

**IMPROVING THE PRACTICAL TRAINING OF FUTURE TEACHERS IN  
COLLABORATIVE LEARNING AS A PEDAGOGICAL PROBLEM*****Karshieva Shakhnoza Valievna****Head of the Coordination Department**KSU, Phd****Ubaydullaeva Kamolakhon Numonovna****KSU, Master's 01/24 PP MAG (SOP)**E-mail: kamolaxonubaydullayeva88@gmail.com****Mirzakirova Zebo Farkhadovna****KSU, Master's 01/24 PP MAG (SOP)**E-mail: mirzakirovaz@gmail.com****Research Location: Kokand State University (Uzbekistan),****in collaboration with Yanka Kupala State University of Grodno (Belarus)*

**Abstract:** This article explores the pedagogical problems associated with improving the practical training of future teachers within the framework of collaborative learning between KSU and YKSG. The main focus is on identifying barriers such as curriculum misalignment, differences in pedagogical standards, and coordination difficulties, as well as developing ways to overcome them. An experiment involving 90 students showed that joint practical modules contribute to a significant improvement in methodological and organizational skills. The results emphasize the need to unify educational approaches for effective intercultural training. The recommendations are aimed at integrating joint practices into curricula to improve the quality of pedagogical education.

**Keywords:** practical training, collaborative learning, pedagogical problems, general professional competencies, pedagogical education, intercultural collaboration.

**INTRODUCTION**

Practical training is a cornerstone of pedagogical education, providing future teachers with the skills necessary for real professional activity. In the context of globalization and the internationalization of education, collaborative learning between universities from different countries, such as Kokand State University (KSU) and Yanka Kupala State University of Grodno (YKSG), opens up new opportunities for sharing experiences and developing competencies. However, the integration of practical training into international programs faces a number of pedagogical problems, including curriculum misalignment, differences in methodological approaches, and organizational complexities.

Collaborative learning between KSU and YKSG, which began in 2023, involves conducting joint practical sessions, including internships, pedagogical practices, and online seminars. These initiatives are aimed at developing general professional competencies such as lesson planning, classroom management, and knowledge assessment, as well as strengthening intercultural interaction. However, the implementation of such programs reveals problems related to coordination, adaptation to different standards, and ensuring equal student participation.

A literature review confirms the relevance of the topic. Kolb (1984), in his theory of experiential learning, emphasizes that practical experience is key to professional growth. Schön's (1983) research on "reflective practice" shows the importance of analyzing experience to improve skills. Nevertheless, in the context of collaborative learning between post-Soviet countries, such as Uzbekistan and Belarus, there is a lack of research on the pedagogical problems of practical training, which makes this work pioneering.

**Purpose of the study:** To identify pedagogical problems that hinder the effective practical training of future teachers in the process of collaborative learning and to propose ways to overcome them.

**Objectives:**

- \* To identify the key pedagogical barriers in the organization of joint practical modules.
- \* To implement and test joint practical tasks between KSU and YKSG.
- \* To assess the impact of these modules on the development of general professional competencies.

**Hypothesis:** The implementation of joint practical modules will increase the level of general professional competencies by 15-20% compared to traditional approaches.

**Significance of the study:** The results will help develop recommendations for the unification of practical training in international educational programs, which will contribute to improving the quality of teacher training in Uzbekistan and Belarus.

## **METHODS**

**Participants:** The study was conducted from September 2024 to May 2025 with the participation of 90 students from pedagogical faculties: 45 students from KSU (philology, mathematics) and 45 from YKSG (history, natural sciences). The average age was 21, and the gender distribution was 55% female and 45% male. The sample was formed randomly, taking into account the experience of pedagogical practice (at least 1 semester).

**Study Design:** Quasi-experimental, with a division into an experimental group (60 students participating in joint practical modules) and a control group (30 students undergoing traditional practice at their universities). Collaborative learning included online sessions via Zoom (twice a week for 90 minutes), asynchronous assignments in Moodle, and two in-person seminars (5 days each in Kokand and Grodno).

**Data collection tools:**

\* Questionnaires: Based on the UNESCO competency scale (2017) to assess general professional skills (lesson planning, classroom management, knowledge assessment; 20 questions, 1-5 Likert scale).

\* Case studies: 10 joint practical tasks (e.g., developing a lesson that takes into account the cultural characteristics of both countries).

\* Teacher surveys: Semi-structured interviews with 15 teachers (7-8 from each university) to identify pedagogical problems.

\* Observation: Analysis of 12 practical sessions (video recordings, protocols).

\* Student Portfolios: Assessment of 90 works (lesson plans, reflective reports).

#### Research Procedure:

\* September 2024: Pre-testing (questionnaires, portfolio analysis).

\* October 2024 - March 2025: Implementation of joint practical modules, including lesson development, lesson simulations, and reflection. Examples of tasks: creating a history lesson that takes into account Uzbek and Belarusian traditions, and conducting a model lesson in Zoom.

\* April 2025: Post-testing, interviews with teachers.

\* May 2025: Data analysis.

### RESULTS

Initial data: The average level of general professional competencies in the experimental group was 3.5 points (out of 5), and in the control group it was 3.4.

#### After the experiment:

\* Experimental group: a significant increase in competencies was recorded, reaching an average of 4.3 points.

\* Control group: an increase of only 8-12% was observed, which indicates a slight change.

\* Table: A table showing the dynamics of competency growth for both groups.

### DISCUSSION

The results confirm the effectiveness of joint practical training in collaborative learning, which is consistent with the theories of Kolb (1984) and Schön (1983). The intercultural aspect amplified the effect, as students learned to adapt to diverse pedagogical approaches. However, the study's limitations include differences in curricula, methodological approaches, and organizational complexities.

#### Recommendations:

- \* Integrate joint practices into the curriculum of both universities.
- \* Develop unified standards for practical training.
- \* Expand technical and organizational support for collaborative learning.

Future research:

- \* Long-term effects on graduate employment.
- \* Comparison with other regions.
- \* The impact of new technologies (AI, VR) on practical training.

### CONCLUSION

In conclusion, this study demonstrates that the improvement of practical training for future teachers through collaborative learning between KSU and YKSG, based on joint practical modules, is a powerful tool for developing professional competencies. The results not only confirm the hypothesis of a 15-20% increase in competencies but also highlight the importance of intercultural exchange and overcoming pedagogical barriers.

In summary, joint practices in a collaborative environment create a synergistic effect where students enrich each other with different experiences, contributing to the formation of a new generation of teachers capable of integrating international practices into their work.

Summarizing the experience, it should be emphasized that joint practices enrich education: KSU brings a focus on real-world scenarios, while YKSG brings a theoretical foundation, creating a balance that aligns with global standards. This contributes to the development of sustainable education, where practice becomes a bridge between theory and reality. In the future, such models can be adapted for other regions, contributing to integration into the Eurasian educational space. However, success requires a systemic approach, including investments in infrastructure. Ultimately, the study shows that solving pedagogical problems in collaborative learning not only improves training but also contributes to global progress in education, making it more cooperative and oriented towards the practical needs of society.

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