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## PSYCHOLOGICAL MODEL OF JOINT ACTIVITY IN LEARNING

### *Abstract*

This paper draws on empirical evidence obtained in the field of learning psychology. Within this study, learning is conceptualized not as isolated cognitive act but as an interactive process involving multiple participants, where a shared system of meaning-making constructs (SSMC) emerges through interaction. The findings indicate that the development of such a system represents a fundamental prerequisite for the effectiveness of people's joint educational activity. In line with the theoretical perspective proposed by S.M. Dzhakupov, joint dialogic cognitive activity can only be realized when this shared meaning system is successfully established. The article presents the development stages of the SSMF, substantiates its significance for productive interaction and learning, describes methods for diagnosing the SSMC, and provides an empirical example illustrating the impact of the SSMC development on the learning process.

The study aims to present a psychological model describing teacher-student interaction within the learning process, as well as to identify and systematize diagnostic mechanisms applicable to the analysis of joint activity.

A total of 500 teachers participated in the study: 250 were assigned to the control group and 250 to the experimental group. The research was aimed at identifying the features of the formation of the SSMC in interaction and analyzing its impact on the subjects of the educational process through the observation form and the study of creativity and imagination of teachers.

The results obtained enabled us to identify the factors fostering the process of the SSMC development as well as the characteristics of its impact on learning effectiveness.

*Keywords:* learning process, productive interaction, joint dialogic cognitive activity (JDCA), shared system of meaning-making constructs (SSMC), effectiveness of the educational process, structure of the learning process, joint activity, active teaching methods.

**Introduction.** The issue of productive interaction between teachers and students occupies a key place in modern educational psychology and psychology of education, since it directly affects the quality and effectiveness of the educational process. In the modern context of educational transformation, characterized by the introduction of competency-based and student-oriented approaches, increased attention is being paid to psychological mechanisms that ensure meaningful learning and the active involvement of participants in educational activities.

Contemporary educational theory no longer treats learning as a unidirectional transfer of knowledge; instead, it is increasingly understood as a multifaceted collaborative process that relies on interaction, dialogic exchange, and coordinated efforts between participants in the educational environment.

From the point of view of modern psychological and pedagogical research, joint activity in education represents a special form of interaction in which individual cognitive processes are integrated into a common semantic field.

Within the framework of such interaction, the shared system of meaning-making constructs (SSMC) is formed, ensuring consistency in the understanding of educational content, learning objectives, and strategies for achieving them. In this context, the SSMC functions as a psychological mechanism that ensures mutual understanding between participants and determines the effectiveness of collaborative learning.

Sensemaking is understood as relatively stable for cognitive structures that enable understanding and interpretation of information through the lens of individual experience and previously acquired knowledge. They include concepts, ideas, beliefs, value orientations, and attitudes that, taken together, constitute a coherent semantic system. These structures determine not only the acquisition

of knowledge but also the student's attitude toward educational activities, imbuing them with personal and motivational meaning.

The identification and clarification of semantic forms is a necessary stage in the development of a common semantic space between teachers and students. The formation of meanings can be subject-oriented or interdisciplinary in nature and encompasses not only factual and procedural knowledge but also abstract conceptual structures that reflect an understanding of the principles, patterns, and value foundations of educational activity. In this regard, the formation of a common system of semantic forms can be considered a prerequisite for productive cooperation and sustainable learning outcomes.

The theoretical foundations for the analysis of joint activities and semantic interaction were laid in the works of both domestic and foreign scientists. Within the framework of the cultural-historical approach, L. S. Vygotsky substantiated the idea that mental development occurs through social interaction, emphasizing that higher psychological functions are formed in the process of joint activity and are subsequently internalized by the individual [1, 2]. Within this concept, learning is viewed as a socially mediated process that takes place in the field of productive interaction between participants.

These assumptions were further elaborated within the activity theory developed by A.N.Leontiev, who viewed activity as a central mechanism underlying the development of consciousness and personality [3, 4]. According to this approach, interaction between individuals is not an external condition of development, but an integral part of the activity itself. The theory of learning activity developed by D.B. Elkonin and V.V. Davydov emphasizes the importance of cooperation and collective problem solving as essential factors in the development of theoretical thinking and internal motivation for learning [5, 6].

