologies and people.

The fact that collaborative teaching technologies are based on improving the pedagogical process, directing it to the personality of the child. The creation of a creative environment, aimed at the formation of a creative personality, serves to improve the quality and effectiveness of Education. The main processes of collaborative training are: collaborative exchange of ideas, conversation, analysis, discussion, negotiation, performance of practical tasks, building something, solving issues, etc.



**Conclusion.** The United Kingdom, Canada, Germany, Australia, the Netherlands, Japan, and Israel are just a few of the countries that have started using collaborative training technology extensively in their educational institutions. The major goal of collaborative teaching is to teach students how to do assignments not only jointly but also cooperatively. Collaborative training entails educating each student to engage in daily intense mental work, creative and independent thought, independence, nurturing awareness of oneself as a person, generating a sense of personal value in each student, bolstering confidence in one's own strength and ability, and developing a sense of responsibility in education.

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