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PEDAGOGICAL FOUNDATIONS OF GROUP WORK ORGANIZATION IN ELEMENTARY SCHOOL

Annotation. The present article deals with the problems arising from the psychological-pedagogical foundations of the organization of group work in school. The aim study is to establish the main definitions, principles and approaches that contribute to the successful implementation of effective group work in the learning process of elementary school. The realization of this goal involves the development of psychological and pedagogical techniques aimed at the formation of skills of constructive communication and teamwork, to activate cognition in primary school students. Scientific and practical significance of the work is expressed in the results obtained. The results of observation confirm the necessity of group interaction in junior schoolchildren and emphasize the importance of specially organized work. Questioning of teachers and parents of elementary school children were indicated that the special influence of age psychology of younger schoolchildren on their productivity in the course of joint or group learning activities. The proposed recommendations are aimed at the implementation in practice of the pedagogical principle of the teacher's organization of teamwork in the primary grades, with reliance on the individual-psychological characteristics of students and to create more comfortable conditions for a fuller disclosure of talents and abilities of each child. Experimental application of the technique in practice showed a positive effect in children in the experimental group, as they increased the indicators of motivation, social adaptation, decreased anxiety, improved emotional atmosphere, which confirms the hypothesis of the study and indicates the value of the study in pedagogy and psychology of elementary school.

Keywords: group work, elementary school, age features, teacher, motivation, anxiety, psychological atmosphere.

Introduction

The relevance of the study of problems arising from the psychological and pedagogical foundations of the organization of group work in elementary school is due to the need to form social and communicative competencies in children, successful socialization of junior schoolchildren and their comprehension of the required learning skills. Currently, Kazakhstani elementary schools are increasingly focused on the development of such an important skill in junior schoolchildren as cooperation with classmates, not just for

communication, but in order to jointly solve learning problems in subjects. Since it is such skills that become the basis for the effective functioning of their organized personality, able to live in modern society.

Despite the presence of works of scientists and practitioners in pedagogy and psychology in the field of collective activity, the problem of optimal organization of group work in elementary school remains insufficiently studied. In addition, psychological and pedagogical practice shows that the effectiveness of the educational process in elementary school depends significantly on the successful and competent selection of methods and tools of group work, taking into account the age characteristics and individual differences of junior school students.

The purpose of the study is to identify the main definitions, principles and approaches that contribute to the successful implementation of effective group work in the learning process of elementary school. The realization of this goal involves the development of psychological and pedagogical techniques aimed at the formation of skills of constructive communication and teamwork, to activate cognition in primary school students, and to create conditions for each child regarding personal growth.

Within their framework, the following research objectives were set:

- study of theoretical and methodological definitions and bases on the organization of group work in elementary school;
- identification of the peculiarities of age psychology of younger schoolchildren and their influence on productivity in the course of joint or group learning activities;
- development of practical recommendations on the application of group forms of teaching and education in elementary school and determination of their effectiveness.

The scientific novelty of the study lies in the complex analysis and evaluation of interrelations between the age and individual-psychological characteristics of younger schoolchildren, when organizing group forms of learning interaction for them. The work also puts a special emphasis on the role of the teacher in the process of designing and conducting group classes, which are designed to direct their efforts to create a comfortable team educational environment for primary school children, which will develop children's social skills and communicative competence.

The object of the study is the educational process of elementary school. Subject – organization of group work of junior school students.

The analysis of scientific literature confirms the presence of interest of Kazakhstani and foreign authors to the issues of group interpersonal interaction in educational institutions. However, many issues on this topic remain unresolved and require further comprehension and experimental verification. For example, there is a lack of empirical studies to determine the effectiveness of different kinds of group work models among Kazakhstani and foreign elementary schools.

The present study is based on the generally accepted methods of scientific knowledge, including theoretical analysis of psychological and pedagogical literature, observation, questionnaires, testing, experimental and experimental verification of the proposed methods.

The hypothesis of the study is based on the assumption that if group work is well organized, it will contribute to increasing the level of motivation for learning, improving social adaptation, reducing anxiety and creating a positive emotional environment in the classroom.