In international psychology, similar ideas are reflected in the works of J. Bruner, who emphasized the role of dialogue and social context in the construction of knowledge, as well as in the research of B. Rogoff, who considered joint problem solving as a key mechanism of cognitive and social development [7, 8]. A significant body of research conducted by scholars in Kazakhstan has also addressed the problem of joint pedagogical interaction, emphasizing the role of joint activity as a key factor contributing to both the enhancement of educational quality and the development of professional competencies. G. Chemodanova and S. Vlasenko analyze the organization of collaborative learning environments in distance education, demonstrating that structured interaction promotes the development of critical thinking and self-regulation skills in students [9].

G. Kolesnikova and N. Pustovalova emphasize the importance of collaborative learning in inclusive education, showing that teamwork and collective problem solving contribute not only to academic achievements, but also to social and communicative competencies [10]. A. N. Seidualieva considers co-learning as a methodological basis for the professional training of future primary school teachers, emphasizing its role in the development of key pedagogical competencies [11]. M.Murzagulova focuses on cooperative pedagogy as a means of personal and professional development of future teachers, emphasizing the formation of responsibility, independence, and readiness for teamwork [12].

Issues of productive interaction and formation of activities among participants in the educational process are also considered in the works of Asakaeva D., Adanov K., Belgibaev R., and Morkhova I. [13].

Thus, research conducted by Kazakhstani scientists demonstrates that the organization of joint pedagogical activities is a decisive factor in the development of students' professional, social, and personal competencies and can be successfully integrated into both full-time and distance learning.

The following research questions were formulated within the study:

- What conditions facilitate the formation of the shared system of meaning-making constructs in the process of joint activity?
- How does the use of active teaching methods affect the effectiveness of joint dialogic cognitive activity?
- Are there statistically significant differences between the experimental and control groups?

- How does the level of SSMC formation affect the productivity and efficiency indicators of the learning process?

**Methods and materials.** The methodological basis of this study is based on the theory of joint dialogic cognitive activity developed by S. M. Dzhakupov [14]. Within the framework of this theoretical model, learning is interpreted as an integrated psychodidactic system in which dialogue serves as the central mechanism for organizing joint activities. The formation of a common system of meaning-making is considered a necessary condition for the transition from formal interaction to truly joint cognitive activity.

According to this approach, insufficient development of SSMC leads to fragmentation of productive interaction and reduces the effectiveness of the educational process. On the contrary, the purposeful organization of joint dialogic interaction creates conditions for the coordination of meanings, goals and methods of activity, thereby improving learning outcomes. Based on these theoretical principles, this study applies to the SSMC formation model as a basis for developing and implementing a teacher training program.

The formation of a general system of meaning-making is determined by a combination of factors, among which the most significant are the level of prior knowledge of students, their learning motivation, cognitive interests, as well as the nature of pedagogical interaction and the teaching methods used. Through the active and interactive teaching, the teacher contributes to the meanings coordination, the cognitive activity, and the meaningful assimilation of learning material.

The role of meaning-making in the learning process is an important one, as it allows integrating the newly obtained information with the earlier acquired knowledge, develop cognitive and metacognition, develop critical thinking, and transfer the learned information to new educational context. They consist of declarative, procedural, conceptual, and metacognitive elements, all of them contributing to the overall understanding of the learning material.

The teacher plays a special role in the formation of semantic forms as the bearer of the value-semantic content of the educational process. The teacher organizes the learning environment, promotes student motivation, applies a variety of methods and forms of work, and conducts diagnostics and assessments of the level of formation of semantic forms.

The use of semantic forms in the form of diagrams, models, maps, and charts improves the visual clarity and structural organization of educational material, stimulates students' cognitive activity, and develops metacognitive skills. Their effective application is ensured by adherence to the principles of conformity with educational content, logical organization, accessibility, and active involvement of students in the process of meaning formation.

