**BUXORO DAVLAT UNIVERSITETI HUZURIDAGI
ILMIY DARAJALAR BERUVCHI PhD.03/2025.27.12.Ped.08.05
RAQAMLI ILMIY KENGASH**

NAVOIY DAVLAT UNIVERSITETI

XALILOVA NASIBA DJAMOLOVNA

OLIY TA’LIMDA KOLLABORATIV O‘QITISH ASOSIDA TALABALAR AKADEMIK FAOLIYATINI TASHKIL ETISH METODIKASINI TAKOMILLASHTIRISH (ingliz tili darslari misolida)

**13.00.02 – Ta’lim va tarbiya nazariyasi va metodikasi
(ingliz tili)**

**PEDAGOGIKA fanlari bo‘yicha falsafa doktori (PhD) dissertatsiyasi
AVTOREFERATI**

Buxoro – 2026

UO‘K: 378.147:811.111’276.6

Pedagogika fanlari bo‘yicha falsafa doktori (PhD) dissertatsiyasi avtoreferati mundarijasi

Оглавление автореферата диссертации доктора философии (PhD) по педагогическим наукам

Contents of dissertation abstract of doctor of philosophy (PhD) on pedagogical sciences

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AVTOREFERATI**

Buxoro – 2026

Falsafa doktori (PhD) dissertatsiyasi mavzusi O‘zbekiston Respublikasi Fanlar akademiyasi huzuridagi Oliy attestatsiya komissiyasida B2025.3.PhD/Ped11020 raqam bilan ro‘yxatga olingan.

Dissertatsiya Navoiy davlat universitetida bajarilgan.

Dissertatsiya avtoreferati uch tilda (o‘zbek, ingliz, rus (rezyume) Ilmiy kengashning veb-sahifasida (www.buxdu.uz) hamda “Ziyonet.uz” axborot-ta‘lim portali – (www.ziyonet.uz) manzillariga joylashtirilgan.

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Yetakchi tashkilot:	**Kattaqo‘rg‘on davlat pedagogika instituti**

Dissertatsiya himoyasi Buxoro davlat universiteti huzuridagi ilmiy darajalar beruvchi PhD.03/2025.27.12.Ped.08.05 raqamli Ilmiy kengashning 2026-yil 10-noyabr soat 09.00 dagi majlisida bo‘lib o‘tadi. (Manzil: 200118, Buxoro shahri, M.Iqbol ko‘chasi, 11-uy. Tel.: (0365) 221-29-14; faks: (0365) 221-57-27; e-mail: buxdu_rektor@buxdu.uz)

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Dissertatsiya avtoreferati 2026- yil 29-oktyabr kuni tarqatildi.

(2026 - yil 29-oktyabrdagi 23-raqamli reyestr bayonnomasi).

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KIRISH (falsafa doktori (PhD) dissertatsiyasi annotatsiyasi)

Dissertatsiya mavzusining dolzarbligi va zarurati. Jahonda ta’lim tizimi rivojlangan AQSH, Buyuk Britaniya, Kanada, Avstraliya, Singapur va Finlandiya kabi mamlakatlarning oliy ta’lim amaliyotida talabalar akademik faoliyatini tashkil etishda kollaborativ o‘qitish yondashuvlaridan keng foydalanilmoqda. Rivojlangan mamlakatlar oliy ta’lim amaliyotida talabaning o‘quv jarayonidagi ishtirokini faollashtirishga yo‘naltirilgan kollaborativ yondashuvlar keng qo‘llanilmoqda. Bunday ta’limda talaba tayyor bilimni qabul qiluvchi emas, balki uni muloqot, hamkorlik va birgalikdagi faoliyat jarayonida shakllantiruvchi ishtirokchi sifatida qaraladi. Shuningdek, Collaborative Learning, Peer Instruction, Problem-Based Learning va Cooperative Learning kabi yondashuvlar asosida tashkil etiladigan mashg‘ulotlarda talabalar o‘zaro fikr almashadi, muammoli vaziyatlarni birgalikda tahlil qiladi va umumiy qaror ishlab chiqadi. Natijada, hamkorlikka asoslangan o‘quv faoliyatini modellashtirish, uni zamonaviy pedagogik yondashuvlar va raqamli texnologiyalar bilan uyg‘unlashtirish, shuningdek, bunday tashkil etishning ta’lim natijalariga ta’sirini o‘rganish hozirgi tadqiqotlarning muhim yo‘nalishlaridan biri sifatida qaralmoqda.

Dunyo fanida AQSH, Buyuk Britaniya, Kanada, Germaniya, Niderlandiya va Janubiy Koreya oliy ta’lim muassasalarida talabalarni hamkorlikka jalb etish va ularning o‘quv jarayonidagi faolligini oshirishga xizmat qiluvchi yangi pedagogik yechimlar izlanmoqda. Mazkur tadqiqotlarda raqamli texnologiyalarning ta’lim jarayoniga tatbiqi, talabalarning akademik faoliyatini monitoring qilish va baholash, shuningdek, sun’iy intellekt vositalaridan foydalanib o‘quv faoliyatini tashkil etish masalalari alohida o‘rin tutmoqda. Shu nuqtayi nazardan, oliy ta’limda hamkorlikka asoslangan akademik faoliyatni tashkil etishning samarali modellari va texnologik yechimlarini ishlab chiqish, ularni real ta’lim sharoitlariga moslashtirish hamda amaliyotda qo‘llash imkoniyatlarini aniqlash zamonaviy pedagogik tadqiqotlarning dolzarb yo‘nalishlaridan birini tashkil etmoqda.

Respublikamizda oliy ta’limni xalqaro mezonlar asosida rivojlantirish bilan bir qatorda, ta’lim sifatini yuksaltirish va zamonaviy kompetensiyalarga ega mutaxassislarni tayyorlashga qaratilgan islohotlar izchil davom etmoqda. Ushbu jarayonda talabaning o‘quv faoliyatidagi ishtiroki, mustaqil izlanishi va jamoa bilan ishlashi alohida ahamiyat kasb etadi. Tanqidiy fikrlash, samarali muloqot va hamkorlik ko‘nikmalarini rivojlantirish uchun zarur bo‘lgan tashkiliy hamda huquqiy shart-sharoitlar ham bosqichma-bosqich takomillashtirilmoqda. Me’yoriy hujjatlarda belgilangan talablar talabaning mustaqil ta’lim olish imkoniyatlarini kengaytirish, o‘zlashtirilgan bilimlardan tahliliy va ijodiy faoliyatda foydalanish, muammoli vaziyatlarni birgalikda hal etish hamda bu jarayonda zamonaviy axborot-kommunikatsiya texnologiyalaridan foydalanish masalalarini ham qamrab oladi. Mazkur talablar oliy ta’lim jarayonida hamkorlikka asoslangan faoliyatni tashkil etish va talabalar akademik faoliyatini samarali boshqarishning metodik yechimlarini izlashni taqozo etadi. Shu jihatdan, kollaborativ o‘qitish asosida talabalar akademik faoliyatini tashkil etish metodikasini takomillashtirish oliy ta’lim pedagogikasida muhim ilmiy-amaliy vazifa sifatida namoyon bo‘ladi.

O‘zbekiston Respublikasi Prezidentining 2019-yil 8-oktabrdagi PF–5847-son “O‘zbekiston Respublikasi oliy ta’lim tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida”, 2022-yil 28-yanvardagi PF–60-son “2022-2026-yillarga mo‘ljallangan Yangi O‘zbekistonning taraqqiyot strategiyasi to‘g‘risida”, 2023-yil 11-sentabrdagi PF–158-son “O‘zbekiston–2030” strategiyasi to‘g‘risida”gi farmonlari, 2017-yil 20-apreldagi PQ–2909-son “Oliy ta’lim tizimini yanada rivojlantirish chora-tadbirlari to‘g‘risida”, 2018-yil 5-iyundagi PQ–3775-son “Oliy ta’lim muassasalarida ta’lim sifatini oshirish va ularning mamlakatda amalga oshirilayotgan keng qamrovli islohotlarda faol ishtirokini ta’minlash bo‘yicha qo‘shimcha chora-tadbirlar to‘g‘risida”, 2021-yil 19-maydagi PQ–5117-son “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risida” qarorlari, shuningdek, O‘zbekiston Respublikasi Vazirlar Mahkamasining 2020-yil 31-dekabrdagi 824-son “Oliy ta’lim muassasalarida ta’lim jarayonini tashkil etish bilan bog‘liq tizimni takomillashtirish chora-tadbirlari to‘g‘risida” qarorida, shuningdek, oliy ta’lim tizimida ta’lim sifatini oshirish, xalqaro ta’lim standartlarini joriy etish, talabalarning mustaqil va ijodiy fikrlash ko‘nikmalarini rivojlantirish hamda zamonaviy pedagogik texnologiyalarni keng tatbiq etishga qaratilgan boshqa me’yoriy-huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishda mazkur dissertatsiya muayyan darajada xizmat qiladi.

Tadqiqotning respublika fan va texnologiyalari rivojlanishining ustuvor yo‘nalishlariga mosligi. Mazkur tadqiqot respublika fan va texnologiyalar rivojlanishining I. “Axborotlashgan jamiyat va demokratik davlatni ijtimoiy-iqtisodiy, huquqiy, madaniy, ma’naviy-ma’rifiy rivojlantirishda, innovatsion g‘oyalar tizimini shakillantirish va ularni amalga oshirish yo‘llari” ustuvor yo‘nalishi doirasida bajarilgan.

Muammoning o‘rganilganlik darajasi. Kollaborativ o‘qitishning nazariy-metodologik asoslari, hamkorlikka asoslangan ta’limni tashkil etish hamda talabalar akademik faoliyatini rivojlantirish masalalari xorijlik olimlardan D.V. Jonson,
R.T. Jonson, R.E. Slavin, P. Dillenbourg, K.A. Bruffee, Y.S. Lee, A. Bach, E.F. Barkley, J. Dewey, J. Piagetlarlarning[1] ilmiy tadqiqotlarida keng yoritilgan.

MDH davlatlarida kollaborativ o‘qitishni tashkil etish, talabalar akademik faoliyatini takomillashtirish bo‘yicha rus olimlaridan L.S. Vygotsky, V.V. Davidov,
G.K. Selevko, I.P. Volkov, A.G. Asmolovlar izlanish olib borishgan. Jumladan,

[1] Johnson D.W., Johnson R.T. Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning. – Boston: Allyn & Bacon, 2014 (reprint). – 320 p.; Slavin R.E. Cooperative Learning: Theory, Research, and Practice. – Boston: Allyn & Bacon, 2015 (2nd ed.). – 272 p.; Dillenbourg P. Collaborative Learning: Cognitive and Computational Approaches. – Oxford: Elsevier, 2013 (reprint). – 256 p.; Bruffee K.A. Collaborative Learning: Higher Education, Interdependence, and the Authority of Knowledge. – Baltimore: Johns Hopkins University Press, 2015 (reprint). – 240 p.; Lee Y.S. Collaborative Learning in Higher Education. – New York: Routledge, 2014. – 198 p.; Bach A. Designing Collaborative Learning Environments. – London: Routledge, 2016. – 210 p.; Barkley E.F. Collaborative Learning Techniques: A Handbook for College Faculty. – San Francisco: Jossey-Bass, 2014 (2nd ed.). – 336 p.; Dewey J. Democracy and Education. – New York: Macmillan, 2004 (reprint). – 434 p.; Piaget J. The Psychology of Intelligence. – London: Routledge, 2001 (reprint). – 182 p.

qozog‘istonlik olimlar, B.A. Zhubanov va A.K. Mynbayevalar[2] ham tadqiqot muammosiga aloqador ilmiy tadqiqotlarni amalga oshirishgan.

Oliy ta’limda ingliz tili darslarida talabalarning akademik faoliyatini takomillashtirish, ta’lim jarayonini interfaol metodlar asosida tashkil etish hamda chet tili o‘qitish metodikasini rivojlantirish masalalari yurtimiz olimlari J. Jalolov, T.K. Sattorov, L.T. Axmedova, A. Soynazarov, M.X. Gulyamova[3] tomonidan keng o‘rganilgan. Ingliz tili darslarida kollaborativ yondashuvni tadbiq etish, hamkorlik strategiyalari va baholash mezonlarini ishlab chiqish bo‘yicha K.Sh. Muradkasimova, N.X. Kushieva, D.G‘. Ashurova, N.G. Dilova[4] kabi olimlar tadqiqotlarida yoritilgan. Ta’lim jarayoniga kompetensiyaviy yondashuvni tatbiq etish va talabalarda kasbiy kompetensiyalarni shakllantirish masalalari B.X. Xodjayev va N.A. Muslimovlar[5]ning ilmiy ishlarida asoslangan. Zamonaviy pedagogik texnologiyalar va raqamli platformalar asosida ta’lim jarayonini takomillashtirish yo‘nalishida A.A. Abduqodirov va R.J. Ishmuhamedovlar[6]ning salmoqli tadqiqotlari e’tiborga loyiq.

Hamkorlikda o‘qitish va kollaborativ ta’lim metodikasi bo‘yicha taniqli olimlardan U.B. Qayumova, G.X. Boqiyeva va Q.Q. Inoqov[7] ilmiy ishlarida talabalarning akademik faolligini oshirish, ularning kasbiy kompetensiyalarini rivojlantirish hamda metodik tayyorgarligini takomillashtirish masalalari o‘rganilgan.

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[2] Выготский Л.С. Психология развития. Избранные работы. – М.: Юрайт, 2015. – 281 с.; Давыдов В.В. Проблемы развивающего обучения. – М.: Академия, 2003. – 240 с.; Селевко Г.К. Современные образовательные технологии. – М.: Народное образование, 2005. – 256 с.; Волков И.П. Педагогические технологии. – М.: Академия, 2002. – 200 с.; Асмолов А.Г. Психология личности: культурно-историческое понимание развития человека. – М.: Смысл, 2010. – 416 с.; Жубанов Б.А. Казахская филология: избранные труды. – Алматы: Наука, 2008. – 320 с.; Мынбаева А.К. Инновационные процессы в образовании. – Алматы: Қазақ университеті, 2012. – 210 с.

[3] Jalolov J. Chet tili o‘qitish metodikasi. – T., 2012. – 430 b.; Сатторов Т.К. Формирование профессиональных умений будущего учителя иностранного языка на практических занятиях по специальности (на материале английского языка): Автореф. дис. ... д-ра пед. наук. – Т., 2000. – 32 с.; Ахмедова Л.Т. Теория и практика обучения профессиональной русской речи студентов-филологов. – Т.: Fan va texnologiya, 2013. – 200 с.; Soynazarov K. Experimental and Theoretical Basis for Language Experience Transfer. – Tashkent, 2022. – 180 p.; Gulyamova M.X. Ingliz tilini o‘qitishda talabalar kommunikativ kompetensiyasini rivojlantirishga integrativ yondashuv: Pedagogika fanlari bo‘yicha falsafa doktori (PhD) dissertatsiyasi avtoreferati. – T., 2019. – 20 b.

[4]Мурадкасимова К.Ш. Бўлажак мутахассисларнинг баҳолаш компетенциясини такомиллаштириш концепцияси: 13.00.02 – Таълим ва тарбия назарияси ва методикаси (инглиз тили) ихтисослиги бўйича педагогика фанлари доктори (DSc) илмий даражасини олиш учун ёзилган диссертация. – Тошкент: Ўзбекистон давлат жаҳон тиллари университети, 2022. – 200 б.; Kushiyeva N. X. Uzluksiz ta’lim tizimida ingliz tilini klasterli yondashuv asosida o‘qitish modeli: 13.00.02 – Ta’lim va tarbiya nazariyasi va metodikasi ixtisosligi bo‘yicha pedagogika fanlari doktori (DSc) ilmiy darajasini olish uchun yozilgan dissertatsiya. – Toshkent: O‘zbekiston davlat jahon tillari universiteti, 2023. – 370 b.; Dilova N. G. Boshlang‘ich ta'lim jarayonida o‘zaro hamkorlik muhitini shakllantirish mexanizmlarini takomillashtirish: 13.00.01 – Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi (pedagogika fanlari) ixtisosligi bo‘yicha falsafa doktori (PhD) dissertatsiyasi. – Toshkent: O‘zbekiston Pedagogika fanlari ilmiy-tadqiqot instituti, 2022. – 156 b

[5] Xodjayev B.X. Umumiy pedagogika nazariyasi va amaliyoti: darslik. – T.: Sano-standart, 2017. – 416 b.; Muslimov N.A. Kasb ta’limi o‘qituvchilarini kasbiy shakllantirish: monografiya. – T.: Fan, 2004. – 127 b.

[6] Abduqodirov A.A. Ta’limda axborot texnologiyalari. – T.: Fan va texnologiya, 2010. – 236 b.; Ishmuhamedov R.J. Innovatsion pedagogik texnologiyalar. – T.: Iste’dod, 2008. – 180 b.

[7] Qayumova U.B. Chet tillarni o‘qitishda zamonaviy pedagogik texnologiyalar va kompetensiyaviy yondashuv. – T.: Fan, 2019. – 215 b.; Бакиева Г.Х. Узбекский язык для стран СНГ. – Москва: МГЛУ, 2012. – 120 с.; Inoqov Q.Q. Innovatsion ta’lim texnologiyalari va o‘quv jarayonini samarali tashkil etish. – T.: Ta’lim, 2021. – 178 b.

Tahlillar ko‘rsatadiki, xorijiy va mahalliy tadqiqotlarda kollaborativ o‘qitishning nazariy asoslari, hamkorlikda o‘rganish texnologiyalari hamda talabalar faolligini oshirish masalalari keng yoritilgan bo‘lsa-da, oliy ta’limda ingliz tili o‘qitish metodikasi darslarida kollaborativ o‘qitish asosida talabalar akademik faoliyatini tashkil etishning yaxlit metodik tizimi, uning mazmuni, shakli, vositalari, texnologik ta’minoti hamda samaradorligini baholash mezonlari maxsus tadqiqot predmeti sifatida yetarli darajada o‘rganilmagan. Mazkur holat tadqiqot mavzusining dolzarbligini belgilab, ushbu muammoning ilmiy yechimini ishlab chiqish zaruratini yuzaga keltiradi.

Tadqiqotning dissertatsiya bajarilgan oliy ta’lim muassasasi ilmiy-tadqiqot ishlari rejalari bilan bog‘liqligi. Dissertatsiya Navoiy davlat universiteti ilmiy tadqiqot ishlari 2022-2026-yillarga mo‘ljallangan rejasining “Ingliz tili ta’limi samaradorligini kollaborativ o‘qitish asosida takomillashtirish metodikasi” mavzusi doirasida bajarilgan.

Tadqiqotning maqsadi oliy ta’limda ingliz tili darslarida kollaborativ o‘qitish asosida talabalar akademik faoliyatini tashkil etish metodikasini takomillashtirishga doir taklif va tavsiyalar ishlab chiqishdan iborat.