The significance of the conducted research is expressed in the development of methods and tools of group work in elementary school. The results obtained in the course of the study are important for improving the pedagogical skills of elementary school teachers, developing innovative methodological aids aimed at educating elementary school students to be harmonious individuals with a developed sense of responsibility to the group, independence and ability to adapt to society.

Materials and methods

The main sources of information in the study of theoretical and methodological definitions and grounds for the organization of group work in elementary school were works on pedagogical theory (textbooks, monographs, scientific articles and dissertations on the problems of the organization of the educational process and educational group work in elementary school) and psychological literature (studies of cognitive and behavioral characteristics of junior schoolchildren and characteristics of group behavior, the influence of the collective on the individual development of the child). And also normative acts of the Republic of Kazakhstan, methodological recommendations of the Ministry of Education of Kazakhstan and similar documents of other countries, focused on the organization of group work within the framework of elementary school. The research methods were theoretical analysis of literature.

Monographs, textbooks, publications, articles and scientific works covering the theory of child psychology, stages of development of a child of primary school age, aspects of social interaction, mechanisms of knowledge assimilation and development of a child's personality also became the materials of the research in revealing the peculiarities of age psychology of junior schoolchildren and their influence on productivity in the course of joint or group learning activities. Documents of state and departmental bodies concerning the content of primary education, goals and objectives of primary school training, and recommendations on the organization of group learning process. Collected primary information, based on the results of questionnaires and observation. Research methods: literature analysis and questionnaire survey. The questionnaire for parents and teachers included seven questions each. Teachers (20 people) and parents (24 people) participated in the survey.

The method of direct observation was used at lessons and extracurricular activities conducted to identify the peculiarities of age psychology of younger schoolchildren and their influence on productivity when using group forms of work in primary grades. Different types of interaction between group participants, their initiative, participation in discussions, presence of conflicts and ways of their resolution, teacher's support and degree of satisfaction with the results of the lesson were recorded. Each dimension was evaluated on a scale from 1 to 5 points: 1 point – low level of manifestation of the trait: 5 points – high level of manifestation of the trait.

The pedagogical experiment was conducted in order to test the assumption (hypothesis) that qualitatively organized group work helps to increase the level of motivation to study, improve social adaptation, reduce anxiety and create a positive emotional environment in the classroom.

Students of the third grade of secondary school took part in the experiment. One experimental group (EG) of 32 people and one control group (CG) of 30 people were organized.

The experiment was organized in three stages:

– the first stage (preliminary), where all participants were tested for the level of motivation to study, social well-being and anxiety level. A standard set of psychological tests suitable for primary school age was used. Diagnostics of motivation to study was carried out according to the Method of diagnostics of internal and external motivation to study, N.V. Yelfimova “Ladder of Motivations” [1], social adaptation assessment was carried out according to the Method of diagnostics of internal and external motivation to study, assessment of social adaptation according to the “Scale of personality adaptability” based on the method of L.M. Shipitsina [2], determination of the level of anxiety according to the children's version of the Phillips anxiety test [3], analysis of the emotional climate in the class according to the questionnaire for determining the emotional climate in the team [4];

– the second stage (experimental). The experimental group participated in the program of group work, built taking into account individual-psychological characteristics of students. The process of organizing teamwork included: formation of small groups (3-5 people) taking into account the compatibility of temperaments and communication style; weekly classes were organized in different subjects with elements of project activities, debates, game exercises and reflection; mandatory inclusion of tasks that develop the skills of cooperation, tolerance and respect for the opinion of another. At this time, the control group continued to study the program in the traditional way, without special emphasis on group work.

– third stage (final): after ten weeks, the students of both groups were retested.

The evaluation indicators were: motivation to study; anxiety; emotional atmosphere in the classroom.

Statistical methods were used for quantitative counts.

Analytical analysis methods were used to determine the conclusions and conclusion on the research topic.