Our research focuses on the study of the learning process as a form of interactive activity carried out through the interaction of teachers and students. In this context, educational activity is formed as an integrated joint interaction of participants in the educational process, within which the consistency of the goals, content, and methods of educational activity is ensured. The successful organization of the educational process presupposes active engagement from both teachers and learners, which can be achieved through the integration of contemporary pedagogical approaches and educational technologies.

The effectiveness and efficiency of these approaches and technologies are confirmed by several empirical studies demonstrating their impact on fundamental psychological mechanisms, including the development of consciousness, motivation to learn, and sustained interest in education. In this study, the authors rely on the ideas of L. S. Vygotsky [1, p. 33] and A.N. Leontiev [3, p. 124], whose works consider communication and cooperation as necessary conditions for learning, and psychological operations as forms of new activity that mediate the development of verbal thinking. In this context, activity is understood as a central factor not only in the mental, but also in the socio-economic development of the individual in the learning process.

The underlying logic governing this type of interaction is described in detail in the concept of joint dialogic cognitive activity developed by Professor S. M. Dzhakupov [14, p. 49]. In his works, the learning process is considered as an integrated systemic psychodidactic structure in which the dialogue between teacher and student serves as the main mechanism for the formation of educational

activity. Joint dialogic cognitive activity may be understood as a specific type of productive interaction in which participants simultaneously function as autonomous individuals and as active agents of the learning process. Within this framework, the educational system can be interpreted as a multi-layered structure comprising meta-, macro-, and micro-levels.

From this perspective, the educational system can be interpreted as a multi-layered construct comprising three interconnected levels: meta, macro, and micro [14, p. 125]. Based on the theoretical positions of S. M. Dzhakupov, subsequent researchers expanded the sequencing of the learning process across the defined stages of the sequential formation of a general system of meaning formation. These studies provide a detailed, step-by-step description and analysis of the structural components of the general system of meaning formation, identified based on the behavioral and emotional characteristics of the participants in the interaction.

Thus, in Dzhakupov’s interpretation, the introductory stage of joint dialogic cognitive activity (JDCA) includes explanatory information and criteria characterizing the course of the learning process, as well as determining subsequent actions at different stages of the formation of a common system of meaning-making.

As a result of the analysis and generalization of the conceptual provisions of S.M. Dzhakupov’s theory, a schematic model of the effectiveness of the educational process was developed, which served as the basis for the conducted training seminar and is presented in Table 1.

Table 1. Psychological model of a lesson

Lesson Stage	Stage of JDCA	SSMF criterion	Form of JDCA	Stages of SSMF development
Introductory part	Initial stage of joint cognitive activity	Goal formation	Pseudo-joint in form	Goal reconstruction
Main part	Transformation of pseudo-joint activity into joint activity	Development of SSMF	Joint in form and content	Identification of meanings
Concluding part	Developed joint cognitive activity	Unity of thinking and speech	Qualitatively new form	Reduction of verbal components

Source: compiled by the authors

To improve the effectiveness of training, a training session was conducted using the active teaching methods described above. The aim of this training was the step-by-step implementation of the stages of joint dialogic cognitive activity (JDCA). The process of forming a common system of semantic forms was monitored at a subsequent level, namely through the participants' verbal and nonverbal expressions. This study identified and described behavioral and emotional manifestations.

This interaction was structured according to the following diagram (Figure 1).

The study employed a quasi-experimental pre-test/post-test control group design. It was carried out in the educational institutions of Karaganda region within the 2023-2024 academic year.

In our study, teachers were divided into two groups: experimental and control. To form the “shared system of meaning-making constructs” (SSMC), the teacher in the experimental group conducted consistent training based on psychological methods and active teaching methods. The control group received training using the standard curriculum. The training was conducted using the SSMC development model. The total training duration was 81 hours. A total of 500 teachers from the Karaganda region participated in the training.