Tadqiqotning vazifalari:

oliy ta’lim ingliz tili darslarida kollaborativ o‘qitish asosida talabalar akademik faoliyatini tashkil etishda hamkorlik, refleksiv, integratsiya va transformatsiya komponentlarining mazmun-mohiyatini aniqlashtirish;

ingliz tili darslarida talabalar akademik faoliyatini tashkil etishning metodik imkoniyatlarini kollaborativ mashqlar tizimi asosida takomillashtirish;

talabalar akademik faoliyatini monitoring qilish, baholash va boshqarish jarayonlarini sun’iy intellekt texnologiyalariga asoslangan raqamli platforma vositasida takomillashtirish;

kollaborativ o‘qitish asosida talabalar akademik faoliyatini tashkil etishning takomillashtirilgan metodik modelini ishlab chiqish.

Tadqiqotning obyekti sifatida xorijiy til va adabiyoti ta’lim yo‘nalishi 3-kurs talabalarining akademik faoliyatini kollaborativ o‘qitish asosida tashkil etish jarayoni belgilanib, tadqiqotga Navoiy davlat universiteti, Buxoro davlat pedagogika instituti va Samarqand davlat chet tillar institutlaridan jami 360 nafar talaba jalb etilgan.

Tadqiqotning predmetini ingliz tili darslarida kollaborativ o‘qitish asosida talabalar akademik faoliyatini samarali tashkil etishning shakl, metod, vositalari va texnologiyalari tashkil etadi.

Tadqiqotning usullari. Tadqiqotda mavzusiga bevosita daxldor bo‘lgan metodik, pedagogik va psixologik yo‘nalishlardagi zamonaviy ilmiy manbalarni nazariy tahlil qilish, pedagogik tajriba-sinov ishlarini tashkil etish, anketa-so‘rovnoma, kuzatish, suhbat, pedagogik loyihalashtirish hamda olingan natijalarni matematik-statistik qayta ishlash usullaridan foydalanildi.

Tadqiqotning ilmiy yangiligi quyidagilardan iborat:

ingliz tili darslarida kollaborativ o‘qitish asosida talabalar akademik faoliyatini tashkil etishning didaktik imkoniyati hamkorlik, refleksiya, integratsiya va transformatsiya komponentlarini integratsiyalash orqali o‘zaro funksional bog‘liqligi pedagogik tizim sifatidagi ishlash mexanizmi aniqlashtirilgan;

ingliz tili darslarida akademik faoliyatni tashkil etishda kollaborativ o‘qitish mazmuni ijodiy yondashuv asosida o‘quv jarayoniga SyncLoop Collaboration, CloudConstruct Method, DualPath Inquiry va CrossVision Rotation metodlarini integratsiyalash asosida takomillashtirilgan;

oliy ta’limda ingliz tili darslarida kollaborativ o‘qitish asosida talabalar akademik faoliyatini tashkil etishning integrativ modeli baholash va boshqarish jarayonlari, tanqidiy fikrlashni rivojlantirish hamda jamoaviy qaror qabul qilish kompetensiyalarini rivojlantirish “Collaborative Learning Development” (CLD) platformasi hamda “Activity Analysis” (AA) va “Collaborative Analysis Tool” (ColAT) malakalariga ustuvorlik berish asosida takomillashtirilgan;

kollaborativ o‘qitish asosida talabalar akademik faoliyatini tashkil etish samaradorligi maqsadli, mazmunli, texnologik-metodik va baholash komponentlarini integratsiyalash hamda o‘quv jarayonini rejalashtirish, tashkil etish, monitoring qilish bosqichlari o‘rtasidagi uzviylik asosida takilif va tavsiyalar ishlab chiqilgan.

Tadqiqotning amaliy natijalari quyidagilardan iborat:

kollaborativ o‘qitish jarayonida talabalarning akademik faoliyatni tashkil etishning mazmuni aniqlangan, shakl, metod va vositalar takomillashtirilgan;

talabalarning akademik faoliyatini tashkil etishga oid ishlab chiqilgan tavsiyalar asosida 60111800 – Xorijiy til va adabiyoti (ingliz tili) bakalavr ta’lim yo‘nalishi
3-bosqich talabalari uchun “Collaborative Teaching in Higher Education” nomli metodik qo‘llanma yaratilgan va amaliyotga joriy etilgan;

kollaborativ o‘qitish jarayonida talabalarning akademik faoliyatini tashkil etishning samaradorlik darajasini baholash mezonlari ishlab chiqilgan;

talabalarning akademik faoliyatini tashkil etishning “CLD” elektron ta’lim platformasi yaratilgan.

Tadqiqot natijalarining ishonchliligi qo‘llanilgan yondashuv, usullar va nazariy ma’lumotlarning rasmiy manbalardan olinganligi, respublika va xalqaro ilmiy-amaliy anjuman materiallar to‘plamlari, OAK e’tirof etgan mahalliy va xalqaro jurnallarda chop etilgan maqolalalar, metodik qo‘llanmalar, keltirilgan tahlillar va tajriba-sinov ishlari samaradorligining matematik-statistik metodlar vositasida asoslanganligi, xulosa, taklif va tavsiyalarning amaliyotga joriy etilganligi, olingan natijalarning vakolatli tashkilotlar tomonidan tasdiqlanganligi bilan belgilanadi.

Tadqiqot natijalarining ilmiy va amaliy ahamiyati. Tadqiqot natijalarining ilmiy ahamiyati kollaborativ o‘qitish jarayonida talabalarning akademik faoliyatini tashkil etishning didaktik imkoniyati aniqlanganligi, uning samaradorligini belgilovchi omillar ilmiy-nazariy jihatdan tadqiq qilinganligi, muammoning yechimi bo‘yicha taklif qilingan texnologiyalar ishlab chiqilgan va takomillashtirilgan metod hamda vositalar, yaratilgan o‘quv-metodik qo‘llanma, o‘quv-usuliy ko‘rsatmalardan oliy ta’lim tizimida o‘quv tarbiya jarayoni sifati va samaradorligini oshirishda foydalanish mumkinligi bilan izohlanadi.

Tadqiqot natijalarning amaliy ahamiyati oliy ta’lim muassasalarida ingliz tilini o‘qitish metodikasi fanini kollaborativ yondashuv asosida talabalarning akademik faoliyatini tashkil etish mexanizmlari bo‘yicha olingan natijalar, ilgari

surilgan ilmiy-nazariy xulosalar va metodik tavsiyalar oliy ta’lim muassasalari o‘quv-usuliy ta’minotini takomillashtirish uchun xizmat qiladi. Taklif etilgan metodikadan pedagog kadrlarning mahoratini oshirish markazlarining malaka oshirish kurslarida yangi avlod o‘quv adabiyotlarini yaratishda foydalanish mumkin.

Tadqiqot natijalarining joriy qilinishi. Oliy ta’limda kollaborativ o‘qitish asosida talabalar akademik faoliyatini tashkil etish metodikasini takomillashtirish bo‘yicha olingan ilmiy natijalar asosida:

ingliz tili darslarida kollaborativ o‘qitish asosida talabalar akademik faoliyatini tashkil etishning didaktik imkoniyati hamkorlik, refleksiya, integratsiya va transformatsiya komponentlarini integratsiyalash orqali o‘zaro funksional bog‘liqligi pedagogik tizim sifatidagi ishlashga oid ilmiy xulosalardan Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universitetida 2020–2023-yillarga mo‘ljallangan davlat ilmiy-texnika dasturi doirasida amalga oshirilgan AM-FZ-201908172 raqamli “O‘zbek tilining ta’limiy korpusini yaratish” mavzusidagi amaliy loyihada foydalanilgan (Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universitetining 2026-yil 25-fevraldagi № 04/1-1116-son ma’lumotnomasi). Natijada, kollaborativ o‘qitish asosida talabalar akademik faoliyatini tashkil etish mazmuni takomillashtirilgan;

ingliz tili darslarida akademik faoliyatni tashkil etishda kollaborativ o‘qitish mazmuni ijodiy yondashuv asosida o‘quv jarayoniga SyncLoop Collaboration, CloudConstruct Method, DualPath Inquiry va CrossVision Rotation metodlarini integratsiyalashga oid ilmiy-metodik tavsiyalardan Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universitetida 2022–2025-yillarda amalga oshirilgan Erasmus+ International Credit Mobility Key Action 1 – Mobility for learners and staff – Higher education student and staff mobility dasturi doirasida Italiyaning Ca’ Foscari universiteti bilan hamkorlikda amalga oshirilgan xalqaro loyiha faoliyatida foydalanilgan (Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universitetining 2026-yil 25-fevraldagi № 04/1-11178-son ma’lumotnomasi). Natijada, talabalar akademik faoliyatini tashkil etishda o‘quv jarayonini modernizatsiya qilishga qaratilgan ilmiy-metodik imkoniyati kengaygan;

oliy ta’limda ingliz tili darslarida kollaborativ o‘qitish asosida talabalar akademik faoliyatini tashkil etishning integrativ modeli baholash va boshqarish jarayonlari, tanqidiy fikrlashni rivojlantirish hamda jamoaviy qaror qabul qilish kompetensiyalarini rivojlantirish “Collaborative Learning Development” (CLD) platformasi hamda “Activity Analysis” (AA) va “Collaborative Analysis Tool” (ColAT) malakalariga ustuvorlik berishga doir tadqiqot natijalaridan Oliy ta’lim, fan va innovatsiyalar vazirligi Oliy ta’limni rivojlantirish tadqiqotlari markazi faoliyatida foydalanilgan (Oliy ta’limni rivojlantirish tadqiqotlari markazining 2025-yil 23-dekabrdagi 02/01-01-617-son ma’lumotnomasi). Natijada, xorijiy til va adabiyoti ta’lim yo‘nalishida o‘tiladigan “Ingliz tili o‘qitish metodikasi” fanining o‘quv dasturi takomillashtirilgan;

kollaborativ o‘qitish asosida talabalar akademik faoliyatini tashkil etish samaradorligi maqsadli, mazmunli, texnologik-metodik va baholash komponentlarini integratsiyalash hamda o‘quv jarayonini rejalashtirish, tashkil

etish, monitoring qilish bosqichlari o‘rtasidagi uzviylikka oid ilmiy xulosalar “Speech Etiquette (Educational Manual-Part I)” nomli o‘quv qo‘llanma ishlab chiqishda foydalanilgan (O‘zbekiston Respublikasi Oliy ta’lim, fan va innovatsiyalar vazirligining 2026-yil 17-avgustdagi 6949-496a-8326-5170-2888-0659-9237-sonli ma’lumotnomasi). Natijada, talabalar akademik faoliyatini tashkil etish jarayonlarining maqsad, mazmun, texnologik-metodik va baholash komponentlari o‘zaro uyg‘unlashtirilib, o‘quv jarayonini tizimli boshqarish, talabalarning akademik faolligini oshirish va ta’lim natijadorligini ta’minlash imkoniyatlari kengaytirilgan.

Tadqiqot natijalarining aprobatsiyasi. Mazkur tadqiqot natijalari 3 ta xalqaro hamda 4 ta respublika miqyosidagi ilmiy-amaliy anjumanlarda muhokamadan o‘tkazilgan.

Tadqiqot natijalarining e’lon qilinganligi. Dissertatsiya mavzusi bo‘yicha jami 21 ta ilmiy-metodik ish chop ettirilgan bo‘lib, jumladan, 1 ta o‘quv qo‘llanma, 1 ta uslubiy qo‘llanma, 1 ta elektron o‘quv platforma, shuningdek, O‘zbekiston Respublikasi Oliy Attestatsiya Komissiyasining doktorlik dissertatsiyalari asosiy ilmiy natijalarini chop etish uchun tavsiya etilgan ilmiy nashrlarda jami 14 ta ilmiy maqola, shu jumladan, 9 tasi respublika va 5 tasi xalqaro ilmiy jurnallarda e’lon qilingan.

Dissertatsiyaning tuzilishi va hajmi. Mazkur dissertatsiya kirish, uch bob, xulosa va tavsiyalar, foydalanilgan adabiyotlar ro‘yxati hamda ilovalardan tashkil topgan bo‘lib, dissertatsiyaning asosiy hajmi 139 betni tashkil etadi.

DISSERTATSIYANING ASOSIY MAZMUNI

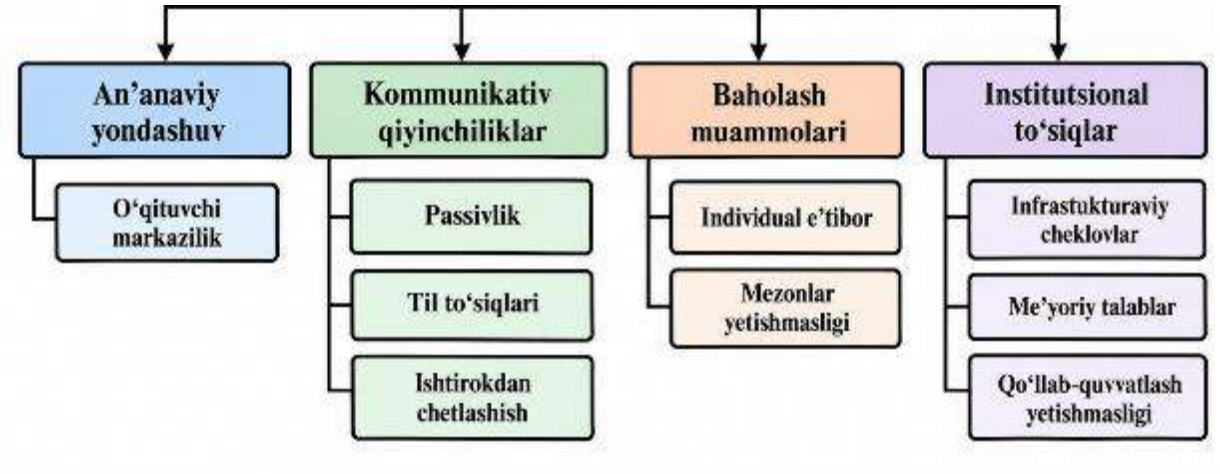
Kirish qismida tadqiqot mavzusining dolzarbligi va zarurati asoslangan, muammoning o‘rganilganlik darajasi tahlil qilingan, tadqiqotning maqsadi, vazifalari, obyekti va predmeti belgilangan. Shuningdek, tadqiqotning respublika fan va texnologiyalari rivojlanishining ustuvor yo‘nalishlariga mosligi ko‘rsatilib, ilmiy yangiligi, amaliy natijalari, ularning ishonchliligi, ilmiy va amaliy ahamiyati, natijalarning amaliyotga joriy etilishi, aprobatsiyasi hamda dissertatsiya tuzilishi yuzasidan ma’lumotlar keltirilgan.

Dissertatsiyaning birinchi bobi **“Ingliz tili darslarida kollaborativ yondashuv asosida talabalar akademik faoliyatini tashkil etishning nazariy asoslari”** deb nomlanib, unda kollaborativ o‘qitishning metodologik va nazariy asoslari, uning talabalar akademik faoliyatini rivojlantirishdagi o‘rni hamda ingliz tili ta’limida qo‘llash imkoniyatlari tahlil qilingan.

Kollaborativ o‘qitish nazariyasiga oid ilmiy manbalar tahlili ushbu pedagogic tizimning talabalarning birgalikda bilim yaratishi, muammolarni hamkorlikda hal qilishi va akademik faolligini rivojlantirishga xizmat qilishini ko‘rsatdi. Shuningdek, P. Dillenbourg kollaborativ o‘qitishni kichik guruhlarda muloqot, tushuntirish va muammo yechish orqali bilim yaratishga yo‘naltirilgan ijtimoiy-kognitiv jarayon sifatida izohlaydi. M. Laal bu tizim talabalarning akademik, ijtimoiy va tanqidiy fikrlash ko‘nikmalarini rivojlantirishini ta’kidlaydi. D.V. Jonson va R. Jonsonlar tomonidan ishlab chiqilgan nazariyada ijobiy o‘zaro bog‘liqlik, individual mas’uliyat, qo‘llab-quvvatlovchi muloqot va guruhiy

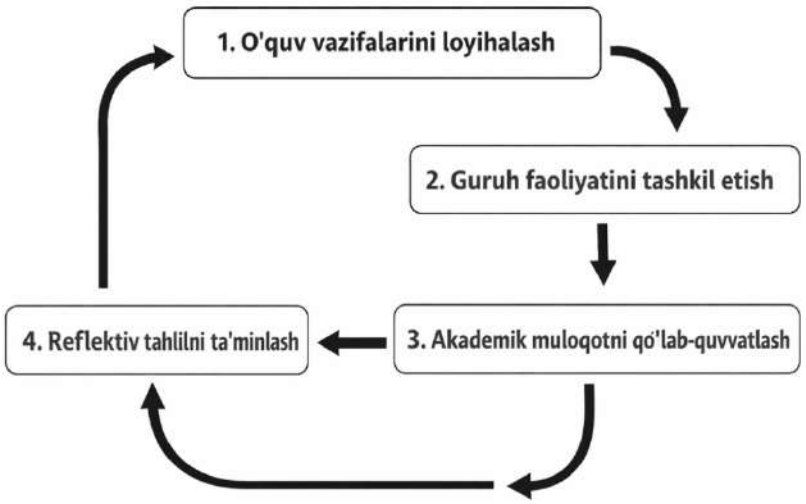
refleksiya samarali hamkorlikning asosiy tamoyillari sifatida asoslangan. L.S. Vygotskiyning sotsiokultural nazariyasi esa, bilim va ko‘nikmalarning ijtimoiy muloqot jarayonida shakllanishini izohlaydi. Ushbu yondashuvlar tahlili asosida kollaborativ o‘qitishning didaktik imkoniyatlari hamkorlik, refleksiya, integratsiya va transformatsiya komponentlari orqali namoyon bo‘lishi aniqlandi.

Oliy ta’limda kollaborativ o‘qitishning amaliy holatini tahlil qilish jarayonida aniqlangan muammolar mazmuniga ko‘ra tizimlashtirildi. Ular o‘qitish jarayonining tashkiliy, kommunikativ, baholash va institutsional jihatlarini qamrab oladi (1-rasmga qarang):



“1-rasm.” Oliy ta’limda kollaborativ o‘qitishni tashkil etishda uchraydigan asosiy muammolar

Aniqlangan muammolar kollaborativ o‘qitishni metodik jihatdan takomillashtirish zaruratini asoslaydi. Bu zarurat, avvalo, talabalar akademik faoliyatini tashkil etishning metodik mexanizmini aniqlashtirishni taqozo etadi. Ushbu mexanizm quyidagi bosqichlarni qamrab oladi (2-rasmga qarang):



“2-rasm.” Kollaborativ o‘qitishning metodik mexanizmi

Mazkur metodik mexanizm kollaborativ o‘qitish jarayonini izchil tashkil etish hamda talabalar akademik faoliyatining samaradorligini ta’minlashga xizmat qiladi.