Results and discussion

The results of the analysis on the study of theoretical and methodological definitions and grounds for the organization of group work in elementary school. During the analysis we analyzed the works of leading domestic and foreign authors dealing with didactics, pedagogy and psychology of childhood, which provided in-depth information about the essence and features of the group form of teaching and education. Thus, the definition of the concept of group work as a special form of educational process characterized by the presence of common goals, distribution of roles and functions, cooperation and mutual assistance between group members was established [5; 6].

Different approaches to the classification of types of group work are emphasized in the study of creating positive group experience and the role of the instructor in group projects) [7], group structure S. Ambreen considering structuring cooperative group work in classrooms [8] and organizational forms describing cooperative learning in relation to theory and practice) [9].

The organization of group work, as noted by C. Lai [10] is based on the achievements of humanistic pedagogy, sociology, developmental psychology and age psychology. T. Lintner [11] points out that regarding the organization of group work in elementary school, special attention should be paid by the teacher to the issues of interpersonal interaction, leadership, group structure and positive dynamics of development of intergroup relations.

The analysis of Kazakhstani literature has shown a variety of methods of group work organization, such as role-playing games, project activities, discussions, brainstorming and cooperative learning. N.S. Zhumasheva [12] and A. Kuralbaeva [13] in their group work shared their experience of using group work in the international school of the country's capital, presented examples of tasks that help to develop teamwork skills, solve conflicts and cooperate in a multicultural environment. And also the author emphasized the need to take into account cultural differences when organizing group work. It is noted by other authors E. Pylli [14], J. Forsell [15], J. Guy [16] both advantages and disadvantages of each approach and it is pointed out that their use depends on the goals of the lesson and specifics of age and preparedness of students [17].

Studies of other Kazakhstani researchers note concerning group work the age specifics of junior schoolchildren: they are inclined to cooperate; have difficulties in coordinating joint efforts and decision-making and others [18]. An important factor in the

organization of group work in elementary school is considered to be the consideration of individual characteristics of each child and the organization of groups taking into account these characteristics [19].

Normative acts of the Republic of Kazakhstan (the Law on Education of the Republic of Kazakhstan) [20] and the state educational standard of education in elementary school (SESE RK) [21], determine the rights and responsibilities of participants of the educational process, regulate the procedure for organizing group work and establish criteria for the effectiveness of such activities. The Ministry of Education of Kazakhstan offers various methodological recommendations that include practical advice on the organization of group work, organization of space and conflict management [22]. It should be noted that similar information is presented in the materials of international organizations.

In general, the analysis has shown that the organization of group work in Kazakhstani elementary school requires a comprehensive approach, which should combine knowledge of basic pedagogical and psychological theories and approaches, with the teacher's ability to take into account the age and individual characteristics of elementary school students, as well as the teacher's willingness to follow the recommendations of normative documents and methodological materials.

The results of questionnaire survey of teachers and parents of elementary school children to determine the specifics of the influence of age psychology of junior schoolchildren on their productivity in the course of joint or group learning activities are shown in Table 1.

Table 1 – Results of questionnaire survey of teachers and parents of elementary school children

	Indicator	Parents (%)	Teachers (%)
1	Learners prefer the group	67	80
2	Learners are active participants	58	50
3	Difficulties are rare	50	60
4	Child is more often the leader	30	50
5	Motivation of interest in tasks	63	70
6	Group has a positive influence	63	75
7	More comfortable working with friends	50	70

The obtained data allow us to note that the majority of respondents from both groups confirmed the positive attitude of elementary school pupils to group education. This is especially strong among teachers (80%), while parents are less categorical in this respect, only 67%. It is likely that teachers, from a professional point of view, have a deeper understanding of the benefits of group work for children's acquisition of important skills such as communication and coordination of efforts to achieve the desired result.