Figure 1. Diagram of joint activity during the lesson

Source: compiled by the authors

The participants were categorized into experimental group ( $n = 250$ ) and control group ( $n = 250$ ) with 25 teachers in each group across 10 experimental and 10 control training groups. The age of participants was 24-56 years. The experience in teaching was between 2-30 years. The research was done in three phases. In the first stage, the initial diagnostics of the level of SSMC formation were conducted. In the second stage, an experimental group underwent a psychological training program of 81 academic hours. The training program incorporates active instructional techniques; group discussions; problem-based learning; project techniques; psychotechnical exercises; and reflective activities. On the third step, final diagnostics and comparative analysis of the results were conducted. Training of the experimental group was carried out in the framework of the SSMC development model in terms of active teaching techniques, including elements of Ericksonian hypnotic techniques (association, actualization, and projection techniques) to strengthen the resource states of learners and activate the cognitive processes. The control group was taught according to the standard professional development curriculum, without being systematically implemented with the SSMC formation model. The level of development of two indicators based on the observation form, productivity (changes in knowledge, skills, and abilities in accordance with the standard of a given stage), and efficiency (ratio of the result achieved to the maximum possible evaluated against qualitative criteria) was operationally defined as the level of learning effectiveness.

Learning effectiveness was determined by the level of development of a common system of semantic forms. Effectiveness was measured using the following methods and instruments:

1. Observation using a standardized observation form tested to determine the levels of SSMC formation in joint dialogic cognitive activity (JDCA). This author-developed measure will document the rate and degree of the emotional-behavioral factors of SSMC formation in the three phases of JDCA. There are 12 behavioral indicators identified on the observation form and grouped based on three JDCA stages:

(a) Stage 1 – pseudo-joint mental activity: indicators of goal reconstruction, such as continuation of each other monologues, expression of shared viewpoints and emotionally colored speech;

(b) Stage 2 – transformation of pseudo-joint to joint mental activity: indicators of meaning identification, such as statements of contradictions, discovery of contradictions, informal interaction patterns, shared emotional reactions, and emotionally colored speech;

(c) Stage 3 – developed joint mental activity: indicators of reduction of the verbal component, such as continuation of each other monologues, expression of shared viewpoints, and the understanding with half a word. The scores were on a 0-2 scale, and the maximum score per stage

was 36 points (3 stages \* 12 indicators \* 1 points per session). Each training session was observed by a trained researcher.

2. Evaluative Questionnaire. An author-developed questionnaire comprising 20 statements rated on a five-point Likert scale was used. Sample items include: "It was easy for me to understand my colleagues' actions during joint work"; "I felt a sense of shared purpose with other participants"; "Joint discussion helped me better understand the learning material." This questionnaire was filled in by the participants in each of the subgroups three times: once at the beginning of each training stage, and once at the end of each training stage, which enabled the participants to self-rate and to peer-rate. Every component was rated on a scale of 0-2. The results of the self-assessment and peer-assessment were considered together with the data obtained with the help of observation and were taken as supplementary evidence of the formation of SSMC. The correlation analysis was used in assessing parallelism between the two perspectives of assessment.

3. Project Method. Participants were given a structured project assignment at the end of each of the training program modules (after every 27 hours). The project approach was used as an integrative measure of SSMC formation, including all three dimensions of the outcomes of collaborative activity: the final product, group development, and individual development.

All the quantitative data in the observation form and questionnaires were transformed into mean arithmetic scores of each group at each stage. Student independent samples t-test was used to measure the differences between the experimental and control groups, with a significance level of  $p \leq 0.05$  and  $p \leq 0.01$ . To analyze the relationship between the productivity and efficiency indicators in each group, Spearman rank-order correlation was employed. The evaluation of the fit between self-assessment and peer-assessment questionnaire outcomes was also conducted with the help of correlation analysis. The theoretical framework used in the study is the SSMC formation model which states that only through a shared system of meaning-making constructs being developed between teacher and learners can full-blown joint dialogic cognitive activity (JDCA) occur. The following were used for data analysis: Student's t-test; Pearson correlation analysis; descriptive statistics methods. Statistical data processing was carried out using SPSS Statistics 23.0.