Kollaborativ o‘qitish talabalarning kichik guruhlarga bo‘linib, umumiy maqsad sari birgalikda ishlashiga asoslangan interaktiv ta’lim jarayoni bo‘lib, bunda asosiy e’tibor ustoz ma’ruzasidan ko‘ra, o‘quvchilarning o‘zaro fikr almashishi va muammolarni birgalikda hal qilishiga qaratilganligi bilan ahamiyatli sanaladi. Talabalar akademik faoliyatiga oid ilmiy yondashuvlar tahlili uning ko‘pqirrali pedagogik hodisa ekanligini ko‘rsatdi. J.A.Vankovskiy akademik faoliyatni talabaning bilimlarni o‘zlashtirishi bilan birga o‘ziga ishonchi va mustaqil o‘rganish qobiliyati bilan bog‘lasa, S.Cassidy va P. Eachus uning obyektiv hamda subyektiv ko‘rsatkichlar uyg‘unligida namoyon bo‘lishini ta’kidlaydi. Quyidagi jadvalda jahon va mahalliy tajriba asosiy mezonlar bo‘yicha qiyosiy tahlil qilinib, ularning o‘xshash va farqli jihatlari ilmiy asosda yoritilgan (1-jadvalga qarang):

1-jadval

Kollaborativ o‘qitish asosida o‘quv jarayonini tashkil etish tajribasining qiyosiy tahlili

Tahlil mezoni	Jahon tajribasi	Mahalliy (O‘zbekiston) tajribasi	Ilmiy tahliliy xulosa
Kollaborativ o‘qitishning konseptual asoslari	Kollaborativ o‘qitish ijtimoiy konstruktivizm, sotsiokultural nazariya va CSCL konsepsiyalari asosida tizimli model sifatida shakllangan	Kollaborativ yondashuv ko‘proq metodik tavsiyalar va alohida pedagogik texnologiyalar darajasida talqin qilinadi	Jahon tajribasida kollaborativ o‘qitish konseptual darajada mustahkamlangan bo‘lsa, mahalliy amaliyotda u hali yaxlit pedagogik model sifatida tizimlashtirilmagan
Raqamli kollaborativ muhit (CSCL)	CSCL ijtimoiy-kognitiv dizayn asosida qurilib, texnologiya vosita sifatida qo‘llanadi	Raqamli platformalar faol ishlatiladi, biroq pedagogik dizayn, ko‘pincha, texnologiyadan oldinda emas	Muammo texnologiyada emas, balki pedagogik dizayn va metodik integratsiyada ekanligi aniqlanadi
Baholash tizimi	Jamoaviy faoliyat, jarayon va natijani qamrab oluvchi diagnostik va formatif baholash keng qo‘llaniladi	Baholash, asosan, yakuniy mahsulot yoki loyiha natijasiga qaratilgan	Mahalliy tajribada jarayonni baholash mexanizmlarini rivojlantirish zarur
O‘qituvchining roli	O‘qituvchi fasilitator va dizayner sifatida faoliyat yuritadi	O‘qituvchi roli ko‘pincha bilim beruvchi va nazoratchi sifatida saqlanib qolgan	Kollaborativ o‘qitishni rivojlantirish o‘qituvchining professional rolini qayta belgilashni talab etadi
Institutsional qo‘llab-quvvatlash	Kollaborativ o‘qitish davlat siyosati, dasturlar va strategiyalar bilan qo‘llab-quvvatlanadi	Alohida loyihalar va tashabbuslar mavjud, biroq yagona strategiya yo‘q	Kollaborativ o‘qitishni tizimli joriy etish uchun institutsional mexanizmlar zarur

Tahlil natijasida kollaborativ o‘qitishni oliy ta’lim jarayoniga integratsiyalash, talabalar akademik faoliyatini samarali tashkil etish, jarayon va natijalarni

baholash mexanizmlarini takomillashtirish hamda zamonaviy raqamli ta’lim muhitiga mos metodik model ishlab chiqish zarurati aniqlandi.

Tadqiqot davomida 6011800 – “Xorijiy til va adabiyoti (ingliz tili)” ta’lim yo‘nalishi “Ingliz tili o‘qitish metodikasi” fanining o‘quv yuklamasi tahlilga tortildi va uchala oliy ta’lim muassasasida ham fan bo‘yicha jami 120 soatlik o‘quv yuklamasi belgilangan bo‘lib, amaliy va mustaqil ta’lim mashg‘ulotlarining kollaborativ faoliyatni tashkil etish imkoniyatlari o‘rganildi.

2-jadval

Tajriba maydonlarida o‘quv yuklamasining taqsimlanishi

№	Tajriba-sinov maydoni	Ma’ruza	Amaliy	Seminar	Auditoriya	Mustaqil ta’lim	Jami
1	**Navoiy davlat universiteti**	20	20	20	60	60	120
2	**Buxoro davlat pedagogika instituti**	22	26	0	48	72	120
3	**Samarqand davlat chet tillar instituti**	30	30	0	60	60	120

Fan dasturi va sillabus tahlili amaliy mashg‘ulotlar hamda mustaqil ta’lim faoliyati tarkibida talabalar akademik faolligini rivojlantirishga xizmat qiluvchi resurslar mavjudligini ko‘rsatdi, ammo mazkur faoliyat turlarining o‘zaro integratsiyasi, hamkorlikka asoslangan topshiriqlar tizimi va jarayonli baholash mexanizmlarining yetarli darajada metodik ta’minlanmaganligi aniqlandi. Bu esa o‘quv jarayonining amaldagi holatini chuqurroq tahlil qilish hamda mavjud metodik muammolarni aniqlash zaruratini yuzaga keltirdi.

Dissertatsiyaning ikkinchi bobi **“Ingliz tili o‘qitish metodikasi darslarida talabalar akademik faoliyatini tashkil etishda kollaborativ o‘qitishning metodik ta’minoti”** deb nomlanib, unda kollaborativ o‘qitish asosida talabalar akademik faoliyatini tashkil etishning metodik modeli, uning tarkibiy komponentlari, pedagogik shart-sharoitlari hamda amaliy mexanizmlari tahlilga tortildi. Shuningdek, talabalarning hamkorlikdagi faoliyatini tashkil etishga xizmat qiluvchi metodlar tizimi, raqamli ta’lim muhitidan foydalanish imkoniyatlari va akademik faoliyatni monitoring qilish hamda baholash mexanizmlari asoslandi.

Tadqiqot davomida aniqlangan qator metodik muammolarni bartaraf etish maqsadida kollaborativ mashqlar tizimini ishlab chiqishda zamonaviy pedagogik tadqiqotlarda tavsiya etilgan kollaborativ o‘qitish yondashuvlari tahlil qilindi. Xususan, E.F. Barkley, C.H. Major va K.P. Cross tomonidan asoslangan hamkorlikdagi faoliyatni tashkil etish, talabalarni faol ishtirokka jalb etish hamda mazmunli o‘quv faoliyatni shakllantirish tamoyillari ingliz tili o‘qitish metodikasi fani sharoitiga moslashtirildi va ushbu konsepsiyalar asosida takomillashtirilgan SyncLoop Collaboration, CloudConstruct Method, DualPath Inquiry va CrossVision Rotation metodlari ishlab chiqildi hamda o‘quv jarayoniga joriy etildi (3-jadvalga qarang).

3-jadval

Kollaborativ mashqlar tizimida qo‘llaniladigan metodlarning ishlash mexanizmi

Metod	Ishlash mexanizmi	Akademik natija
SyncLoop Collaboration *(Bosqichma-bosqich uzviy hamkorlik)*	Akademik muammo guruhlar o‘rtasida ketma-ket uzatiladi. 1-guruh muammoni aniqlaydi, 2-guruh sabablarini tahlil qiladi, 3-guruh yechim variantlarini ishlab chiqadi, 4-guruh eng maqbul yechimni tanlab, umumiy xulosani shakllantiradi	Akademik izchillik, jamoaviy mas’uliyat, muammoli tahlil, reflektiv fikrlash
CloudConstruct Method *(Integrativ hamkorlikda bilim olish)*	Har bir talaba mavzu bo‘yicha individual fikr, dalil yoki tajriba bilan ishtirok etadi. Keyinchalik guruh a’zolari ushbu fikrlarni muhokama qiladi, taqqoslaydi, kategoriyalarga ajratadi va yagona akademik bilim konstruksiyasiga birlashtiradi	Akademik muloqot, tanqidiy fikrlash, bilim integratsiyasi, hamkorlikda bilim yaratish
DualPath Inquiry *(Parallel tahliliy izlanish)*	Talabalar ikki guruhga bo‘linib, bir xil akademik muammoni ikki turli yondashuv asosida parallel ravishda tahlil qiladi. Masalan, bir guruh muammo va tosiqlarini, ikkinchi guruh yechim va afzalliklarini tahlil qiladi. Yakunda natijalar taqqoslanib, umumiy integrativ xulosa ishlab chiqiladi	Alternativ fikrlash, akademik argumentatsiya, tanqidiy tahlil, qaror qabul qilish
CrossVision Rotation *(Turli qarashlar tahlili)*	Talabalar akademik muammoni turli ijtimoiy yoki kasbiy pozitsiyalardan tahlil qiladi (talaba, o‘qituvchi, ota-ona, ish beruvchi, tadqiqotchi va boshqalar). Rotatsiya davomida guruhlar pozitsiyalarni almashtirib, muammoni turli rakurslardan qayta ko‘rib chiqadi va yakunda umumiy qarorga keladi.	Ko‘p tomonlama fikrlash, empatik tahlil, strategik qaror qabul qilish, reflektiv baholash

Taklif etilgan metodlar talabalarning hamkorlikdagi faoliyatini faollashtirish, reflektiv tahlilni rivojlantirish va akademik mas’uliyatni kuchaytirishga xizmat qildi. Ushbu metodlarni amaliyotga joriy etish jarayonida talabalar akademik faoliyatidagi o‘zgarishlarni aniqlash hamda kollaborativ faoliyat samaradorligini baholash zarurati yuzaga keldi. Mazkur jarayonda kollaborativ faoliyatini kuzatish va tahlil qilishga yo‘naltirilgan yondashuvlar, xususan, N. Avouris, V. Komis, M. Margaritis va G. Fiotakis tomonidan taklif etilgan Activity Analysis (AA) hamda Collaborative Analysis Tool (ColAT) yondashuvlari metodik asos sifatida o‘rganildi va shu asosda baholash mezonlari ishlab chiqilib, ular CLD–AA–ColAT texnologiyasi doirasida tizimlashtirildi.Talabalar akademik faoliyatini monitoring qilish va baholash jarayonlarini raqamlashtirish, nafaqat, kollaborativ faoliyatni boshqarish balki o‘quv jarayonini individual xususiyatlarga moslashtirish maqsadida sun’iy intellekt imkoniyatlari integratsiyalangan “Collaborative Learning Development” (CLD) elektron platformasi ishlab chiqildi. Platformada o‘qituvchi tomonidan mashg‘ulot mavzusi va topshiriq darajasi belgilangach, sun’iy intellekt asosida mos kollaborativ metod va topshiriq turini tavsiya qilish, talabalarni guruhlarga shakllantirish, funksional rollarni taqsimlash hamda faoliyat ketma-ketligini boshqarish imkoniyatlari yaratildi. (4-jadvalga qarang)

4-jadval

Kollaborativ topshiriqlarni baholash mezonlari

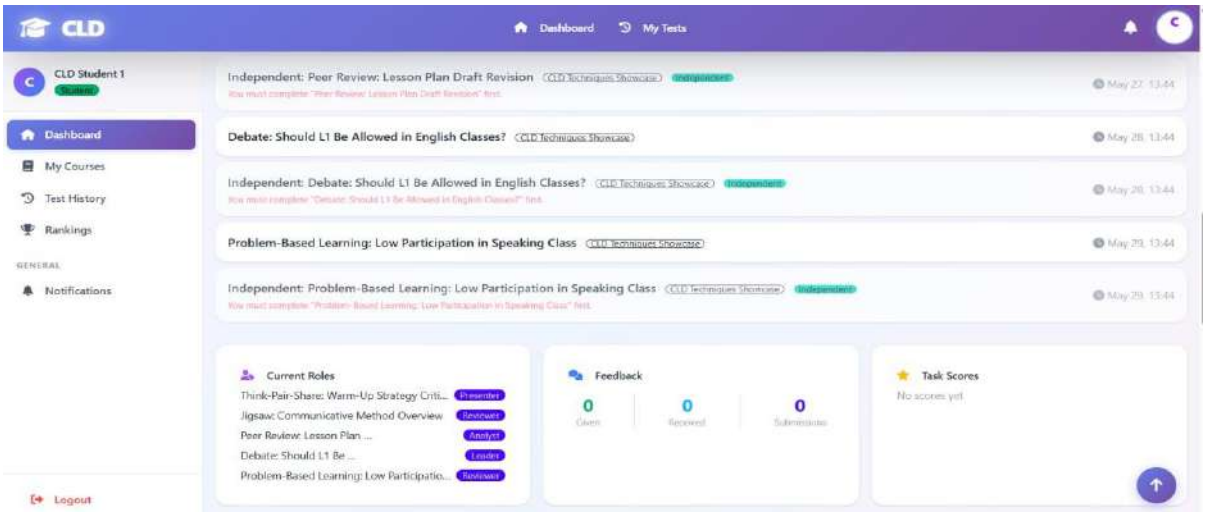
Baholash komponenti	Umumiy ulushi	Mezonlar	Ichki ulushi	A’lo (90–100)	Yaxshi (71–89)	Qoniqarli (60–70)	Qoniqarsiz (0–59)
Individual akademik faoliyat	**40%**	Ichki motivatsiya va topshiriqdagi faollik	10%	Faol, tashabbuskor	Faol	Epizodik ishtirok	Passiv
		Individual hissadorlik	15%	Katta hissa qo‘shadi	Yetarli hissador-lik mavjud	Kam ishtirok etadi	Ishtirok etmaydi
		Tanqidiy-tahliliy fikrlash (AA asosida)	15%	Chuqur va asoslangan tahlil	Qisman tahlil	Yuzaki tahlil	Tahlil mavjud emas
Jamoaviy faoliyat natijasi	**30%**	Jamoaviy ish sifati	15%	Mukammal darajada	Yaxshi darajada	O‘rtacha darajada	Past darajada
		Ijodkorlik va metodik yechim sifati	15%	Innovatsion va asoslangan	Metodik g‘oya mavjud	Oddiy yondashuv	Yechim mavjud emas
Kollaborativ interaksiya	**30%**	Hamkorlik sifati	10%	Faol va samarali muloqot	Yetarli muloqot	Yuzaki muloqot	Muloqot mavjud emas
		Feedback va reflektiv tahlil (ColAT asosida)	10%	Chuqur va asoslangan fikr bildiradi	Fikr bildiradi	Yuzaki fikr bildiradi	Fikr bildirmaydi
		Topshiriqni o‘z vaqtida bajarish	10%	To‘liq va o‘z vaqtida	Kichik kechikish bilan	Sezilarli kechikish bilan	Bajarilmagan

Talabalar akademik faoliyatini monitoring qilish va baholash jarayonlarini raqamlashtirish, nafaqat, kollaborativ faoliyatni boshqarish balki o‘quv jarayonini individual xususiyatlarga moslashtirish maqsadida sun’iy intellekt imkoniyatlari integratsiyalangan “Collaborative Learning Development” (CLD) elektron platformasi ishlab chiqildi. Platformada o‘qituvchi tomonidan mashg‘ulot mavzusi va topshiriq darajasi belgilangach, sun’iy intellekt asosida mos kollaborativ metod va topshiriq turini tavsiya qilish, talabalarni guruhlarga shakllantirish, funksional rollarni taqsimlash hamda faoliyat ketma-ketligini boshqarish imkoniyatlari yaratildi.

Platforma, shuningdek, talabalar individual va guruhiy faolligini monitoring qilish, mustaqil ta’lim topshiriqlarini boshqarish, fikr-mulohaza va reflektiv faoliyatni tashkil etish, individual hissa, jamoaviy natija va kollaborativ interaksiyani belgilangan mezonlar asosida kompleks baholash hamda akademik faoliyatida qiyinchilik kuzatilayotgan talabalarni aniqlash funksiyalarini qamrab oladi. CLD platformasida AA (Activity Analysis) va ColAT (Collaboration Analysis Tool) integratsiyasi orqali individual faoliyat, guruhiy hamkorlik, o‘zaro muloqot, fikr-mulohaza va reflektiv jarayonlarni tahlil qilish imkoniyati ta’minlandi (3- va 4-rasmlarga qarang).