More parents consider their children to be active participants of the group (58%), while teachers only 50%. Such indicators are probably connected with different criteria for assessing pupils' activity, as this is usually understood as the child's external readiness to respond, while teachers – as internal readiness to make decisions and argue their opinions and positions. Half of the surveyed parents noted the absence of serious obstacles in the interaction of pupils in the group, while teachers (60%) see frequent difficulties in the process of integrating children into teamwork. This indicator emphasizes the need to improve the methods of forming both homogeneous and multilevel groups in the course of education. Only a smaller share of parents (30%) see their child as a leader in group work, while the other opinion prevails among teachers (50% or half). Here we see subjectivism and fear of parents for their child when assessing the role of their child and other children in the team, unlike a professional who points to real situations, as all children are different. Interest in group tasks as the main motivation of children is noted by 63% of parents and 70% of teachers, which confirms the idea that properly selected exciting tasks can mobilize children's energy and stimulate group work. The majority of respondents are convinced that group work is beneficial to the child (63% of parents and 75% of teachers), confirming the widespread recognition of the benefits of cooperation for personal and cognitive development. Only half of parents believe that children enjoy studying with buddies, while nearly three-quarters of teachers support this view. The findings point to the role of friendships in enhancing the productivity of group or collaborative work.

The results of observation of the peculiarities of interaction between group participants, teacher and individual pupils in group work based on their age peculiarities are reflected in Table 2.

Table 2 – Results of observation of first and fourth grade pupils in group work

Parameters	First class	Second class	Third class	Fourth grade
Degree of initiative in the group	2	3	4	5
Participation in discussions	2	3	4	5
Presence of conflicts	3	2	1	1
Quality of conflict resolution	2	3	4	5
Level of mutual support	3	4	5	5
Manifestations of leadership	2	3	4	5
Cooperation and coherence	2	3	4	5
Teacher support	4	4	4	4
Students' self-esteem	2	3	4	5
Awareness and responsibility	2	3	4	5
Creative activity	2	3	4	5
Effectiveness of group work outcomes	2	3	4	5

The obtained data show a gradual increase in the level of initiative, involvement, self-organization and creative activity among elementary school pupils as they grow older. Thus, as early as in the second grade pupils begin to show greater willingness to participate in groups to discuss issues under study, to take the initiative, although they still have minor conflicts in the group. In the third grade, we note a significant decrease in conflicts and a significant increase in mutual assistance, and they begin to recognize responsibility for the results of the whole group. Fourth graders show a higher degree of maturity regarding their role in the group, their position as a leader, their desire to negotiate with other team members, and they resolve conflicts or disagreements more quickly. Pupils of the 4th grade are more consciously approaching group tasks and begin to evaluate not only their own contribution, but also the work of their comrades. All these data show that group work should be introduced in elementary school, but it should be done gradually as children grow up. It is also established that in group work much depends on how the teacher manages to organize it. As he should have skills of correct organization of team work, both from the pedagogical and psychological point of view, taking into account the peculiarities of primary school age.

On these conditions we have developed methodological recommendations for conducting group work, based on the individual-psychological characteristics of elementary school students

The main principles of forming groups of students in elementary school when conducting training are defined as follows:

Before starting the organization of group work it is necessary to carry out preliminary diagnostics of individual-psychological peculiarities of pupils in the class:

- when forming groups it is necessary to take into account such characteristics: introversion/extroversion; temperament (choleric, sanguine, phlegmatic or melancholic); leadership qualities; communication skills; level of cognitive abilities; conflict; anxiety and others.

- recommended group sizes in elementary school: from two to five people. It is desirable to mix children in groups according to the principle of combining opposite characteristics (for example, combining active and quiet children). This approach will allow for a variety of interaction styles, avoid conflict and fill in each other's missing skills.

It is always necessary to prepare the rules of group work. Before starting work it is necessary to acquaint children with the organizational aspects of group work and with the rules of interaction. The latter include: respect for each other; tolerance of other people's mistakes; active listening to the other's opinion and support of comrades.

Ways of organizing group work in elementary school:

1. The main way is a game. It is better to use a role-playing game in team work. For this purpose it is necessary to offer pupils prepared role-play scenarios that reflect real life

or natural situations (e.g. at school, in the store, at the zoo, in the forest, on the road, etc.). At the same time it is possible to offer children to choose a role corresponding to their interests and possibilities, and also the teacher himself to distribute the roles, explaining why this or that child will perform it. Thus, the task of forming flexibility of thinking and overcoming fears of communication and acquiring skills of first public speaking is solved.