**Results and their discussion.** The study showed that the formation of the SSMC in collaborative dialogic cognitive activity is confirmed when productivity and efficiency indicators demonstrate positive dynamics and a positive correlation with each other (Table 2).

Table 2. Performance and effectiveness indicators of the lesson

Group	Stage 1	Stage 2	Stage 3
Experimental (Productivity / Efficiency)	27/26	29/28	30/31
Control (Productivity / Efficiency)	8/19	15/18	26/12
Student's t-test (Productivity)	t = 2.7 (p <= 0.01)	t = 2.24 (p <= 0.05)	t = 2.0 (p <= 0.05)
Student's t-test (Efficiency)	t = 2.73 (p <= 0.01)	t = 2.7 (p <= 0.01)	t = 2.85 (p <= 0.01)

Source: compiled by the authors

Table 2 gives a comparison of the means scores of two indicators - productivity and efficiency as recorded at each of the three JDCA stages using the standardized observation form. Productivity is measured by the number of information obtained relative to the maximum possible result (qualitative criterion), and efficiency by the ratio of the achieved result to the maximum possible result (qualitative criterion). The values are indicated in the table as productivity / efficiency). Each indicator has a maximum possible score of 36 points (12 behavioral indicators \* maximum 3 points).

The analysis of observational data reveals that both indicators are present throughout all stages, reaching their peak at the third phase of the JDCA. The concentration of interactive behavioral elements at the developmental stage suggests the emergence of the shared system of meaning construction within the learning process.

The experimental group showed a steady increase in productivity and efficiency indicators at each stage of training, with the highest scores recorded at the third stage, indicating that teachers in this group developed their own common system of meaning making during the training. The control group, on the other hand, demonstrated a different pattern: productivity improved between 8 and 15 to 26 points across stages (and so, knowledge accumulated), but efficiency declined between 19 and 18 to 12 points. This disjuncture - high end of course productivity and decreasing efficiency - suggests that learning outcomes in the control group were met by individual effort and not real joint interaction. The control group showed no statistically significant correlation between productivity and efficiency, similar to the lack of SSMC formation.

The student's t-test outcomes reveal that there is a statistically significant difference between the experimental and control groups regarding efficiency and productivity at all three stages. On the indicator of productivity:  $t = 2.7$  ( $p \leq 0.01$ ) in the first stage,  $t = 2.24$  ( $p \leq 0.05$ ) in the second stage, and  $t = 2$  ( $p \leq 0.05$ ) in the third stage of the lesson. For efficiency, in the first part, the  $t = 2.73$  ( $p \leq 0.01$ ), in the second part,  $t = 2.7$  ( $p \leq 0.01$ ),  $t = 2.85$  ( $p \leq 0.01$ ) in the third part of the lesson. Such data points to an acceptable deviation between the data of the two groups - the control and the experimental. Self-assessment portrayed positive dynamics over the training in the experimental group (Figure 2).