“3-rasm.” Collaborative Learning Development (CLD) platformasining bosh sahifasi (kirish interfeysi) cld.com.uz



“4-rasm.” CLD platformasining talaba interfeysi

CLD platformasining amaliy joriy etilishini ta’minlash maqsadida unga tezkor kirish imkonini beruvchi QR kod ishlab chiqildi. Mazkur vosita platformaning funksional imkoniyatlaridan foydalanish, kollaborativ topshiriqlarni boshqarish va akademik faoliyat natijalarini monitoring qilishni soddalashtiradi (5-rasmga qarang):

“5-rasm.” Platforma ilovasiga o‘tish uchun QR kod

CLD platformasining funksional imkoniyatlari kollaborativ o‘qitish jarayonini tashkil etish, monitoring qilish va baholash bosqichlarini yagona raqamli muhitda integratsiyalash imkonini berdi. Natijada talabalar akademik

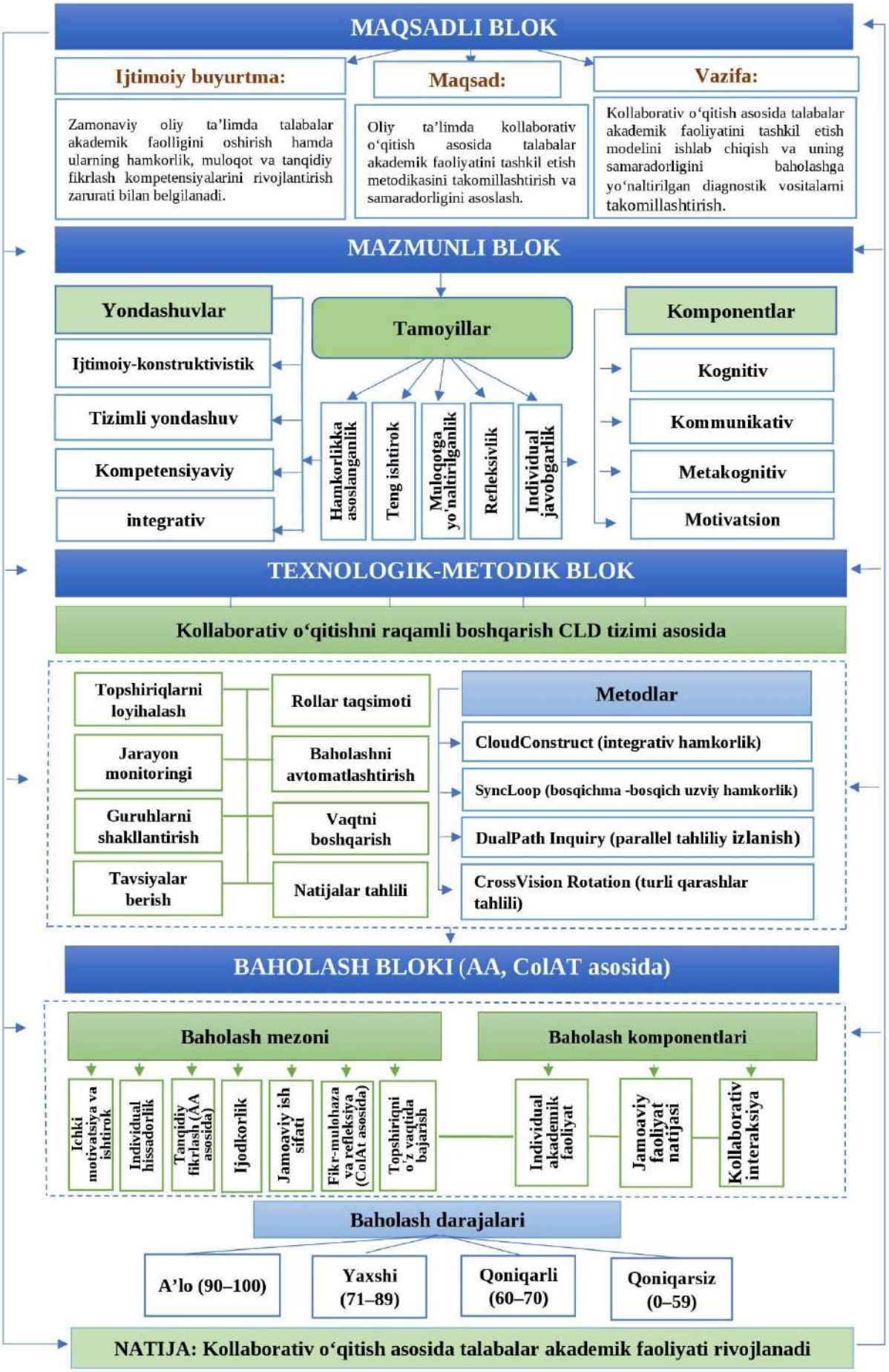
faoliyatini boshqarish, monitoring qilish va tahlil etish samaradorligi oshirildi (5-jadvalga qarang):

5-jadval

Raqamli platformaning funksional imkoniyatlari va ularning pedagogik vazifalari

№	Funksional blok	Platformaning asosiy funksiyasi	Metodik vazifasi
1	**Collaborative Method Engine**	SyncLoop Collaboration, CloudConstruct Method, DualPath Inquiry va CrossVision Rotation metodlarini tanlash va qo‘llash	Talabalarning akademik faoliyatini mualliflik kollaborativ metodlari asosida tashkil etish
2	**AI Method Recommendation**	Mashg‘ulot mavzusi va mazmuniga muvofiq kollaborativ metodni tavsiya qilish	O‘qituvchiga o‘quv mazmuniga mos metodni tanlashda metodik yordam ko‘rsatish
3	**Adaptive Role Assignment**	Talabalarning faoliyati va guruhdagi ishtirokini hisobga olgan holda rollarni taqsimlash	Individual mas’uliyatni kuchaytirish hamda guruh a’zolarining faol ishtirokini ta’minlash
4	**Learning Control & Reflection**	Kollaborativ faoliyat bosqichlarini nazorat qilish va talabalarning o‘z faoliyatini tahlil qilish jarayonini tashkil etish	O‘quv faoliyatining izchilligini ta’minlash va talabalarning o‘z faoliyatini anglashini rivojlantirish
5	**Independent Learning Module**	Mustaqil ta’lim topshiriqlarini tashkil etish, bajarilishini kuzatish va natijalarini qayd etish	Mustaqil va kollaborativ akademik faoliyatni o‘zaro uyg‘unlashtirish
6	**Integrated Assessment Engine**	Individual akademik faoliyat, jamoaviy ish natijasi va kollaborativ o‘zaro ta’sirni belgilangan mezonlar asosida baholash	Individual hissa, jamoaviy natija va hamkorlikdagi faoliyatni kompleks baholash
7	**Early Warning System**	Faollikning pasayishi, bajarilmagan topshiriqlar, kech topshirish, yetarli darajada amalga oshirilmagan o‘z faoliyatini tahlil qilish va hamkorlikdagi muammolarni aniqlash	O‘quv faoliyatida qiyinchilikka duch kelayotgan talabalarni o‘z vaqtida aniqlash va ularga pedagogik ko‘mak ko‘rsatish
8	**Student Progress Dashboard**	Talabaning individual, jamoaviy va kollaborativ faoliyati natijalarini aks ettirish	Talabaga o‘z akademik rivojlanishini kuzatish va o‘quv natijalarini tahlil qilish imkonini berish
9	**Teacher Analytics Dashboard**	Talabalarning faolligi, topshiriqlarni bajarishi, ishtiroki va boshqa asosiy ko‘rsatkichlarini monitoring qilish	O‘qituvchiga talabalarning akademik faoliyatini muntazam kuzatish va tegishli pedagogik qarorlar qabul qilish imkonini berish
10	**Collaborative Portfolio**	Talabaning bajarilgan topshiriqlari, natijalari, fikr-mulohazalari va rivojlanish dinamikasini jamlash	Talabaning akademik faoliyati va rivojlanish natijalarini tizimli ravishda aks ettirish
11	**Reporting & Export**	O‘quv faoliyati va baholash natijalarini **Word, PDF va Excel** formatlarida eksport qilish hamda elektron hisobotlarni shakllantirish	Ta’lim jarayoni va tajriba-sinov natijalarini saqlash, tahlil qilish, hujjatlashtirish va ilmiy-amaliy foydalanish uchun qulay shaklda taqdim etish

Tadqiqot davomida ishlab chiqilgan kollaborativ mashqlar tizimi, takomillashtirilgan metodlar, baholash mezonlari hamda CLD platformasining funksional imkoniyatlari o‘zaro integratsiyalashgan holda umumlashtirildi. Mazkur elementlarning o‘zaro bog‘liqligi va funksional vazifalari tahlil qilinib, ular yagona metodik tizim sifatida loyihalashtirildi. Natijada kollaborativ o‘qitish asosida talabalar akademik faoliyatini tashkil etishning metodik modeli ishlab chiqildi.



"6-rasm." Kollaborativ o'qitish asosida talabalar akademik faoliyatini tashkil etish modeli

Mazkur model talabalarning akademik faoliyatini maqsadli tashkil etish, hamkorlikdagi o‘quv faoliyatini boshqarish, reflektiv faoliyatni rivojlantirish, o‘quv natijalarini monitoring qilish va baholash jarayonlarini yagona metodik tizim asosida amalga oshirish imkonini beradi.

Model tarkibida kollaborativ mashqlar tizimi talabalarning akademik faoliyatini tashkil etishning asosiy didaktik vositasi sifatida, SyncLoop Collaboration, CloudConstruct Method, DualPath Inquiry hamda CrossVision Rotation metodlari esa ushbu faoliyatni amaliyotda amalga oshirish mexanizmi sifatida xizmat qiladi. AA va ColAT texnologiyalari akademik faoliyatni monitoring qilish hamda baholashni ta’minlasa, CLD platformasi barcha jarayonlarni yagona raqamli muhitda boshqarish va tahlil qilish imkoniyatini yaratadi. Natijada model talabalar akademik faolligini oshirish, kollaborativ kompetensiyalarni rivojlantirish hamda o‘quv natijalari samaradorligini ta’minlashga yo‘naltirilgan yaxlit metodik tizim sifatida shakllantirildi (6-rasmga qarang).

Dissertatsiyaning uchinchi bobi **“Kollaborativ o‘qitish asosida talabalar akademik faoliyatini tashkil etish metodikasining tajriba-sinov natijalari”** deb nomlanib, unda ishlab chiqilgan metodikaning samaradorligini aniqlashga qaratilgan pedagogik tajriba-sinov ishlari tashkil etildi. Tajriba-sinov ishlari Navoiy davlat universiteti, Buxoro davlat pedagogika instituti hamda Samarqand davlat chet tillar institutida tashkil etildi. Tadqiqot jarayoniga jami 360 nafar talaba jalb qilinib, ulardan 181 nafari tajriba guruhini, 179 nafari esa nazorat guruhini tashkil etdi. Jumladan, Navoiy davlat universitetidan 60 nafar talaba tajriba guruhiga va 65 nafar talaba nazorat guruhiga, Buxoro davlat pedagogika institutidan mos ravishda 58 nafar va 62 nafar, Samarqand davlat chet tillar institutidan esa 63 nafar va 52 nafar talaba jalb qilindi. Tadqiqot bazasi sifatida tanlangan oliy ta’lim muassasalari turli hududlar va ta’lim muhitlarini qamrab olganligi sababli olingan natijalarning obyektivligi va reprezentativligi ta’minlandi.

Pedagogik tajriba-sinov ishlari diagnostik-tahliliy, loyihalash, amaliy joriy etish hamda yakuniy baholash bosqichlarida tashkil etildi. Dastlabki bosqichda talabalarning akademik faoliyati holati, kollaborativ o‘qitishning amaldagi qo‘llanish darajasi va mavjud muammolar o‘rganildi. Keyingi bosqichlarda ishlab chiqilgan metodik tizim o‘quv jarayoniga tatbiq etilib, tajriba guruhlarida *SyncLoop Collaboration, CloudConstruct Method, DualPath Inquiry* hamda *CrossVision Rotation* metodlari asosida mashg‘ulotlar olib borildi.

Tadqiqot natijalarini aniqlash va baholashda anketa-so‘rovnoma, pedagogik kuzatuv, suhbat, test topshiriqlari hamda matematik-statistik tahlil metodlaridan foydalanildi. Olingan ma’lumotlarning ishonchliligi va statistik ahamiyatini aniqlash maqsadida natijalar K.Pirsonning x^2mezoni[8] asosida qayta ishlanib, tajriba va nazorat guruhlari ko‘rsatkichlari qiyosiy tahlil qilindi.

Pedagogik tadqiqotlarda metodikaning samaradorligi tajriba-sinov ishlari yakunida erishilgan natijalarni o‘zaro taqqoslash orqali baholanadi. Shu bois

[8] Ю.Я. Кацман. “Теория вероятностей, математическая статистика и случайные процессы” Рекомендовано Учебнометодическим объединением по образованию в области прикладной информатики в качестве учебника для студентов, обучающихся по направлению и специальности «Прикладная информатика». Издательство Томского политехнического университета - 2013. Стр-77.

tadqiqot davomida nazorat va tajriba guruhlari talabalari natijalarining o‘zgarish dinamikasi bosqichma-bosqich tahlil qilinib, ishlab chiqilgan metodik tizimning akademik faoliyatga ta’sir darajasini aniqlash asosiy mezon sifatida qabul qilindi. Statistik tekshiruv jarayonida tajriba va nazorat guruhlari natijalari o‘rtasida sezilarli farq mavjud emasligi haqidagi nol gipoteza hamda qo‘llanilgan metodik tizim ta’sirida natijalar o‘rtasida statistik jihatdan ahamiyatli tafovut yuzaga kelishi haqidagi muqobil gipoteza ilgari surildi.

Hisoblashlarda ahamiyatlilik darajasi α=0,05 deb qabul qilinib, natijalarning ishonchlilik darajasi 95 foiz (P=0,95) etib belgilandi. Empirik va kritik qiymatlarni o‘zaro taqqoslash asosida tajriba-sinov natijalarining statistik ishonchliligi aniqlandi hamda ishlab chiqilgan metodikaning samaradorligi baholandi. Gipotezalarni tekshirishda empirik va kritik qiymatlar o‘zaro taqqoslandi. natijalarini baholashda mezon sifatida qo‘llanildi.

x_i^2 ning $\alpha = 0{,}05$ bo‘lgandagi kritik qiymati (6-jadvalga qarang).

6-jadval

M-1	1	2	3	4	5
x_i^2	3,84	5,99	7,81	9,49	11,07

Tajriba va nazorat guruhlariga jalb etilgan talabalarning boshlang‘ich tayyorgarlik darajasini aniqlash maqsadida dastlabki diagnostika ishlari amalga oshirildi. Olingan natijalar asosida talabalarning tajriba-sinov ishlari boshlanishidagi ko‘rsatkichlari tahlil qilinib, ularning taqsimoti 7-jadvalda keltirilgan.

7-jadval

Tajriba-sinov ishlarida qatnashgan talabalarning dastlabki va oxirgi natijalari

Guruhlar	**talabalar soni**	**Baholar**							
		TB	**TO**	**TB**	**TO**	**TB**	**TO**	**TB**	**TO**
		“2”		**“3”**		**“4”**		**“5”**	
Buxoro davlat pedagogika instituti									
Tajriba	60	20	0	23	12	8	13	9	35
Nazorat	60	23	4	16	17	13	20	8	19
Navoiy davlat universiteti									
Tajriba	63	21	0	24	13	9	14	9	36
Nazorat	62	23	4	20	18	10	20	9	20
Samarqand davlat chet tillar instituti									
Tajriba	58	20	0	22	12	8	13	8	33
Nazorat	57	22	3	15	17	14	18	6	19
Barcha mintaqalar bo‘yicha									
Tajriba	181	61	0	69	37	25	40	26	104
Nazorat	179	68	11	51	52	37	58	23	58

Tajriba-sinov ishlarining tajriba va nazorat guruhlaridagi o‘rta arifmetik qiymatlar hamda samaradorlik ko‘rsatkichi quyidagicha hisoblandi:

$$\bar{x} = \frac{1}{T} \cdot \sum_{i=1}^{M} M_i \cdot m_i,$$

$$\bar{y} = \frac{1}{N} \cdot \sum_{i=1}^{M} N_i \cdot n_i,$$

$$\eta = \frac{\bar{x}}{\bar{y}}$$

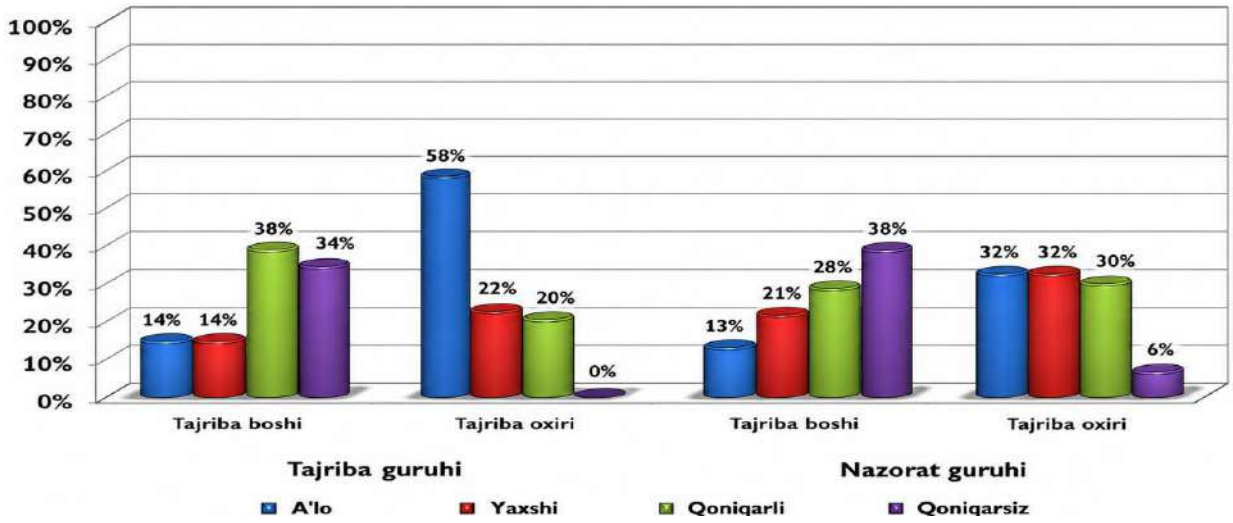
Tajribada $M = 4$ bo‘lganligi uchun, $M - 1 = 3$ ga teng bo‘lib, unga mos keluvchi $x^2_{0,05} = 7{,}81$ kritik qiymat olindi.

8-jadval

Uchta mintaqa muassasalari bo‘yicha talabalarning tajriba-sinov ishlari bo‘yicha umumiy natijalari

Ta’lim muassasalari	Ko‘rsatkichi	Tajriba guruhlari				Nazorat guruhlari			
		Tajriba boshida	%	Tajriba oxirida	%	Tajriba boshida	%	Tajriba oxirida	%
3ta mintaqa bo‘yicha jami	A’lo	26	14	104	58	23	13	58	32
	Yaxshi	25	14	40	22	37	21	58	32
	Qoniqarli	69	38	37	20	51	28	52	30
	Qoniqarsiz	61	34	0	0	68	38	11	6
Jami:		181	100	181	100	179	100	179	100

Uchta mintaqa bo‘yicha olingan natijalar tajriba guruhlarida akademik faoliyat ko‘rsatkichlari nazorat guruhlariga nisbatan yuqoriroq dinamikada rivojlanganligini ko‘rsatdi. Bu ishlab chiqilgan metodikaning amaliy samaradorligini tasdiqlaydi.