2. Holding group discussions or debates. For this purpose, the class is divided into two or three groups, each of which should receive an instruction (explanation) as to what position on the issue under study they will defend or decide. In the process of debates, children prepare their arguments, exchange ideas with each other and engage in a dialog. In this form, they begin to develop skills of persuasion and critical thinking.

3. Organizing joint projects: for this purpose, children are divided into mini-teams (either by choice or at the teacher's discretion). It is suggested to fulfill project tasks (creating a picture, wall newspaper, conducting a small research, showing a fragment from a story, fairy tale, etc.). During the work it is important to observe the nature of children's interaction, the distribution of roles and communication style, as these indicators largely determine the outcome of the project.

4. Inclusion of various kinds of game exercises in the lessons, as the game form makes even the most shy children get involved in the learning process. Such forms can be games – competitions in rows, in pairs. For example, you can use such games as “Associations”, “Who is the most attentive?”, pair physical exercises and so on. Such games are aimed at training concentration, reaction speed, to reduce anxiety and develop a sense of humor.

Features of the teacher's work in organizing teamwork in elementary school:

- the special role of the teacher is to create a safe educational environment, which directly contributes to the discovery of the inner potential of each student;

- the main task of an elementary school teacher is to direct the educational process in groups so that children could master the basic principles of group interaction and feel the joy of joint educational activity;

- specific duties of the elementary school teacher in organizing group work:

- 1) explaining to children the aims and objectives of group work.

- 2) organizing regular monitoring of students' progress.

- 3) resolving conflict situations that arise.

- 4) coordinating the activities of subgroups and individual participants.

- 5) giving feedback and directing the work in the right direction.

Possible results of group work in elementary school children should be considered as: increased motivation and interest in learning due to the fact that there is an opportunity to express oneself in a team; development of interaction and cooperation skills; improvement

of communication skills, oral speech and argumentation ability; faster learning of the material due to active involvement; increased level of discipline and responsibility and others.

An example of a specific activity within the framework of the proposed recommendations can be the following teamwork for elementary grades organized by consideration:

Name of the team activity: Project “My favorite book”

Form of the activity: Mini-project.

Duration: Two lessons (approximately 1.5 hours).

Content of work:

Children are divided into groups of 4-5 people.

Each group is given a common task – to prepare a presentation of their favorite book.

Children choose one book that all members of the group know, discuss its plot, characters, and main idea.

Then they come up with a script for the presentation, draw illustrations, and write a story.

After completing their work, the groups present their projects to the whole class.

The result of such teamwork: children enjoyed the creative process; improved their skills in discussing and presenting their thoughts; got to know each other better; formed business communication and leadership skills.

The results of the pedagogical experiment are summarized, counted in the experimental and control groups, at the beginning and end of the experiment and reflected in Table 3.

The obtained data show that the experimental and control groups initially had low motivation (40% of children had a low level), but by the end of the experiment the situation in the experimental group changed significantly: the share of children with low motivation halved (from 40 to 20%), and the share of highly motivated students increased by 25% (from 10% to 35%). In the control group there were no significant changes, as the share of low-motivated students remained high (33%).

Social adaptation in EG: increased high from 16% to 30%, while the share of poorly adapted children fell by half or from 40% to 20%. In KG there were insignificant changes: the share of highly socially adapted children went up slightly by only 3%, while the share of weakly adapted children remained at 8%, which is 12% less than in EG.

The level of anxiety in EG decreased sharply: the share of low-anxious children became larger (20% to 41% growth), and the share of highly anxious pupils decreased from 30% to 16%, almost twofold.