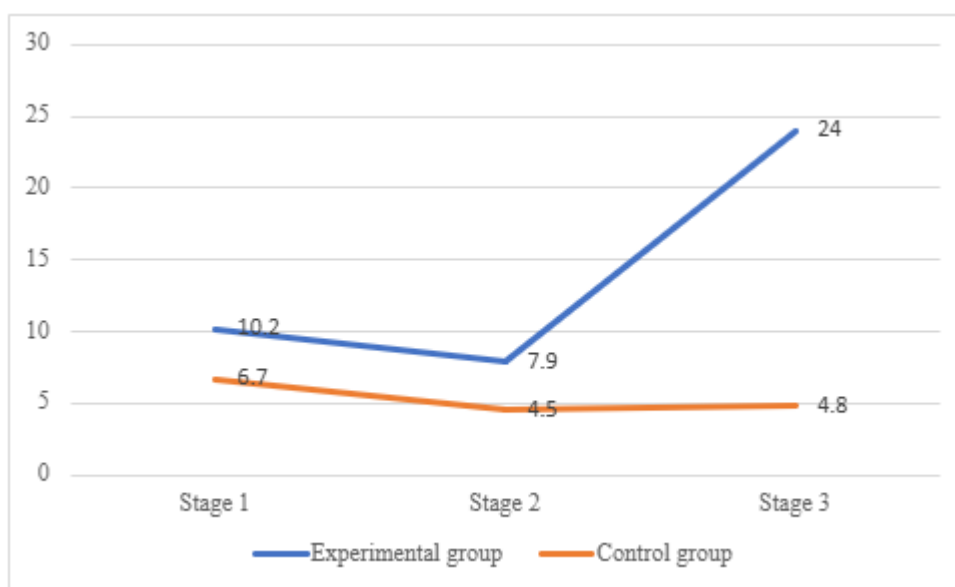


Figure 2. Self-assessment scores in groups

Source: compiled by the authors

As Figure 2 shows, self-assessment scores with the participants at the start of the stage of 10.2 which dropped to 7.9 at the middle stage and finally rose to 24 in the last stage. The control group shows negative flow: 6,7 in the stage 1, 4.5 and 4.8 in stages 2 and 3. Peer rating showed increasing outcome in the experimental group as well (Figure 3).

According to Figure 3, the same trend of improvement was witnessed in peer rating of the experimental group which started at 3.9 and went to 12.5 and 24. Student t-test ( $t = 0.99$ ) was used to obtain statistical reliability of these changes. In contrast, the control group declined from 6.5 at stage 1 to 4.6 and 3 and stage 2 and 3.

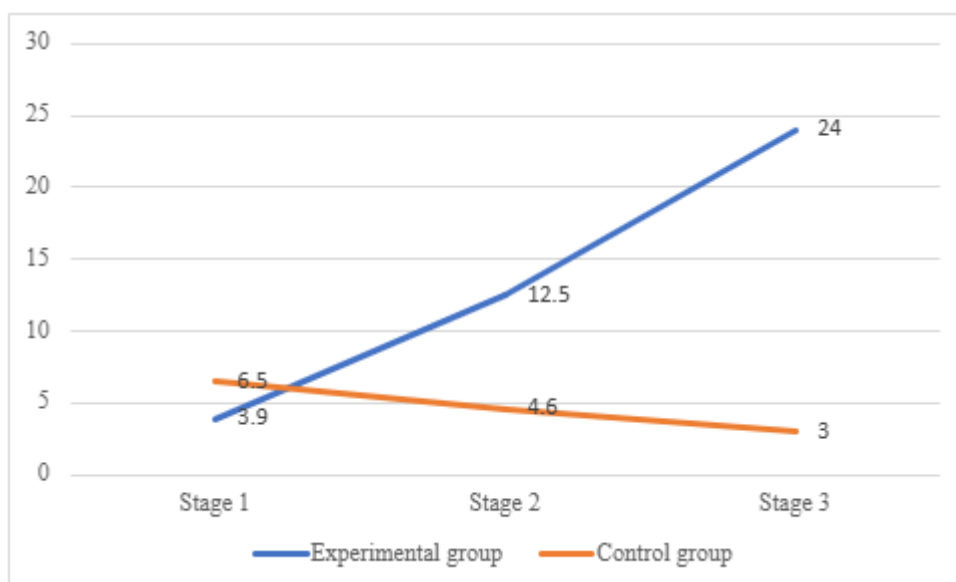


Figure 3. Peer rating scores in groups

Source: compiled by the authors

Moreover, correlation analysis of the results of the questionnaires and observation results indicated a positive association of the two measurement techniques and indicated the establishment of the shared meaning-making system in the experimental group. On the other hand, the control group demonstrated reduced self-esteem and elevated peer judgement, which implies the absence of mutual understanding. It can be stated that the training program was effective to encourage the emergence of a general meaning-making system among the experimental group.

In general, the results of the experimental group showed a gradual progression of the indicators of performance and productivity rating at all training levels, and the maximum indicators were observed at the third stage, which proves the successful formation of a shared meaning-making system when working on common activities. The opposite happened to the control group where the highest results were observed at the first stages and the lowest at the last stage indicating that this component was not sufficiently developed at the later stages of training.