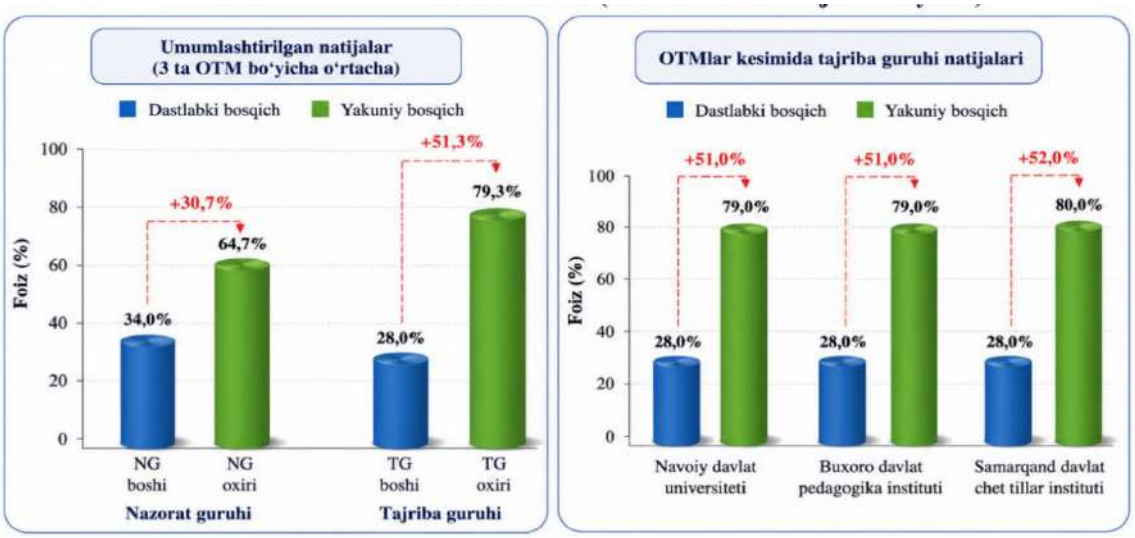
“7-rasm.” Uchta mintaqada o‘tkazilgan tajriba-sinov ishlarida qatnashgan talabalarning o‘zlashtirish ko‘rsatkichlari diagrammasi.

$$\bar{x} = \frac{1}{T} * \sum_{i=1}^{4} M_i * m_i = \frac{1}{181}\left[2 \cdot 0 + 3 \cdot 37 + 4 \cdot 40 + 5 \cdot 104\right] \approx 4{,}37$$

$$\bar{y} = \frac{1}{N} * \sum_{j=1}^{4} N_j * \mathrm{n}_j = \frac{1}{179} \cdot \left[2 \cdot 11 + 3 \cdot 52 + 4 \cdot 58 + 5 \cdot 58\right] \approx 3{,}91;$$

Demak, tajriba guruhidagi o‘rtacha o‘zlashtirish, nazorat guruhidagi o‘rtacha o‘zlashtirishdan yuqori ekan.

$$\bar{x} = 4,37 > 3,91 = \bar{y}$$



“8-rasm.” OTMlar kesimida tajriba va nazorat guruhlari talabalarining yuqori darajadagi (a’lo va yaxshi) natijalari dinamikasi (%)

OTMlar kesimidagi tahlillar tajriba va nazorat guruhlari talabalarining o‘zlashtirish ko‘rsatkichlarida ijobiy dinamika kuzatilganligini ko‘rsatdi. Xususan, A’lo va Yaxshi natijalar ulushi tajriba guruhlarida o‘rtacha 28,0 foizdan 79,3 foizgacha oshib, 51,3 foizlik o‘sishni namoyon etdi. Nazorat guruhlarida esa mazkur ko‘rsatkich 34,0 foizdan 64,7 foizgacha ortib, 30,7 foizlik o‘sish qayd etildi. Shuningdek, tajriba guruhi kesimida Navoiy davlat universiteti va Buxoro davlat pedagogika institutida A’lo va Yaxshi natijalar ulushi 28,0 foizdan 79,0 foizgacha, Samarqand davlat chet tillar institutida esa 28,0 foizdan 80,0 foizgacha oshganligi aniqlandi.

Yuqoridagi natijalardan tajriba guruhidagi ko‘rsatkichlar nazorat guruhidagiga nisbatan 12% yuqori ekanligi ma’lum bo‘ldi.

XULOSA

Mazkur tadqiqot oliy ta’lim tizimida kollaborativ o‘qitish asosida talabalar akademik faoliyatini samarali tashkil etish va takomillashtirish muammosini hal etishga qaratilganki, unda zamonaviy pedagogik yondashuvlar, milliy va xalqaro tajribalar hamda raqamli texnologiyalar uyg‘unligida ilmiy-metodik yechimlar ishlab chiqildi. Tadqiqot natijalari asosida quyidagi umumiy xulosalarga kelindi:

1. Kollaborativ o‘qitishning nazariy asoslari hamda talabalar akademik faoliyatiga oid ilmiy yondashuvlar tahlili natijasida akademik faoliyatning samaradorligi hamkorlik, refleksiya, integratsiya va transformatsiya komponentlarining o‘zaro uyg‘unligi bilan belgilanishi dalillandi. Mazkur komponentlarning pedagogik mazmuni va o‘zaro bog‘liqligi aniqlashtirildi.

2. Oliy ta’lim amaliyoti tahlili talabalar akademik faoliyatini tashkil etishda ishtirokning notekisligi, individual hissadorlikni baholashdagi qiyinchiliklar, reflektiv faoliyatning sustligi hamda monitoring mexanizmlarining yetarli darajada shakllanmaganligini ko‘rsatdi. Ushbu muammolar tizimlashtirilib, ularni bartaraf etishga qaratilgan metodik yechim ishlab chiqildi.

3. Kollaborativ o‘qitishning mavjud metodlari va texnologiyalarini takomillashtirish asosida SyncLoop Collaboration, CloudConstruct Method, DualPath Inquiry hamda CrossVision Rotation metodlari ishlab chiqildi. Mazkur metodlar talabalarning hamkorlikdagi faoliyatini tashkil etish, tanqidiy fikrlashini rivojlantirish va akademik faolligini oshirishga xizmat qilishi asoslandi.

4. Talabalar akademik faoliyatini baholashning individual akademik faoliyat, jamoaviy faoliyat natijasi hamda kollaborativ interaksiya komponentlariga asoslangan diagnostik mezonlar ishlab chiqildi va baholash mezonlari CLD–AA–ColAT texnologiyasi asosida tizimlashtirildi.

5. Talabalar akademik faoliyatini monitoring qilish, baholash va boshqarish jarayonlarini raqamlashtirish maqsadida “Collaborative Learning Development” (CLD) elektron platformasi yaratildi. Platformaning funksional imkoniyatlari kollaborativ faoliyatni tashkil etish, monitoring qilish va natijalarni tahlil qilish jarayonlarini avtomatlashtirish imkonini berishi aniqlandi.

6. Kollaborativ o‘qitish asosida talabalar akademik faoliyatini tashkil etishning metodik modeli ishlab chiqildi. Modelning maqsadli, mazmunli, texnologik-metodik va baholash bloklari o‘rtasidagi uzviy bog‘liqlik ta’minlanib, o‘quv jarayonini rejalashtirish, tashkil etish, monitoring qilish va baholash bosqichlari integratsiyalashtirildi.

7. Pedagogik tajriba-sinov ishlari natijalari ishlab chiqilgan metodika talabalarning akademik faolligi, hamkorlik ko‘nikmalari, reflektiv faoliyati va o‘quv natijalarini rivojlantirishga ijobiy ta’sir ko‘rsatganligini tasdiqladi. Tajriba guruhi ko‘rsatkichlarida ijobiy dinamik o‘zgarishlar kuzatildi.

8. Tadqiqot natijalari kollaborativ o‘qitish asosida talabalar akademik faoliyatini tashkil etishning ishlab chiqilgan metodik tizimi nazariy jihatdan asoslangan, amaliy jihatdan samarali va oliy ta’lim amaliyotiga joriy etishga tayyor pedagogik yechim ekanligini ko‘rsatdi.

TAVSIYALAR

1. Oliy ta’lim muassasalarida talabalar akademik faoliyatini tashkil etishda hamkorlik, refleksiya, integratsiya va transformatsiya komponentlariga asoslangan kollaborativ o‘qitish yondashuvlarini o‘quv jarayoniga tizimli ravishda joriy etish tavsiya etiladi.

2. Ingliz tili o‘qitish metodikasi hamda mazmunan yaqin fanlarni o‘qitishda SyncLoop Collaboration, CloudConstruct Method, DualPath Inquiry va CrossVision Rotation metodlaridan foydalanish orqali talabalarning akademik faolligi, tanqidiy fikrlashi va hamkorlik kompetensiyalarini rivojlantirish maqsadga muvofiq.

3. Talabalar akademik faoliyatini monitoring qilish, baholash va boshqarish jarayonlarida CLD–AA–ColAT texnologiyasi hamda “Collaborative Learning Development” (CLD) platformasidan foydalanish orqali baholashning obyektivligi va shaffofligini ta’minlash tavsiya etiladi.

4. Ishlab chiqilgan metodik model asosida kollaborativ o‘qitishni tashkil etish mexanizmlarini pedagogika, filologiya, xorijiy tillar hamda boshqa ijtimoiy-gumanitar yo‘nalishlar fanlarini o‘qitish amaliyotiga moslashtirish va joriy etish maqsadga muvofiq.

SCIENTIFIC COUNCIL FOR AWARDING SCIENTIFIC DEGREES PhD.03/2025.27.12.PED.08.05 AT BUKHARA STATE UNIVERSITY

NAVOI STATE UNIVERSITY

KHALILOVA NASIBA DJAMOLOVNA

ENHANCING THE METHODS OF COLLABORATIVE LEARNING AND ITS IMPACT ON STUDENTS' ACADEMIC PERFORMANCE IN HIGHER EDUCATION
(in the context of English language teaching)

13.00.02 – Theory and methodology of education and upbringing (English)

DISSERTATION ABSTRACT for a doctor of philosophy degree (PhD) in PEDAGOGICAL SCIENCES

Boukhara – 2026

The theme of the dissertation for a Doctor of Philosophy (PhD) in Pedagogical Sciences was registered with the Higher Attestation Commission under the Academy of Sciences of the Republic of Uzbekistan under registration number B2025.3.PhD/Ped11020.

The dissertation has been accomplished at Navoiy state university.

The dissertation abstract in three languages (Uzbek, Russian, English (resume)) has been placed on the website of the Scientific Council at Bukhara State University (www.buxdu.uz) and «Ziyonet» Information-educational portal (www.ziyonet.uz).

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The dissertation defense will be held on 10th November 2026 at 09 a.m. at the meeting of the Scientific Council DSc.03/2025.27.12.Ped.08.05. at Bukhara State University (Address: 200118, Bukhara, M.Iqbol Street, 11. Phone: (0365) 221-29-14; fax: (0365) 221-27-57; e-mail: buxdu.rektor@buxdu.uz).

The dissertation is available at the Information-resource center of Bukhara State University, (registration number 01/1021). Address: 200118, Bukhara, M.Iqbol Street, 11. Phone.: (0 365) 221-25-87).

The dissertation abstract was distributed on 29th October 2026.
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INTRODUCTION (annotation of the Doctor of Philosophy (PhD) dissertation)

Relevance and necessity of the dissertation topic. Collaborative teaching approaches are widely used in the higher education practice of countries with developed educational systems, such as the USA, Great Britain, Canada, Australia, Singapore, and Finland, to organize students' academic activities. Collaborative approaches aimed at activating student participation in the educational process are widely used in the practice of higher education in developed countries. In such education, the student is considered not as a recipient of ready-made knowledge, but as a participant who forms it in the process of communication, cooperation, and joint activity. Also, in classes organized on the basis of such approaches as Collaborative Learning, Peer Instruction, Problem-Based Learning and Cooperative Learning, students exchange ideas, jointly analyze problem situations and develop a common solution. As a result, modeling collaborative learning activities, harmonizing them with modern pedagogical approaches and digital technologies, as well as studying the impact of such organization on educational outcomes, is considered one of the important directions of current research.

In global science, higher education institutions in the USA, Great Britain, Canada, Germany, the Netherlands, and South Korea are seeking new pedagogical solutions that serve to involve students in cooperation and increase their activity in the educational process. In these studies, a special place is occupied by the application of digital technologies in the educational process, the monitoring and evaluation of students' academic performance, and the organization of educational activities using artificial intelligence tools. From this perspective, the development of effective models and technological solutions for organizing cooperative academic activities in higher education, their adaptation to real educational conditions, and the identification of possibilities for practical application constitute one of the current directions of modern pedagogical research.

In our republic, along with the development of higher education based on international criteria, reforms aimed at improving the quality of education and training specialists with modern competencies are consistently continuing. In this process, the student's participation in educational activities, independent research, and teamwork are of particular importance. The organizational and legal conditions necessary for developing critical thinking, effective communication, and cooperation skills are also being gradually improved. The requirements established in the regulatory documents also cover issues of expanding the student's opportunities for independent learning, using acquired knowledge in analytical and creative activities, jointly solving problem situations, and using modern information and communication technologies in this process. These requirements require the organization of collaborative activities in the higher education process and the search for methodological solutions for the effective management of students' academic activities. In this regard, improving the methodology for organizing students' academic activities based on collaborative learning represents an important scientific and practical task in higher education pedagogy.

This dissertation contributes, to a certain extent, to the implementation of the tasks outlined in Presidential Decree No. PD–5847 dated October 8, 2019, "On

Approval of the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030"; Presidential Decree No. PD–60 dated January 28, 2022, "On the Development Strategy of New Uzbekistan for 2022–2026"; Presidential Decree No. PD–158 dated September 11, 2023, "On the Uzbekistan–2030 Strategy"; Presidential Resolution No. PR–2909 dated April 20, 2017, "On Measures for Further Development of the Higher Education System"; Presidential Resolution No. PR–3775 dated June 5, 2018, "On Additional Measures to Improve the Quality of Education in Higher Education Institutions and Ensure Their Active Participation in the Large-Scale Reforms Implemented in the Country"; Presidential Resolution No. PR–5117 dated May 19, 2021, "On Measures to Bring the Activities of Popularizing Foreign Language Learning in the Republic of Uzbekistan to a Qualitatively New Level"; as well as Resolution No. 824 of the Cabinet of Ministers of the Republic of Uzbekistan dated December 31, 2020, "On Measures to Improve the System Related to the Organization of the Educational Process in Higher Education Institutions", and other regulatory and legal documents aimed at improving the quality of higher education, introducing international educational standards, developing students' independent and creative thinking skills, and widely implementing modern pedagogical technologies in the higher education system.

Compliance of the research with the priority directions of the development of science and technology of the republic. This study was carried out within the framework of the priority direction for the development of science and technology of the republic: I. "Formation of a system of innovative ideas and ways of their implementation in the socio-economic, legal, cultural, spiritual, and educational development of the information society and the democratic state".

Degree of study of the problem. The theoretical and methodological foundations of collaborative teaching, the organization of collaboration-based learning, and issues related to the development of students' academic activities have been extensively addressed in the scholarly works of international researchers, including D.W. Johnson, R.T. Johnson, R.E. Slavin, P. Dillenbourg, K.A. Bruffee, Y.S. Lee, A. Bach, E.F. Barkley, J. Dewey, J. Piaget[1].

In the CIS countries, Russian scholars such as L.S. Vygotsky, V.V. Davydov, G.K. Selevko, I.P. Volkov, A.G. Asmolov have conducted research on the organization of collaborative teaching and the improvement of students' academic activities. In particular, Kazakh scholars B.A. Zhubanov and A.K. Mynbaeva[2] have also conducted research related to the research problem.

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[1] Johnson D.W., Johnson R.T. Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning. – Boston: Allyn & Bacon, 2014 (reprint). – 320 p.; Slavin R.E. Cooperative Learning: Theory, Research, and Practice. – Boston: Allyn & Bacon, 2015 (2nd ed.). – 272 p.; Dillenbourg P. Collaborative Learning: Cognitive and Computational Approaches. – Oxford: Elsevier, 2013 (reprint). – 256 p.; Bruffee K.A. Collaborative Learning: Higher Education, Interdependence, and the Authority of Knowledge. – Baltimore: Johns Hopkins University Press, 2015 (reprint). – 240 p.; Lee Y.S. Collaborative Learning in Higher Education. – New York: Routledge, 2014. – 198 p.; Bach A. Designing Collaborative Learning Environments. – London: Routledge, 2016. – 210 p.; Barkley E.F. Collaborative Learning Techniques: A Handbook for College Faculty. – San Francisco: Jossey-Bass, 2014 (2nd ed.). – 336 p.; Dewey J. Democracy and Education. – New York: Macmillan, 2004 (reprint). – 434 p.; Piaget J. The Psychology of Intelligence. – London: Routledge, 2001 (reprint). – 182 p.

[2] Выготский Л.С. Психология развития. Избранные работы. – М.: Юрайт, 2015. – 281 с.; Давыдов В.В. Проблемы развивающего обучения. – М.: Академия, 2003. – 240 с.; Селевко Г.К. Современные

Issues regarding the improvement of students' academic activity in English lessons in higher education, the organization of the educational process based on interactive methods, and the development of foreign language teaching methodologies have been widely studied by domestic scholars such as J. Jalolov, T.K. Sattorov, L.T. Akhmedova, A. Soynazarov, M.Kh. Gulyamova[3]. The application of a collaborative approach in English language classes, as well as the development of collaboration strategies and assessment criteria, has been examined in the studies of scholars such as K.Sh. Muradkasimova, N.Kh. Kushieva, D.G. Ashurova,
N.G. Dilova[4]. The implementation of a competency-based approach in the educational process and the development of students' professional competencies have been substantiated in the scholarly works of B.Kh. Khodjaev and N.A. Muslimov[5]. Significant research by A.A. Abduqodirov and R.J. Ishmuhamedov[6] on improving the educational process through modern pedagogical technologies and digital platforms is also worthy of particular consideration.

In their scholarly works on collaborative teaching and collaborative learning methodology, prominent scholars such as U.B. Qayumova, G.Kh. Boqieva Q.Q. Inoqov[7] have examined issues related to enhancing students' academic engagement, developing their professional competencies, and improving their methodological preparation.

The analysis indicates that although foreign and local studies have extensively addressed the theoretical foundations of collaborative teaching, collaborative learning technologies, and ways of enhancing student engagement, the

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образовательные технологии. – М.: Народное образование, 2005. – 256 с.; Волков И.П. Педагогические технологии. – М.: Академия, 2002. – 200 с.; Асмолов А.Г. Психология личности: культурно-историческое понимание развития человека. – М.: Смысл, 2010. – 416 с.; Жубанов Б.А. Казахская филология: избранные труды. – Алматы: Наука, 2008. – 320 с.; Мынбаева А.К. Инновационные процессы в образовании. – Алматы: Қазақ университеті, 2012. – 210 с.

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[4] Мурадкасимова К.Ш. Бўлажак мутахассисларнинг баҳолаш компетенциясини такомиллаштириш концепцияси: 13.00.02 – Таълим ва тарбия назарияси ва методикаси (инглиз тили) ихтисослиги бўйича педагогика фанлари доктори (DSc) илмий даражасини олиш учун ёзилган диссертация. – Тошкент: Ўзбекистон давлат жаҳон тиллари университети, 2022. – 200 б.; Kushiyeva N. X. Uzluksiz ta'lim tizimida ingliz tilini klasterli yondashuv asosida o'qitish modeli: 13.00.02 – Ta'lim va tarbiya nazariyasi va metodikasi ixtisosligi bo'yicha pedagogika fanlari doktori (DSc) ilmiy darajasini olish uchun yozilgan dissertatsiya. – Toshkent: O'zbekiston davlat jahon tillari universiteti, 2023. – 370 b.; Dilova N. G. Boshlang'ich ta'lim jarayonida o'zaro hamkorlik muhitini shakllantirish mexanizmlarini takomillashtirish: 13.00.01 – Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi (pedagogika fanlari) ixtisosligi bo'yicha falsafa doktori (PhD) dissertatsiyasi. – Toshkent: O'zbekiston Pedagogika fanlari ilmiy-tadqiqot instituti, 2022. – 156 b.