Table 3 – Results of assessment of students' level of motivation, social adaptation, anxiety and emotional atmosphere, in percent

Evaluation indicators	At the beginning, level			Upon completion, the level		
	High	Medium	Low	High	Medium	Low
Experimental group						
Motivation to learn	10	50	40	35	45	20
Social adaptation	16	44	40	30	50	20
Anxiety level	30	50	20	16	43	41
Positive emotional atmosphere	25	50	25	41	45	14
Control group						
Motivation to study	10	50	40	12	55	33
Social adaptation	15	45	40	18	50	32
Anxiety level	30	50	20	28	50	22
Positive emotional atmosphere	25	50	25	27	50	23

In KG, the level of anxiety changed insignificantly: the number of children with low anxiety increased from 20% to 22%, while the rest of the indicators remained close to the initial ones.

Positive emotional atmosphere in EG also underwent significant changes: high positive atmosphere increased from 25% to 41%, while the number of pupils considering the atmosphere in the class negative decreased from 25% to 14%. In KG the attitude towards positive atmosphere improved insignificantly (by 2%, up to 27%), while the share of those who consider it negative remained still significant (23%), decreasing only by 2%.

Thus, the use of the methodology that takes into account individual-psychological characteristics of children and the role of the teacher in the organization of teamwork, gave according to the results of the experiment quite tangible positive effect in the experimental group for all indicators. As the indicators of motivation, social adaptation, emotional atmosphere improved and anxiety decreased in comparison with the control group. The obtained results confirm the hypothesis of the study and indicate the effectiveness of the applied methodology.

Conclusion

The results of the observation confirm the necessity of group interaction in junior schoolchildren and emphasize the importance of specially organized work on the development of necessary communication and cooperation skills during the whole period of primary education.

Based on the results of questionnaire survey of teachers and parents of elementary school children, important data were obtained showing the peculiarities of the influence of age psychology of elementary school children on their productivity in the course of joint or group learning activities. They confirmed the general tendencies according to which elementary school children predominantly like to work together, especially when it comes to interesting tasks and friendly environment. However, some contradictory views were revealed, which are related to different methods of assessing activity and discomfort levels in children's teams. These results provide a basis for further development and adjustments of training programs that take into account the age characteristics and preferences of elementary school students.

The proposed recommendations are aimed at putting into practice the pedagogical principle of organizing teamwork in elementary schools, based on the individual-psychological characteristics of students, and at creating more comfortable conditions for a fuller disclosure of talents and abilities of each child.

Application of the method in practice, as taking into account individual-psychological characteristics of children and the role of the teacher, according to the results of the pedagogical experiment showed a positive effect in children in the experimental group. As their motivation, social adaptation, anxiety decreased, emotional atmosphere improved. While in the control group such changes were absent, which confirms the hypothesis of the study

Significance of the study is characterized by the possibility of application in practice and scientific novelty of the results obtained. Practical significance of the study consists in providing psychological and pedagogical practice with specific new tools for effective organization of lessons based on group interaction, which leads to improved academic performance, stress reduction and growth of general well-being of elementary school children. The scientific significance lies in deepening the understanding of the mechanisms of group interaction and individual preferences of elementary school children, which enriches the theory of age psychology and pedagogy of elementary school.

Possible areas of application of the research results: in educational institutions to improve pedagogical technologies and build an effective system of group work, focused on the individual needs of younger students; in the development of school programs aimed at increasing motivation, reducing anxiety and improving the social adaptation of students through group work; in the training of elementary school teachers or in the professional development of elementary school teachers. Further study of the problems under consideration involves expanding the sample and conducting experiments in different regions of the country and evaluating the effectiveness of specialized trainings and seminars for teachers and school psychologists working with young children.

Contribution of the authors:

Professor Nadezhda Viktorovna Chekaleva was responsible for developing the theoretical and conceptual framework of the study, conducting a comprehensive analysis of scientific literature, and formulating the methodological basis. She contributed to the interpretation of results and provided academic supervision throughout the research process.

Aliya Serikkyzy Abugaliyeva conducted the empirical part of the research, including organizing classroom observations, carrying out the pedagogical experiment, collecting data from teachers and parents, and performing statistical analysis. She drafted the practical recommendations section and participated in the preparation of the manuscript, especially the methodology and results sections.

Both authors jointly contributed to discussing the findings, shaping the conclusions, and preparing the final version of the manuscript. The authors equally share responsibility for the scientific content of the article.

