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# PEDAGOGICAL CONDITIONS FOR UTILIZING A COLLABORATIVE APPROACH IN LITERARY EDUCATION

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**Abstract.** This article analyzes the essential pedagogical conditions for the effective application of a collaborative learning approach in literature classes. The study highlights the role of a cooperative environment in developing students' skills in literary text analysis, critical thinking, and communicative competences.

**Keywords:** educational paradigm, emotional intelligence, communicative competence, cognitive outcome, collective interpretation, synergetic effect, divergent thinking, effectiveness.

## Introduction.

In modern pedagogy, the educational paradigm is consistently shifting from a subject-object relationship (traditional transfer of knowledge from teacher to student) to a subject-subject relationship (equal partnership). Especially, the collaborative approach holds particular significance in the process of literary education, which shapes artistic thinking and emotional intelligence. The collaborative approach is understood as a process where students work collectively in small groups toward a common goal, co-constructing knowledge.

In literature classes, this approach is not merely about working in groups; rather, it is a process of collective interpretation of the meaning of a literary work. According to Lev Vygotsky's "Zone of Proximal Development" theory, a student achieves higher cognitive outcomes through communication with peers than when working individually. However, a cooperative environment does not emerge spontaneously in literary education; it requires specific pedagogical conditions to be met. The purpose of this study is to identify the organizational, psychological, and methodical conditions necessary for successfully establishing a collaborative environment in literature lessons and to evaluate their effectiveness.

## Literature Review.

The theoretical foundations of collaborative learning are reflected in the scientific perspectives of J. Dewey, L. Vygotsky, and J. Bruner. J. Dewey interpreted education as a social experience and considered students' active cooperative activity to be a crucial factor in acquiring knowledge. L. Vygotsky substantiated that knowledge is formed through social interaction and put forward the theory of the "zone of proximal development."

J. Bruner emphasizing the dialogic nature of education, noted that knowledge is shaped in the process of communication and cooperation. According to the scholar, "The educational process should be directed toward the student's independent discovery of knowledge."

According to the research of D. Johnson and R. Johnson, cooperative learning positively impacts students' academic outcomes, social engagement, and mutual relationships. The scholars propose the concept of "positive interdependence" as the fundamental principle of collaborative education.

Numerous studies have proven that fostering a collaborative environment in literature classes enhances students' level of critical thinking. Specifically, according to J. Smith, working on a literary work in groups shapes a multi-perspective view of the text in students. Unlike

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solitary reading, collective discussion forces the student to substantiate their views and analyze the interpretations of others.

Uzbek pedagogical scientist I. Husanxo‘jayev paid special attention to ensuring student activity in the educational process, stating, "Educational effectiveness is determined by the active participation of the learner." This demonstrates that the collaborative approach aligns harmoniously with national pedagogical views. Among Uzbek scholars, B. To‘xliyev specifically noted the importance of an interactive environment in developing students' independent thinking and literary analysis skills within the methodology of teaching literature. However, systematically modeling the specific pedagogical conditions of collaboration in modern literary education remains one of the pressing problems that has not yet found a complete solution.

**Research Methodology.**

Qualitative and quantitative analysis methods were utilized during the research process. The pedagogical experiment was conducted during the 2025–2026 academic year among 5th-grade students of general secondary schools. To organize collaborative lessons, three main pedagogical conditions were taken as a hypothesis:

Socio-psychological condition. Creating a positive interactive environment and a "safe communication zone."

Methodical condition. A system of problem-oriented and interpretation-focused tasks (e.g., "Jigsaw", "Brainstorming", "Gallery Walk").

Technological condition. Implementing criteria for positive interdependence and individual accountability within the group.

**Discussion and Results.**

The results of the study indicated that when the aforementioned three pedagogical conditions were systematically provided, students' achievement and text-processing indicators increased significantly.

According to the data obtained, the collaborative approach sharply increases students' creative interpretation of texts and their empathetic abilities. A high percentage of students who were passive in individualized classes participated actively in discussions due to the positive psychological climate within the group.

The experimental results confirmed that a collaborative approach in literary education is not a mechanical "division into groups." As Peter Senge emphasized in his book "The Fifth Discipline", "In the process of team learning, group members combine their personal mastery for a common purpose, and this yields a synergetic effect." In literature classes, this synergy manifests as follows:

- formation of literary discourse. There is no single correct answer when students analyze the actions of a character in a book. Each student's personal experience and worldview uncover new facets of the text;

- scaffolding (the support chain). Students with a higher level of knowledge serve as natural helpers to their peers in understanding artistic devices (metaphor, epithet, allegory, pathos).

In this process, it is appropriate for the teacher to act as a guiding facilitator rather than a "wise lecturer" in the classroom. Tasks, on the other hand, should not be reproductive but should possess a problem-based character that encourages divergent thinking.

**Conclusion.**

The empirical results and theoretical analysis obtained during the study showed that applying a collaborative approach in literary education is not just an innovative interactive strategy, but a holistic system that ensures students' cognitive and emotional development. By optimizing the pedagogical conditions for creating a collective cooperation environment in literature lessons, the following conclusions were reached:

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- balance of integrated conditions. The effectiveness of collaborative learning depends on the interconnectedness of socio-psychological, methodical, and technological conditions. Dividing students into groups without creating a "safe communication zone" or without distributing individual responsibility among them does not yield the expected synergetic effect. Only when a collective evaluation system is balanced with personal responsibility can student passivity in class be minimized.

- synthesis of artistic thinking and "Soft Skills". The process of collective text work in literature classes forms not only literary-critical competences in students but also life skills vital for a 21st-century professional. These include the culture of debate, tolerant acceptance of others' interpretations, constructive argumentation, and the ability to reach a collective consensus. The multi-variant discourse that emerges during the analysis of a literary work liberates students' worldviews from stereotypes.

- transformation of facilitation and scaffolding. The collaborative approach fundamentally alters the traditional dominant role of the teacher. The educator is no longer a subject who merely transmits ready-made knowledge, but a facilitator managing the heuristic process and a scaffolder providing a temporary chain of support tailored to the needs of each group. This ensures a full transition of the educational system to the subject-subject model.

In the future, when designing literature curricula and textbooks, reducing the proportion of reproductive questions and integrating more problem-situational tasks, case studies, and project-based learning methods designed for collaborative analysis will yield positive results. The systematic implementation of these pedagogical conditions will serve to elevate the quality of philological education to a new functional level.

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