[5] Xodjayev B.X. Umumiy pedagogika nazariyasi va amaliyoti: darslik. – T.: Sano-standart, 2017. – 416 b.; Muslimov N.A. Kasb ta'limi o'qituvchilarini kasbiy shakllantirish: monografiya. – T.: Fan, 2004. – 127 b.

[6] Abduqodirov A.A. Ta'limda axborot texnologiyalari. – T.: Fan va texnologiya, 2010. – 236 b.; Ishmuhamedov R.J. Innovatsion pedagogik texnologiyalar. – T.: Iste'dod, 2008. – 180 b.

[7] Qayumova U.B. Chet tillarni o'qitishda zamonaviy pedagogik texnologiyalar va kompetensiyaviy yondashuv. – T.: Fan, 2019. – 215 b.; Бакиева Г.Х. Узбекский язык для стран СНГ. – Москва: МГЛУ, 2012. – 120 с.; Inoqov Q.Q. Innovatsion ta'lim texnologiyalari va o'quv jarayonini samarali tashkil etish. – T.: Ta'lim, 2021. – 178 b.

development of a comprehensive methodological system for organizing students' academic activities based on collaborative teaching in English language teaching methodology courses in higher education—including its content, forms, tools, technological support, and criteria for evaluating its effectiveness—has not yet been sufficiently investigated as a distinct subject of research. This research gap underscores the relevance of the present study and highlights the need to develop a scientifically grounded solution to this problem.

Connection of the research with the research plans of the higher educational institution where the dissertation was completed. The dissertation was carried out within the framework of the topic "Methodology for improving the effectiveness of english language teaching based on collaborative teaching" of the research plan of Navoi State University for 2022-2026.

The aim of the study is to develop proposals and recommendations for improving the methodology of organizing students' academic activities based on collaborative learning in English language lessons in higher education.

Research objectives:

clarifying the essence and content of the components of cooperation, reflection, integration, and transformation in organizing students' academic activities based on collaborative learning in higher education English language classes;

improving the methodological possibilities of organizing students' academic activities in English language classes based on a system of collaborative exercises;

improving the processes of monitoring, evaluating, and managing students' academic activities through a digital platform based on artificial intelligence technologies;

development of an improved methodological model for organizing students' academic activities based on collaborative learning.

The object of the research is the process of organizing the academic activity of 3rd-year students in the field of foreign language and literature on the basis of collaborative learning, a total of 360 students from Navoi State University, Bukhara State Pedagogical Institute and Samarkand State Institute of Foreign Languages were involved in the research.

The subject of the research is the forms, methods, means and technologies of effective organization of students' academic activities based on collaborative learning in English lessons.

Research methods. The study utilized methods such as theoretical analysis of modern scientific sources in methodological, pedagogical, and psychological fields directly related to the topic, organization of pedagogical experimental work, questionnaires, observation, interviews, pedagogical design, and mathematical-statistical processing of the results obtained.

The scientific novelty of the research is as follows:

the didactic possibility of organizing students' academic activities based on collaborative learning in English lessons has been clarified, along with the mechanism of functional interdependence as a pedagogical system through the integration of components of cooperation, reflection, integration, and transformation;

the content of collaborative learning in organizing academic activities in English lessons has been improved based on a creative approach and the integration of SyncLoop Collaboration, CloudConstruct Method, DualPath Inquiry, and CrossVision Rotation methods into the educational process;

the integrative model for organizing students' academic activities based on collaborative learning in English language classes in higher education has been improved by prioritizing assessment and management processes, the development of critical thinking, and the development of collective decision-making competencies using the "Collaborative Learning Development" (CLD) platform, as well as the "Activity Analysis" (AA) and "Collaborative Analysis Tool" (ColAT) skills;

proposals and recommendations have been developed based on the integration of targeted, substantive, technological-methodological, and evaluative components of the effectiveness of organizing students' academic activities based on collaborative learning, as well as the continuity between the stages of planning, organizing, and monitoring the educational process.

The practical results of the study are as follows:

the content of organizing students' academic activities in the process of collaborative learning has been determined, and the forms, methods, and means have been improved;

based on the developed recommendations for organizing students' academic activities, a methodological manual titled "Collaborative Teaching in Higher Education" was created and implemented for 3rd-year undergraduate students in the field of 60111800 - Foreign Language and Literature (English);

criteria for assessing the level of effectiveness in organizing students' academic activities in the process of collaborative learning have been developed;

the "CLD" electronic educational platform for organizing students' academic activities has been created.

The reliability of the research results is determined by the fact that the approaches, methods, and theoretical data used are obtained from official sources, articles published in collections of materials from national and international scientific-practical conferences, domestic and international journals recognized by the Supreme Attestation Commission, methodological manuals, the effectiveness of the presented analyses and experimental work is substantiated by mathematical and statistical methods, conclusions, proposals, and recommendations are implemented in practice, and the results obtained are confirmed by authorized organizations.

Scientific and practical significance of the research results. The scientific significance of the research results is explained by the fact that the didactic possibilities of organizing students' academic activities in the process of collaborative learning have been identified, the factors determining its effectiveness have been scientifically and theoretically researched, the proposed technologies for solving the problem have been developed and improved methods and tools, the created educational and methodological manual, and educational and methodological instructions can be used to improve the quality and effectiveness of the educational process in the higher education system.

The practical significance of the research results lies in the fact that the results obtained on the mechanisms for organizing students' academic activities based on a collaborative approach to the subject "English Language Teaching Methodology" in higher educational institutions, along with the scientific-theoretical conclusions and methodological recommendations put forward, serve to improve the educational and methodological support of higher educational institutions. The proposed methodology can be used to create a new generation of educational literature in professional development courses at professional development centers for teaching staff.

Implementation of the research results. Based on the scientific results obtained to improve the methodology for organizing students' academic activities based on collaborative learning in higher education:

didactic possibility of organizing students' academic activities based on collaborative learning in English lessons from scientific conclusions regarding the functional interdependence as a pedagogical system through the integration of components of cooperation, reflection, integration, and transformation was used in the practical project № AM-FZ-201908172 "Creation of an educational corpus of the Uzbek language" implemented within the framework of the state scientific and technical program for 2020-2023 at the Tashkent State University of Uzbek Language and Literature named after Alisher Navoi (Reference № 04/1-1116 of the Tashkent State University of Uzbek Language and Literature named after Alisher Navoi dated February 25, 2026). As a result, the content of organizing students' academic activities based on collaborative learning has been improved;

from scientific and methodological recommendations regarding the integration of SyncLoop Collaboration, CloudConstruct Method, DualPath Inquiry, and CrossVision Rotation methods into the educational process based on a creative approach in organizing academic activities in English language classes, within the framework of the Erasmus+ International Credit Mobility Key Action 1 – Mobility for learners and staff – Higher education student and staff mobility program implemented at the Tashkent State University of Uzbek Language and Literature named after Alisher Navoi in 2022–2025, implemented in cooperation with Italy's Ca' Foscari University (Reference № 04/1-11178 of the Tashkent State University of Uzbek Language and Literature named after Alisher Navoi dated February 25, 2026). As a result, the scientific and methodological possibilities aimed at modernizing the educational process in the organization of students' academic activities have been expanded;

the integrative model of organizing students' academic activities based on collaborative teaching in English lessons in higher education, assessment and management processes, development of critical thinking, and development of collective decision-making competencies; the results of the research on prioritizing the "Collaborative Learning Development" (CLD) platform, as well as the "Activity Analysis" (AA) and "Collaborative Analysis Tool" (ColAT) skills, were used in the activities of the Higher Education Development Research Center of the Ministry of Higher Education, Science and Innovation (Reference № 02/01-01-617 of the Higher Education Development Research Center dated December 23, 2025).

As a result, the curriculum of the subject “English Language Teaching Methodology” in the field of foreign language and literature has been improved;

scientific conclusions regarding the effectiveness of organizing students’ academic activities based on collaborative learning, the integration of target, content, technological-methodological, and assessment components, and the continuity between the stages of planning, organizing, and monitoring the educational process were used in developing the textbook “Speech Etiquette (Educational Manual-Part I)” (Reference № 6949-496a-8326-5170-2888-0659-9237 of the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan dated August 17, 2026.). As a result, the goal, content, technological-methodological and evaluative components of the processes of organizing the academic activity of students are harmonized with each other, and the possibilities of systematic management of the educational process, increasing the academic activity of students and ensuring the effectiveness of education are expanded.

Approbation of the research results. The results of this study were discussed at 3 international and 4 national scientific-practical conferences.

Publication of research results. A total of 21 scientific and methodological works has been published on the topic of the dissertation, including 1 educational manual, 1 methodological manual, 1 electronic educational platform, as well as 14 scientific articles in scientific publications recommended for publication of the main scientific results of doctoral dissertations of the Higher Attestation Commission of the Republic of Uzbekistan, including 9 in national and 5 in international scientific journals.

Structure and volume of the dissertation. This dissertation consists of an introduction, three chapters, conclusions and recommendations, a list of references and appendices, the main volume of the dissertation is 139 pages.

THE MAIN CONTENT OF THE DISSERTATION

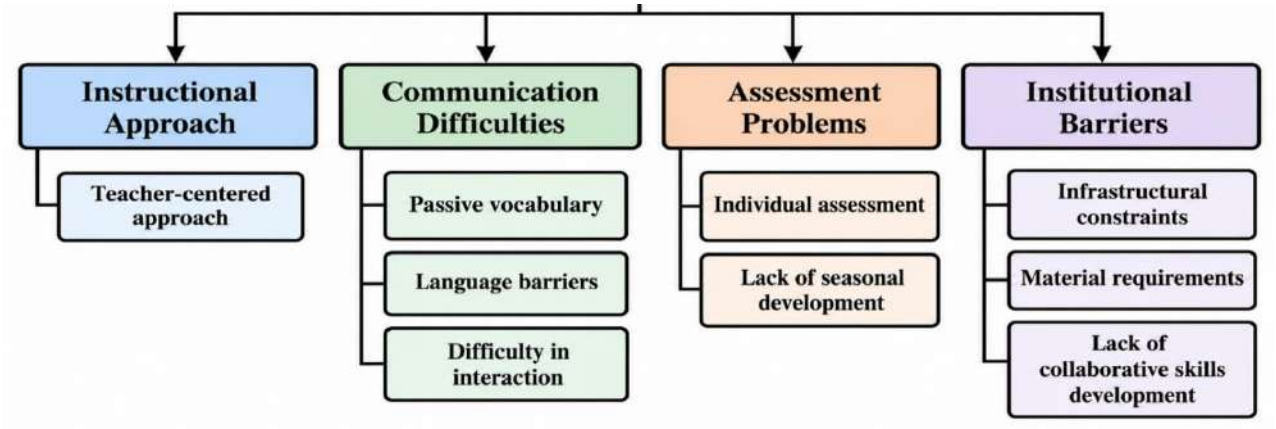
The introduction substantiates the relevance and necessity of the research topic, analyzes the extent to which the problem has been studied, and defines the goal, objectives, object, and subject of the study. Additionally, the alignment of the research with the priority directions of science and technology development in the republic is demonstrated, and information is provided on the scientific novelty, practical results, their reliability, scientific and practical significance, implementation of results into practice, testing, and the structure of the dissertation.

The first chapter of the dissertation, titled **“Theoretical Foundations of Organizing Students’ Academic Activities Based on a Collaborative Approach in English Language Lessons”,** analyzes the methodological and theoretical foundations of collaborative learning, its role in developing students’ academic activities, and the possibilities of its application in English language education.

An analysis of scientific sources on the theory of collaborative learning showed that this pedagogical system serves to create knowledge together, solve problems in cooperation, and develop academic activity. Furthermore, P. Dillenbourg defines collaborative learning as a socio-cognitive process aimed at

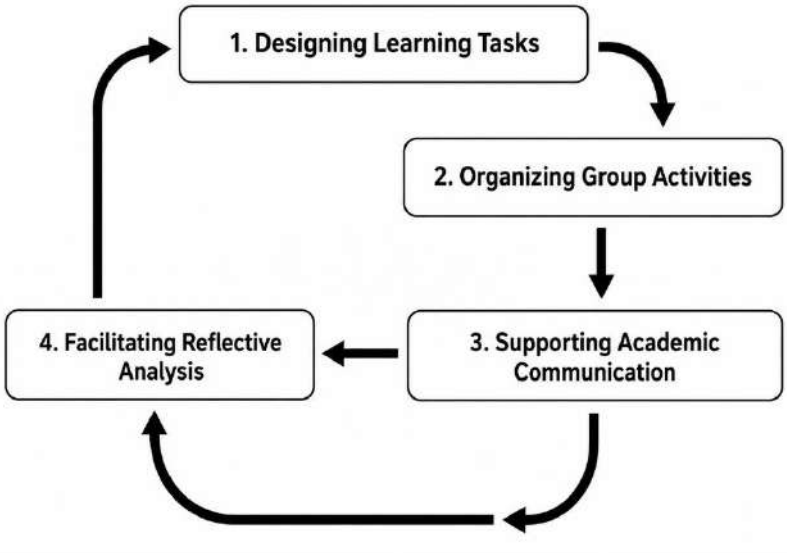
creating knowledge through communication, explanation, and problem-solving in small groups. M. Laal notes that this system develops students' academic, social, and critical thinking skills. The theory developed by D.W. Johnson and R. Johnson substantiates positive interdependence, individual responsibility, supportive communication, and group reflection as the core principles of effective cooperation. L.S. Vygotsky's sociocultural theory explains the formation of knowledge and skills in the process of social communication. Based on the analysis of these approaches, it was determined that the didactic possibilities of collaborative learning are manifested through the components of cooperation, reflection, integration, and transformation.

The problems identified during the analysis of the practical state of collaborative learning in higher education were systematized according to their content. They cover organizational, communicative, assessment, and institutional aspects of the learning process (see Figure 1):



"Figure 1." Main problems encountered in organizing collaborative learning in higher education

The identified problems justify the need for methodological improvement of collaborative learning. This necessity requires, first and foremost, the clarification of the methodological mechanism for organizing students' academic activities. This mechanism includes the following stages (see Figure 2):



"Figure 1." Methodological mechanism of collaborative learning

This methodological mechanism serves to consistently organize the collaborative learning process and ensure the efficiency of students' academic activities.

Collaborative learning is an interactive educational process based on students dividing into small groups and working together toward a common goal, where the main focus is on students exchanging ideas and solving problems together rather than a teacher's lecture. An analysis of scientific approaches to student academic activity has shown that it is a multifaceted pedagogical phenomenon. While J.A. Vankovsky links academic activity to a student's mastery of knowledge, self-confidence, and the ability to learn independently, S. Cassidy and P. Eachus emphasize that it manifests in the combination of objective and subjective indicators. The following table provides a comparative analysis of global and domestic experience according to the main criteria, highlighting their similarities and differences on a scientific basis (see Table 1):

Table 1

Comparative analysis of experience in organizing the educational process based on collaborative learning

Analysis Criteria	International Experience	National (Uzbekistan) Experience	Analytical Conclusion
Conceptual Foundations of Collaborative Learning	Collaborative learning has been established as a systematic model based on social constructivism, sociocultural theory, and Computer-Supported Collaborative Learning (CSCL) concepts.	The collaborative approach is mainly interpreted through methodological recommendations and individual pedagogical technologies.	While collaborative learning has been conceptually institutionalized in international practice, it has not yet been systematized as a comprehensive pedagogical model in national practice.
Digital Collaborative Environment (CSCL)	CSCL environments are designed on the basis of socio-cognitive principles, where technology functions as a supporting tool.	Digital platforms are actively used; however, pedagogical design often lags behind technological implementation.	The main challenge lies not in technology itself, but in pedagogical design and methodological integration.
Assessment System	Diagnostic and formative assessment covering group activities, learning processes, and outcomes is widely applied.	Assessment is primarily focused on final products or project outcomes.	There is a need to develop mechanisms for evaluating the learning process within national practice.
Role of the Teacher	The teacher acts as a facilitator and instructional designer.	The teacher's role is still largely perceived as that of a knowledge provider and controller.	The development of collaborative learning requires a redefinition of the teacher's professional role.
Institutional Support	Collaborative learning is supported through national policies, educational programs, and strategic initiatives.	Separate projects and initiatives exist; however, a unified strategy has not yet been established.	Institutional mechanisms are required for the systematic implementation of collaborative learning.

As a result of the analysis, the need to integrate collaborative learning into the higher education process, effectively organize students' academic activities, improve mechanisms for evaluating processes and results, and develop a methodological model suitable for the modern digital educational environment was identified.

During the study, the academic workload of the subject "English Language Teaching Methodology" in the educational direction 6011800 - "Foreign Language and Literature (English) " was analyzed, and a total academic workload of 120 hours was established for the subject in all three higher educational institutions, and the possibilities of organizing collaborative activities for practical and independent learning sessions were studied.

Table 2

Distribution of educational workload in experimental areas

№	Experimental Site	Lecture	Practical	Seminar	Classroom	Independent study	Total
1	**Navoi State University**	20	20	20	60	60	120
2	**Bukhara State Pedagogical Institute**	22	26	0	48	72	120
3	**Samarkand State Institute of Foreign Languages**	30	30	0	60	60	120

The analysis of the curriculum and syllabus showed that practical classes and independent learning activities contain resources that serve to develop students' academic activity; however, it was established that the mutual integration of these types of activities, the system of collaborative tasks, and process assessment mechanisms are not sufficiently methodologically supported. This necessitated a deeper analysis of the current state of the educational process and the identification of existing methodological problems.

The second chapter of the dissertation, titled **"Methodological Support for Collaborative Teaching in Organizing Students' Academic Activities in English Language Teaching Methodology Lessons",** analyzes the methodological model for organizing students' academic activities based on collaborative learning, its structural components, pedagogical conditions, and practical mechanisms. Additionally, a system of methods serving to organize students' collaborative activities, opportunities for using the digital educational environment, and mechanisms for monitoring and evaluating academic activity have been substantiated.

In order to overcome a number of methodological problems identified during the study, approaches to collaborative learning recommended in modern pedagogical research were analyzed when developing a system of collaborative exercises. Specifically, the principles of organizing collaborative activities, engaging students in active participation, and forming meaningful learning activities based on E.F. Barkley, C.H. Major, and K.P. Cross were adapted to the conditions of English language teaching methodology, and based on these

concepts, improved methods such as SyncLoop Collaboration, CloudConstruct Method, DualPath Inquiry, and CrossVision Rotation were developed and implemented into the educational process (see Table 3).