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Бастауыш мектепте топтық жұмысты ұйымдастырудың педагогикалық негіздері

Аннотация. Бұл мақалада бастауыш мектепте топтық жұмысты ұйымдастырудың психологиялық-педагогикалық негіздеріне байланысты туындайтын мәселелер қарастырылады. Зерттеудің мақсаты бастауыш мектептің оқу процесіне тиімді топтық жұмысты сәтті енгізуге ықпал

ететін негізгі анықтамаларды, принциптер мен тәсілдерді белгілеу болып табылады. Бұл мақсатты іске асыру сындарлы қарым-қатынас дағдыларын қалыптастыруға және командада жұмыс істеуге, бастауыш сынып оқушыларының танымдық белсенділігін арттыруға бағытталған психологиялық-педагогикалық технологияларды әзірлеуді қамтиды. Жұмыстың ғылыми және практикалық маңыздылығы алынған нәтижелерде көрінеді. Осылайша бақылау нәтижелері бастауыш сынып оқушыларының топтық өзара әрекеттесу қажеттілігін растайды және арнайы ұйымдастырылған жұмыстың маңыздылығын көрсетеді. Бастауыш мектеп жасындағы балалардың мұғалімдері мен ата-аналарының сауалнамасы бастауыш сынып оқушыларының жас психологиясының бірлескен немесе топтық оқу іс-әрекеті процесінде олардың өнімділігіне ерекше әсерін көрсетті. Ұсынылған ұсыныстар мұғалімнің бастауыш сыныптарда оқушылардың жеке психологиялық ерекшеліктеріне сүйене отырып, ұжымдық жұмысты ұйымдастырудың педагогикалық принципін іс жүзінде жүзеге асыруға және әр баланың таланттары мен қабілеттерін толық ашу үшін қолайлы жағдай жасауға бағытталған. Әдістемені тәжірибеде эксперименттік қолдану эксперименттік топтың балаларында оң нәтиже көрсетті, өйткені олардың мотивация, әлеуметтік бейімделу көрсеткіштері жоғарылап, мазасыздық төмендеді, эмоционалды атмосфера жақсарды, бұл зерттеу гипотезасын растайды және бастауыш мектептің педагогикасы мен психологиясындағы зерттеудің құндылығын көрсетеді.

Кілтті сөздер: бастауыш мектеп, жас ерекшеліктері, мұғалім, топтық жұмыс, мотивация, мазасыздық, психологиялық атмосфера.

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Педагогические основы организации групповой работы в начальной школе

Аннотация. В данной статье рассматриваются проблемы, возникающие в связи с психолого-педагогическими основами организации групповой работы в начальной школе. Целью исследования является установление основных определений, принципов и подходов, способствующих успешному внедрению эффективной групповой работы в учебный процесс начальной школы. Реализация данной цели предполагает разработку психолого-педагогических технологий, направленных на формирование навыков конструктивного общения и работы в команде, на активизацию познавательной деятельности у учащихся начальной школы. Научная и практическая значимость работы выражается в полученных результатах. Так, результаты наблюдения подтверждают необходимость группового взаимодействия у младших школьников и подчеркивают важность специально организованной работы. Анкетирование учителей и родителей детей младшего школьного возраста указало на особое влияние возрастной психологии младших школьников на их продуктивность в процессе совместной или групповой учебной деятельности. Предлагаемые рекомендации направлены на реализацию на практике педагогического принципа организации учителем коллективной работы в начальных классах с опорой на индивидуально-психологические особенности учащихся и на создание более комфортных условий для более полного раскрытия талантов и способностей каждого ребенка. Экспериментальное применение методики на практике показало положительный эффект у детей экспериментальной группы, так как у них повысились показатели мотивации, социальной адап-

тации, снизилась тревожность, улучшилась эмоциональная атмосфера, что подтверждает гипотезу исследования и указывает на ценность исследования в педагогике и психологии начальной школы.

Ключевые слова: начальная школа, возрастные особенности, учитель, групповая работа, мотивация, тревожность, психологическая атмосфера.

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