Table 3

The mechanism of operation of methods used in the system of collaborative exercises

Method	Working Mechanism	Academic Outcomes
SyncLoop Collaboration *(Sequential Integrated Collaboration)*	An academic problem is transferred sequentially among groups. Group 1 identifies the problem, Group 2 analyzes its causes, Group 3 develops possible solutions, and Group 4 selects the most appropriate solution and formulates a general conclusion.	Academic continuity, collective responsibility, problem analysis, reflective thinking
CloudConstruct Method *(Integrative Collaborative Knowledge Construction)*	Each student contributes an individual idea, argument, or experience related to the topic. Group members then discuss, compare, categorize, and synthesize these contributions into a unified academic knowledge framework.	Academic communication, critical thinking, knowledge integration, collaborative knowledge construction
DualPath Inquiry *(Dual-Track Inquiry Analysis)*	Students are divided into two groups and analyze the same academic problem simultaneously using different perspectives. For example, one group examines advantages while the other analyzes limitations. The results are then compared, and an integrated conclusion is developed.	Alternative thinking, academic argumentation, critical analysis, decision-making
CrossVision Rotation *(Multi-Perspective Rotational Analysis)*	Students analyze an academic problem from different social or professional perspectives (e.g., student, teacher, parent, employer, researcher). During the rotation process, groups exchange roles and reconsider the problem from different viewpoints before reaching a common conclusion.	Multi-perspective thinking, empathetic analysis, strategic decision-making, reflective evaluation

The proposed methods served to activate students' collaborative activities, develop reflective analysis, and strengthen academic responsibility. In the process of implementing these methods into practice, it became necessary to identify changes in students' academic performance and evaluate the effectiveness of collaborative activities. In this process, approaches aimed at monitoring and analyzing collaborative activities were studied as a methodological basis, specifically the Activity Analysis (AA) and Collaborative Analysis Tool (ColAT) approaches proposed by N. Avouris, V. Komis, M. Margaritis, and G. Fiotakis; based on this, evaluation criteria were developed and systematized within the framework of CLD–AA–ColAT technology. To digitalize the processes of monitoring and evaluating students' academic performance, not only to manage collaborative activities but also to adapt the learning process to individual characteristics, an electronic platform "Collaborative Learning Development" (CLD) has been developed, integrated with artificial intelligence capabilities. After the teacher defines the lesson topic and task level on the platform, opportunities were created to recommend appropriate collaborative methods and task types

based on artificial intelligence, form students into groups, distribute functional roles, and manage the sequence of activities. (see Table 4).

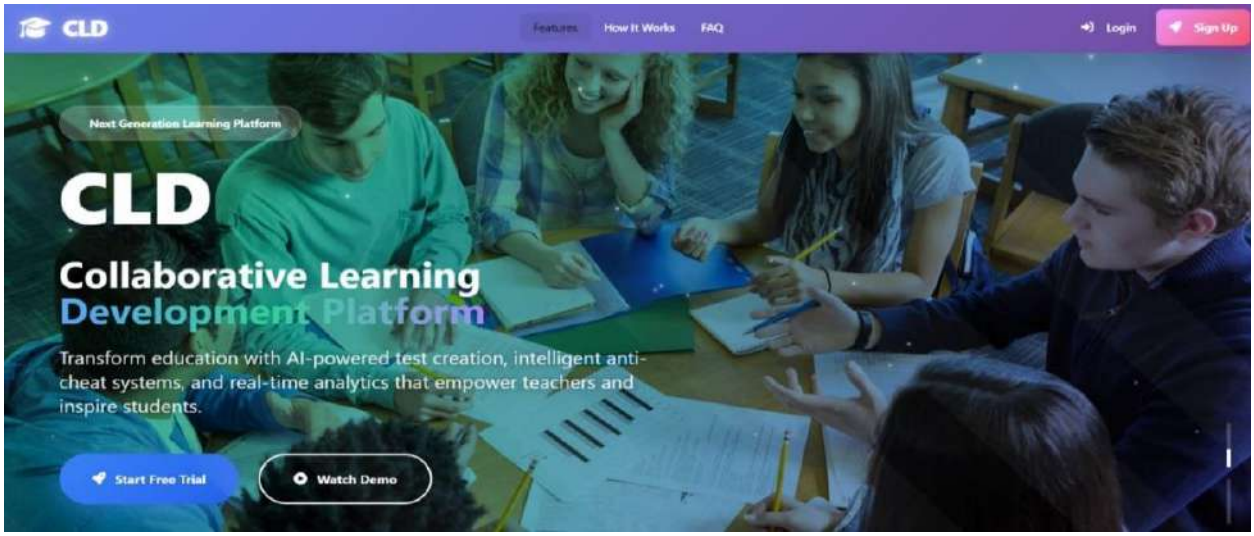
Table 4

Collaborative assignment evaluation criteria

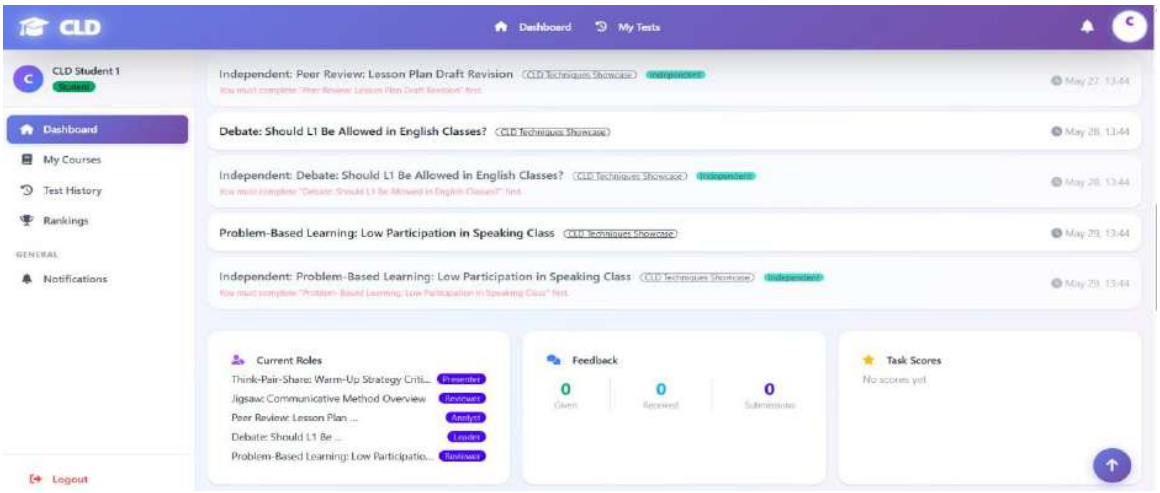
Assessment Component	Overall Weight	Criteria	Internal Weight	Excellent (90–100)	Good (71–89)	Satisfactory (60–70)	Unsatisfactory (0–59)
Individual Academic Activity	**40%**	Intrinsic Motivation and Task Engagement	10%	Highly active and proactive	Active	Occasional participation	Passive
		Individual Contribution	15%	Makes a substantial contribution	Makes an adequate contribution	Limited contribution	No contribution
		Critical and Analytical Thinking (based on AA)	15%	In-depth and well-reasoned analysis	Partial analysis	Superficial analysis	No analysis
Collaborative Task Outcome	**30%**	Quality of Group Work	15%	Excellent quality	Good quality	Average quality	Poor quality
		Creativity and Quality of Methodological Solutions	15%	Innovative and well-justified	Contains methodological ideas	Conventional approach	No solution provided
Collaborative Interaction	**30%**	Quality of Collaboration	10%	Active and effective communication	Adequate communication	Superficial communication	No communication
		Feedback and Reflective Analysis (based on ColAT)	10%	Provides in-depth and well-reasoned reflections	Provides feedback and reflections	Provides superficial reflections	Provides no feedback or reflection
		Timely Completion of Tasks	10%	Completed fully and on time	Completed with minor delays	Completed with significant delays	Not completed

The platform also includes functions for monitoring individual and group student activity, managing independent learning tasks, organizing feedback and reflective activities, comprehensively assessing individual contribution, team

results, and collaborative interaction based on established criteria, and identifying students experiencing difficulties in academic performance. Through the integration of AA (Activity Analysis) and ColAT (Collaboration Analysis Tool) on the CLD platform, it was possible to analyze individual activity, group cooperation, interaction, feedback, and reflective processes (see Figures 3 and 4).



"Figure 3." Collaborative Learning Development (CLD) Platform Homepage (Access Interface) https://cld.com.uz/



"Figure 4." CLD platform student interface

To ensure the practical implementation of the CLD platform, a QR code was developed that provides quick access to it. This tool simplifies the use of the platform's functionality, manages collaborative tasks, and monitors academic performance results (see Figure 5):

"Figure 5." QR code to continue to the platform app

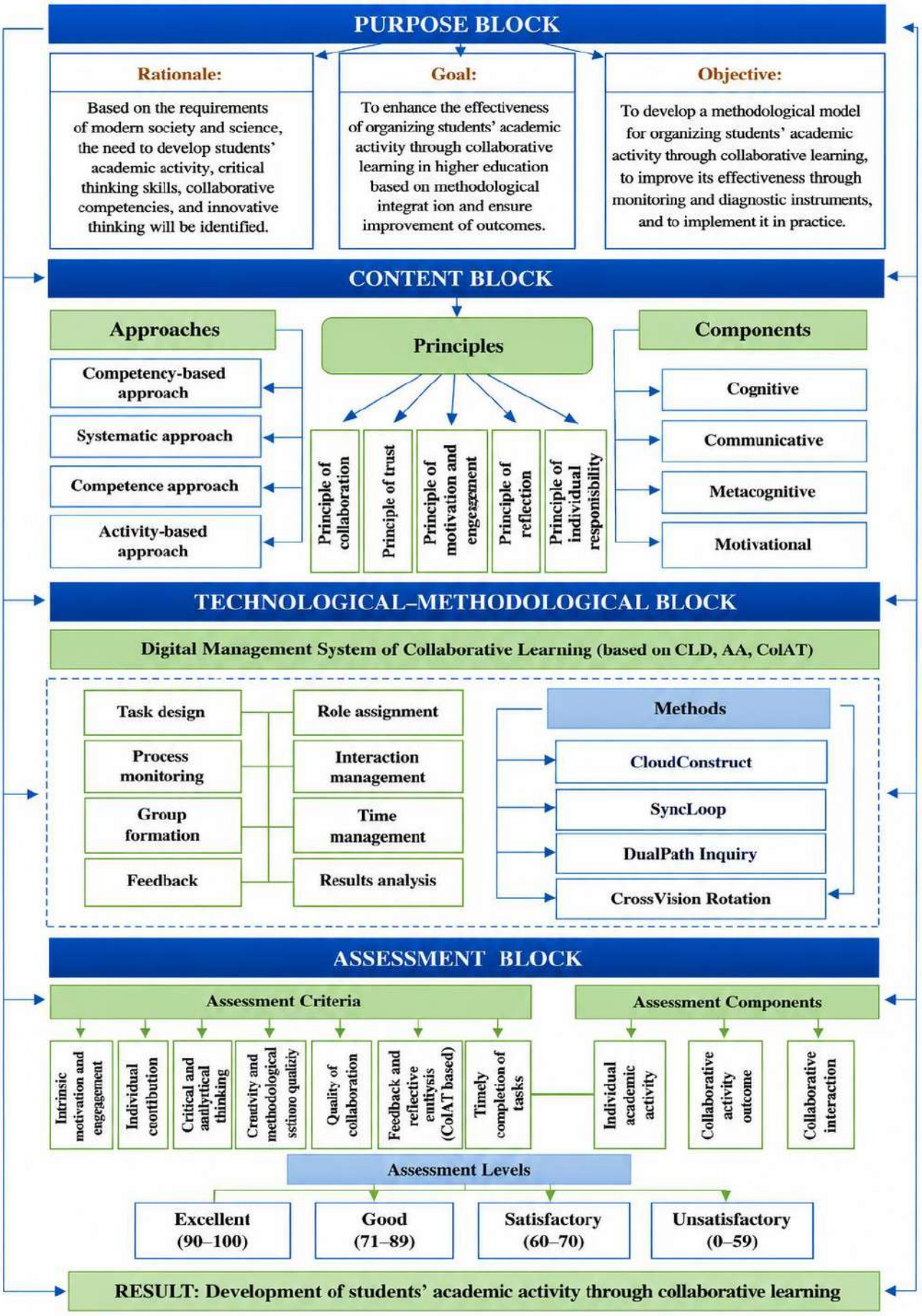
The functional capabilities of the CLD platform made it possible to integrate the stages of organization, monitoring, and evaluation of the collaborative learning process into a single digital environment. As a result, the effectiveness of management, monitoring and analysis of students' academic activities has been increased (Table 4):

Table 4

Functional capabilities of the digital platform and their pedagogical tasks

№	Functional block	The main task of the platform	Methodological task
1	**Collaborative Method Engine**	Selection and application of SyncLoop Collaboration, CloudConstruct Method, DualPath Inquiry, and CrossVision Rotation methods	Organizing students' academic activities based on the author-developed collaborative methods
2	**AI Method Recommendation**	Recommending a collaborative method appropriate to the topic and content of the learning activity	Providing methodological support to teachers in selecting a method appropriate to the learning content
3	**Adaptive Role Assignment**	Assigning roles based on students' activities and participation within the group	Strengthening individual responsibility and ensuring the active participation of all group members
4	**Learning Control & Reflection**	Monitoring the stages of collaborative activities and organizing students' self-reflection on their own learning activities	Ensuring the consistency of learning activities and developing students' awareness of their own learning processes
5	**Independent Learning Module**	Organizing independent learning tasks, monitoring their completion, and recording the results	Harmonizing independent and collaborative academic activities
6	**Integrated Assessment Engine**	Assessing individual academic activity, group work outcomes, and collaborative interaction based on established criteria	Providing a comprehensive assessment of individual contribution, group outcomes, and collaborative activity
7	**Early Warning System**	Identifying decreased activity, incomplete tasks, late submissions, insufficient self-reflection, and problems in collaborative activities	Timely identifying students experiencing difficulties in their learning activities and providing them with pedagogical support
8	**Student Progress Dashboard**	Displaying the results of students' individual, group, and collaborative activities	Enabling students to monitor their academic development and analyze their learning outcomes
9	**Teacher Analytics Dashboard**	Monitoring students' activity, task completion, participation, and other key performance indicators	Enabling teachers to continuously monitor students' academic activities and make appropriate pedagogical decisions
10	**Collaborative Portfolio**	Collecting students' completed tasks, results, feedback, and development dynamics	Systematically documenting students' academic activities and development outcomes
11	**Reporting & Export**	Exporting learning activity and assessment results in Word, PDF, and Excel formats and generating electronic reports	Storing, analyzing, and documenting educational process and experimental results and presenting them in a convenient format for scientific and practical use

The system of collaborative exercises developed during the study, improved methods, evaluation criteria, and the functional capabilities of the CLD platform were summarized through mutual integration. The interconnection and functional tasks of these elements were analyzed, and they were designed as a unified methodological system. As a result, a methodological model for organizing students' academic activities based on collaborative learning was developed.



"Figure 6." Model for organizing students' academic activities based on collaborative learning

This model allows for the purposeful organization of students' academic activities, the management of collaborative learning activities, the development of reflective activity, and the monitoring and evaluation of learning outcomes based on a unified methodological system.

Within the model, the system of collaborative exercises serves as the primary didactic tool for organizing students' academic activities, while the SyncLoop Collaboration, CloudConstruct Method, DualPath Inquiry, and CrossVision Rotation methods serve as the mechanism for implementing this activity in practice. While AA and ColAT technologies provide monitoring and evaluation of academic performance, the CLD platform allows for the management and analysis of all processes within a single digital environment. As a result, the model was formed as an integrated methodological system aimed at increasing students' academic activity, developing collaborative competencies, and ensuring the effectiveness of learning outcomes (see Fig. 6).

The third chapter of the dissertation is titled **"Results of the Experimental Test of the Methodology for Organizing Students' Academic Activities Based on Collaborative Learning",** in which pedagogical experimental work was organized to determine the effectiveness of the developed methodology. Experimental work was organized at Navoi State University, Bukhara State Pedagogical Institute, and Samarkand State Institute of Foreign Languages. A total of 360 students were involved in the research process, of whom 181 were in the experimental group and 179 in the control group. Specifically, 60 students from Navoi State University were recruited into the experimental group and 65 students into the control group; 58 and 62 students from Bukhara State Pedagogical Institute, respectively; and 63 and 52 students from Samarkand State Institute of Foreign Languages. The objectivity and representativeness of the results obtained were ensured due to the fact that the higher education institutions selected as the research base cover different regions and educational environments.

Pedagogical experimental work was organized at the diagnostic-analytical, design, practical implementation, and final evaluation stages. At the initial stage, the state of students' academic activity, the level of practical application of collaborative learning, and existing problems were studied. In the subsequent stages, the developed methodological system was implemented into the educational process, and classes were conducted in the experimental groups based on the *SyncLoop Collaboration, CloudConstruct Method, DualPath Inquiry,* and *CrossVision Rotation* methods.

To determine and evaluate the research results, questionnaires, pedagogical observation, interviews, test tasks, and methods of mathematical and statistical analysis were used. To determine the reliability and statistical significance of the obtained data, the results were processed based on Pearson's x^2 (chi-square)[8] criterion, and a comparative analysis of the indicators of the experimental and control groups was conducted.

The effectiveness of the methodology in pedagogical research is evaluated by comparing the results achieved at the end of the experimental work. Therefore,

[8] Ю.Я. Кацман. "Теория вероятностей, математическая статистика и случайные процессы" Рекомендовано Учебнометодическим объединением по образованию в области прикладной информатики в качестве учебника для студентов, обучающихся по направлению и специальности «Прикладная информатика». Издательство Томского политехнического университета - 2013. Стр-77.

during the study, the dynamics of changes in student results in the control and experimental groups were analyzed in stages, and the determination of the degree of influence of the developed methodological system on academic activity was taken as the main criterion. In the process of statistical verification, a null hypothesis was put forward regarding the absence of a significant difference between the results of the experimental and control groups, as well as an alternative hypothesis regarding the occurrence of a statistically significant difference between the results under the influence of the applied methodological system.

In the calculations, the significance level was taken as α=0.05, and the reliability level of the results was set at 95% (P=0.95). Based on the comparison of empirical and critical values, the statistical reliability of the experimental results was determined, and the effectiveness of the developed methodology was evaluated. When testing the hypotheses, empirical and critical values were compared. were used as criteria for evaluating the results.

x_i^2 critical value of at $\alpha = 0{,}05$ (see Table 6)

Table 6

M-1	1	2	3	4	5
x_i^2	3,84	5,99	7,81	9,49	11,07

Preliminary diagnostic work was conducted to determine the level of initial preparation of the students involved in the experimental and control groups. Based on the results obtained, the indicators of students at the beginning of the experimental work were analyzed, and their distribution is presented in Table 7.

Table 7

Preliminary and final results of students participating in the experimental work

Groups	**number of students**	**Grades**							
		BE	**EE**	**BE**	**EE**	**BE**	**EE**	**BE**	**EE**
		“2”		**“3”**		**“4”**		**“5”**	
Bukhara State Pedagogical Institute									
Experiment	60	20	0	23	12	8	13	9	35
Control	60	23	4	16	17	13	20	8	19
Navoi State University									
Experiment	63	21	0	24	13	9	14	9	36
Control	62	23	4	20	18	10	20	9	20
Samarkand State Institute of Foreign Languages									
Experiment	58	20	0	22	12	8	13	8	33
Control	57	22	3	15	17	14	18	6	19
All regions									
Experiment	181	61	0	69	37	25	40	26	104
Control	179	68	11	51	52	37	58	23	58

The arithmetic mean values and efficiency indicators of the experimental work in the experimental and control groups were calculated as follows:

$$\bar{x} = \frac{1}{T} \cdot \sum_{i=1}^{M} M_i \cdot m_i,$$

$$\bar{y} = \frac{1}{N} \cdot \sum_{i=1}^{M} N_i \cdot n_i,$$

$$\eta = \frac{\bar{x}}{\bar{y}}$$

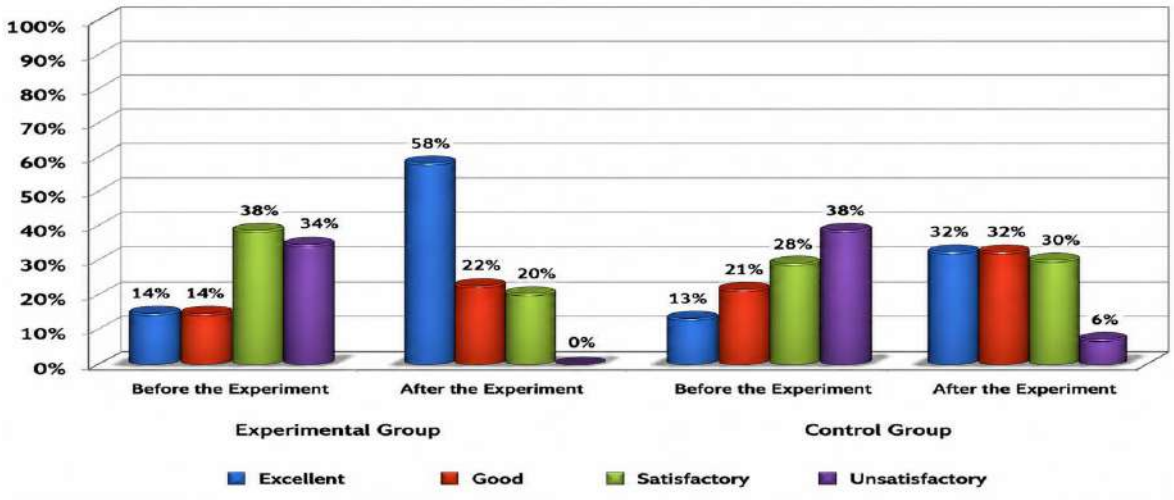
Since $M = 4$ in the experiment, $M - 1 = 3$ it was equal to , and the corresponding critical value $x^2_{0,05} = 7{,}81$ was obtained.

Table 8

Total results of students' experimental work across institutions in the three regions

Education institutions	Indicator	Experimental groups				Control groups			
		Tajriba boshida	%	Tajriba oxirida	%	Tajriba boshida	%	Tajriba oxirida	%
Total across 3 regions	Excellent	26	14	104	58	23	13	58	32
	Good	25	14	40	22	37	21	58	32
	Satisfactory	69	38	37	20	51	28	52	30
	Not satisfactory	61	34	0	0	68	38	11	6
Jami:		181	100	181	100	179	100	179	100

The results obtained for the three regions showed that academic performance indicators in the experimental groups developed in higher dynamics compared to the control groups. This confirms the practical effectiveness of the developed methodology.



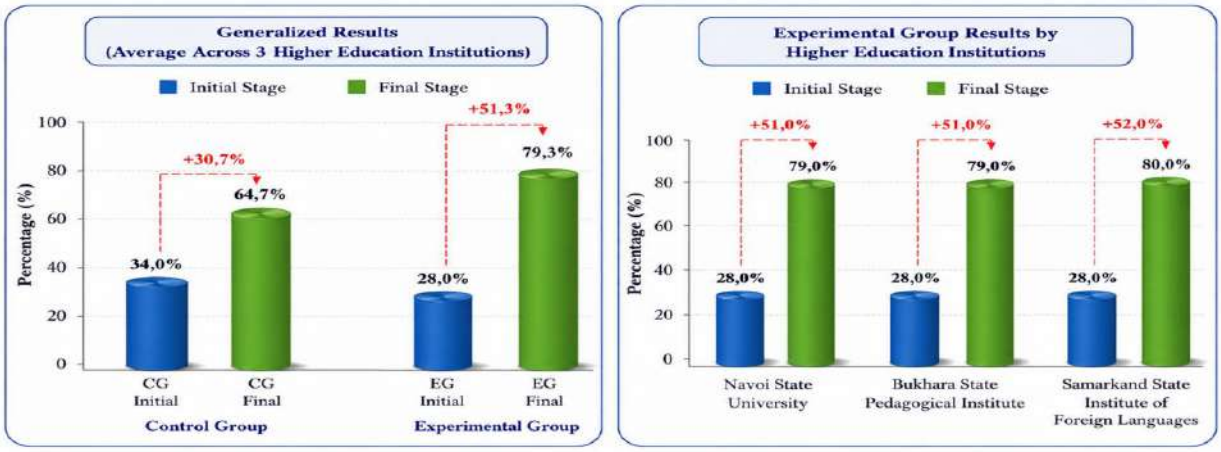
"Figure 7." Diagram of mastery indicators for students who participated in the experimental work conducted in three regions

$$\bar{x} = \frac{1}{T} * \sum_{i=1}^{4} M_i * m_i = \frac{1}{181}\left[2 \cdot 0 + 3 \cdot 37 + 4 \cdot 40 + 5 \cdot 104\right] \approx 4{,}37$$

$$\bar{y} = \frac{1}{N} * \sum_{j=1}^{4} N_j * n_j = \frac{1}{179} \cdot [2 \cdot 11 + 3 \cdot 52 + 4 \cdot 58 + 5 \cdot 58] \approx 3{,}91;$$

Thus, the average mastery in the experimental group was higher than the average mastery in the control group.

$$\bar{x} = 4{,}37 > 3{,}91 = \bar{y}$$



"Figure 8." Dynamics of high-level (excellent and good) results for students in the experimental and control groups across universities (%)

Analysis by higher education institutions showed that positive dynamics were observed in the performance indicators of students in the experimental and control groups. Specifically, the share of Excellent and Good results in the experimental groups increased from an average of 28.0 percent to 79.3 percent, representing a 51.3 percent increase. In the control groups, this indicator increased from 34.0% to 64.7%, with a growth of 30.7%. It was also established that in the experimental group, the share of Excellent and Good results increased from 28.0% to 79.0% at Navoi State University and Bukhara State Pedagogical Institute, and from 28.0% to 80.0% at Samarkand State Institute of Foreign Languages.

From the above results, it was revealed that the indicators in the experimental group were 12% higher than in the control group.

CONCLUSION

This study is aimed at solving the problem of effective organization and improvement of students' academic activities based on collaborative learning in the higher education system, in which scientific and methodological solutions have been developed in combination with modern pedagogical approaches, national and international experience, and digital technologies. Based on the research results, the following general conclusions were drawn:

1. As a result of the analysis of the theoretical foundations of collaborative learning and scientific approaches to students' academic activities, it has been proven that the effectiveness of academic activity is determined by the mutual harmony of cooperation, reflection, integration, and transformation components. The pedagogical content and interconnection of these components have been clarified.

2. An analysis of higher education practice revealed uneven participation in organizing students' academic activities, difficulties in assessing individual

contribution, weak reflective activity, and an insufficient level of monitoring mechanisms. These problems were systematized, and a methodological solution aimed at their elimination was developed.

3. Based on the improvement of existing methods and technologies for collaborative learning, methods such as SyncLoop Collaboration, CloudConstruct Method, DualPath Inquiry, and CrossVision Rotation have been developed. These methods serve to organize students' collaborative activities, develop critical thinking, and increase academic activity.

4. Diagnostic criteria for assessing students' academic performance have been developed based on the components of individual academic activity, the result of collective activity, and collaborative interaction, and the evaluation criteria have been systematized based on CLD-AA-ColAT technology.

5. In order to digitalize the processes of monitoring, evaluating, and managing students' academic activities, the electronic platform "Collaborative Learning Development" (CLD) was created. It was determined that the functional capabilities of the platform allow for the automation of processes for organizing collaborative activities, monitoring, and analyzing results.

6. A methodological model for organizing students' academic activities based on collaborative learning has been developed. An organic connection between the target, content, technological-methodological, and evaluation blocks of the model was ensured, and the stages of planning, organizing, monitoring, and evaluating the educational process were integrated.

7. The results of the pedagogical experimental work confirmed that the developed methodology had a positive impact on the development of students' academic activity, cooperation skills, reflexive activity, and learning outcomes. Positive dynamic changes were observed in the indicators of the experimental group.

8. The research results showed that the developed methodological system for organizing students' academic activities based on collaborative learning is a theoretically sound, practically effective, and ready-made pedagogical solution for implementation in higher education practice.

RECOMENDATIONS

1. It is recommended to systematically implement collaborative learning approaches based on the components of cooperation, reflection, integration, and transformation into the educational process when organizing students' academic activities in higher education institutions.

2. It is advisable to develop students' academic activity, critical thinking, and collaborative competencies through the use of methods such as SyncLoop Collaboration, CloudConstruct Method, DualPath Inquiry, and CrossVision Rotation in teaching English language teaching methodology and related subjects.

3. It is recommended to ensure the objectivity and transparency of assessment through the use of CLD-AA-ColAT technology and the "Collaborative Learning Development" (CLD) platform in the processes of monitoring, evaluating, and managing students' academic performance.

4. Based on the developed methodological model, it is advisable to adapt and implement mechanisms for organizing collaborative learning into the practice of teaching pedagogy, philology, foreign languages, and other socio-humanitarian disciplines.

НАУЧНЫЙ СОВЕТ PhD.03/2025.27.12.Ped.08.05 ПО ПРИСУЖДЕНИЮ УЧЕНЫХ СТЕПЕНЕЙ ПРИ БУХАРСКОМ ГОСУДАРСТВЕННОМ УНИВЕРСИТЕТЕ

НАВОИЙСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

ХАЛИЛОВА НАСИБА ДЖАМОЛОВНА

СОВЕРШЕНСТВОВАНИЕ МЕТОДИКИ ОРГАНИЗАЦИИ АКАДЕМИЧЕСКОЙ ДЕЯТЕЛЬНОСТИ СТУДЕНТОВ НА ОСНОВЕ КОЛЛАБОРАТИВНОГО ОБУЧЕНИЯ В ВЫСШЕМ ОБРАЗОВАНИИ (на примере уроков английского языка)

13.00.02- Теория и методика обучения и воспитания (английский язык)

АВТОРЕФЕРАТ ДИССЕРТАЦИИ доктора философии (PhD) по ПЕДАГОГИЧЕСКИМ НАУКАМ

Бухара - 2026

Тема диссертационного исследования на соискание учёной степени доктора философии (PhD) прошла государственную регистрацию в Высшей аттестационной комиссии при Академии наук Республики Узбекистан под регистрационным номером B2025.3.PhD/Ped11020.

Диссертация выполнена в Навоийском государственном университете.

Автореферат диссертации на трёх языках (узбекском, русском и английском (резюме)) размещён на веб-сайте Научного совета (www.buxdu.uz), а также на информационно-образовательном портале «Ziyonet.uz» (www.ziyonet.uz).

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	Садиков Эркин Турсунович доктор философии (PhD) по педагогическим наукам, доцент
Ведущая организация:	**Каттакурганский государственный педагогический институт**

Защита диссертации состоится 10 ноября 2026 года в 09.00 часов на заседании Научного совета PhD.03/2025.27.12.Ped.08.05 при Бухарском государственном университете (Адрес: 200118, г. Бухара, ул. М. Икбола, дом 11. Тел.: (0365) 221-29-14; факс: (0365) 221-57-27; e-mail: buxdu_rektor@buxdu.uz)

С диссертацией можно ознакомиться в Информационно-ресурсном центре Бухарского государственного университета (зарегистрирована под №07/1081). Адрес: 200118, г. Бухара, ул. М. Икбола, дом 11.Тел.: +99865 221-29-14.

Автореферат диссертации разослан 29 октября 2026 года.

(пртокол реестра рассылки №23 от 29 октября 2026 года).

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ВВЕДЕНИЕ (аннотация диссертации доктора философии (PhD))

Целью исследования является разработка предложений и рекомендаций по совершенствованию методики организации академической деятельности студентов на основе коллаборативного обучения на уроках английского языка в высших учебных заведениях.

Объектом исследования является процесс организации академической деятельности студентов 3-го курса направления образования “Иностранный язык и литература” на основе коллаборативного обучения, в исследовании приняли участие 360 студентов из Навоийского государственного университета, Бухарского государственного педагогического института и Самаркандского государственного института иностранных языков.

Предметом исследования являются формы, методы, средства и технологии эффективной организации академической деятельности студентов на основе коллаборативного обучения на уроках английского языка.

Научная новизна исследования состоит в следующем:

определены дидактические возможности организации академической деятельности студентов на основе коллаборативного обучения на уроках английского языка, механизм работы как педагогической системы функциональной взаимосвязи путем интеграции компонентов сотрудничества, рефлексии, интеграции и трансформации;

усовершенствовано содержание коллаборативного обучения в организации академической деятельности на уроках английского языка на основе творческого подхода на основе интеграции методов SyncLoop Collaboration, CloudConstruct Method, DualPath Inquiry и CrossVision Rotation в учебный процесс;

усовершенствована интегративная модель организации академической деятельности студентов на основе коллаборативного обучения на уроках английского языка в высших учебных заведениях на основе процессов оценки и управления, развития критического мышления и развития компетенций коллективного принятия решений на основе приоритетности платформы “Collaborative Learning Development” (CLD) и навыков “Activity Analysis” (AA) и “Collaborative Analysis Tool” (ColAT);

разработаны предложения и рекомендации на основе интеграции целевого, содержательного, технологически-методического и оценочного компонентов эффективности организации академической деятельности студентов на основе коллаборативного обучения, а также преемственности между этапами планирования, организации и мониторинга учебного процесса.

Внедрение результатов исследования. На основе полученных научных результатов по совершенствованию методики организации академической деятельности студентов на основе коллаборативного обучения в высшем образовании:

дидактические возможности организации академической деятельности студентов на основе коллаборативного обучения на уроках английского языка; научные выводы о функциональной взаимосвязи работы как педагогической системы путем интеграции компонентов сотрудничества, рефлексии, интеграции и трансформации были использованы в практическом проекте AM-FZ-201908172 на тему “Создание образовательного корпуса узбекского языка”, реализованном в рамках государственной научно-технической программы на 2020–2023 годы в Ташкентском государственном университете узбекского языка и литературы имени Алишера Навои (справка Ташкентского государственного университета узбекского языка и литературы имени Алишера Навои № 04/1-1116 от 25 февраля 2026 года). В результате было усовершенствовано содержание организации академической деятельности студентов на основе коллаборативного обучения;

научно-методические рекомендации по интеграции методов SyncLoop Collaboration, CloudConstruct Method, DualPath Inquiry и CrossVision Rotation в учебный процесс на основе творческого подхода к содержанию совместного обучения при организации академической деятельности на уроках английского языка были использованы в деятельности международного проекта, реализованного совместно с итальянским университетом Ca’ Foscari в рамках программы Erasmus+ International Credit Mobility Key Action 1 - Mobility for learners and staff - Mobility for higher education student and staff, реализованной в 2022-2025 годах в Ташкентском государственном университете узбекского языка и литературы имени Алишера Навои (справка Ташкентского государственного университета узбекского языка и литературы имени Алишера Навои № 04/1-11178 от 25 февраля 2026 года). В результате расширены научно-методические возможности, направленные на модернизацию учебного процесса в организации академической деятельности студентов;

интегративная модель организации академической деятельности студентов на основе коллаборативного обучения на уроках английского языка в высших учебных заведениях процессы оценки и управления, развитие критического мышления и развитие компетенций коллективного принятия решений “Платформа Collaborative Learning Development” (CLD), а также результаты исследования по приоритетности навыков “Activity Analysis” (AA) и “Collaborative Analysis Tool” (ColAT) были использованы в деятельности Центра исследований развития высшего образования Министерства высшего образования, науки и инноваций (справка № 02/01-01-617 Центра исследований развития высшего образования от 23 декабря 2025 года). В результате была усовершенствована учебная программа дисциплины “Методика преподавания английского языка” по направлению образования “Иностранный язык и литература.”

научные выводы об эффективности организации академической деятельности студентов на основе коллаборативного обучения, интеграции целевого, содержательного, технологически-методического и оценочного компонентов, а также преемственности между этапами планирования,

организации и мониторинга учебного процесса были использованы при разработке учебного пособия “Speech Etiquette (Educational Manual-Part I)” (Справка Министерства высшего образования, науки и инноваций Республики Узбекистан № 6949-496a-8326-5170-2888-0659-9237 от 17 августа 2026 года).

В результате гармонизированы цели, содержание, технологические, методические и оценочные компоненты процессов организации академической деятельности студентов, расширены возможности системного управления учебным процессом, повышения академической активности студентов и обеспечения результативности образования.

Структура и объем диссертации. Диссертация состоит из введения, трех глав, заключения и рекомендаций, списка использованной литературы и приложений, общий объем составляет 139 страниц.

E’LON QILINGAN ISHLAR RO‘YXATI
СПИСОК ОПУБЛИКОВАННЫХ РАБОТ
LIST OF PUBLISHED WORKS

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Avtoreferat “Durdona” nashriyotida tahrirdan o‘tkazildi
hamda o‘zbek, rus va ingliz tillaridagi matnlarini mosligi tekshirildi.



Bosishga ruxsat etildi: 29.10.2026. Bichimi: 60x84 1/16.
“Times New Roman” garniturada raqamli bosma usulda bosildi.
Shartli bosma tabog‘i: 3.5. Adadi 100. Buyurtma № 275.
Guvohnoma AI №178.08.12.2010

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