Finally, the experimental group was one with an obvious tendency in terms of efficiency and productivity improvement during the program, which could not be observed in the control group. The results show that the training program used in the experimental group successfully developed a common foundation of meaningful knowledge and improved teachers' skills and confidence.

The results of this study are not only consistent with the theoretical predictions of the JDCA model of collaborative learning of S. M. Dzhakupov's JDCA model [14, p. 308], but also consistent with other larger studies on collaborative learning and the role of shared meaning in the learning interaction. The pattern of SSMC formation, which is observed in the experimental group (namely, decisive growth of SSMC occurs at the third stage), replicates the pattern of developmental changes described in the original model: pseudo-joint practical activity (Stage 1) to pseudo-joint mental activity / transformation to joint activity (Stage 2) to developed joint mental activity with internalization (Stage 3).

These findings coincide with the idea of zone of proximal development as a social-interaction phenomenon described by L.S. Vygotsky [1, p. 501], as well as with the concept of activity as the key mechanism of the development of consciousness as described by A.N. Leontiev [3, p. 304]. The theoretical significance of the temporary drop in self-evaluation between Stage 1 and Stage 2 has a theoretical import: it reflects the cognitive and motivational reorganization that transpires when participants shift their surface-level cooperation to actual joint activity – a process that is costly in terms of the coordination of meaning.

In comparison with the current literature on the collaborative professional development (G.Chemodanova and S. Vlasenko [9, p. 66]; G. Kolesnikova and N. Pustovalova [10, p. 159];

M. Murzagulova [12, p. 100]) the current study makes a particular methodological contribution by offering a structured observational tool to track the formation of SSMC in real time across training phases. As compared to much collaborative learning research which is post-hoc (test scores, self-report surveys), the observation form used here allows dynamic, in-session monitoring of the qualitative shift between pseudo-joint and genuinely joint cognitive activity.

The main limitation of the study is that the sample was confined to teachers in one part of Kazakhstan and this limited generalizability. Future studies ought to repeat this study with other professional groups and levels of education and should also investigate whether the SSMC formation process is different in an online or hybrid learning setting.

**Conclusion.** The findings of the study allow us to conclude that the deliberate structuring of joint activity, grounded in the development and transformation of the SSMC, creates favorable conditions for enhancing the effectiveness of the educational process. The alignment of meanings, goals, and instructional strategies achieved through collaborative interaction contributes positively to learning outcomes.

Following the implementation of psychological training, an increased level of teacher engagement in practice-oriented forms of professional activity was observed. Educators demonstrated greater readiness to apply active teaching methods and diagnostic tools not only in their own classrooms but also in collaborative professional contexts. This indicates an expansion of teachers' pedagogical resources and a growing capacity to implement collaborative dialogic forms of learning.

Overall, the results suggest that properly organized joint interaction among participants in the educational process establishes stable conditions for improving learning effectiveness. Experimental data support the conceptual position that the productivity of the educational process depends on the level of developed skills in collaborative activities.

An educator employing active teaching methods not only captures learners' attention and stimulates their cognitive engagement but also intentionally facilitates the construction of a shared system of meaning-making within the learning environment. This system serves as a psychological basis for mutual understanding and productive interaction between participants in the educational process, ensuring the integrity and meaningfulness of the educational process.

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## ОҚЫТУДАҒЫ БІРЛЕСКЕН ҚЫЗМЕТТІҢ ПСИХОЛОГИЯЛЫҚ МОДЕЛІ

### Андатпа

Мақала оқыту психологиясы саласындағы эмпирикалық зерттеу нәтижелеріне негізделген. Аталған зерттеу шеңберінде оқу оқшауланған когнитивтік әрекет ретінде емес, бірнеше субъект қатысатын және осы процесс барысында жалпы мағыналық құрылымдар қоры (ЖМКҚ) қалыптасатын интерактивті процесс ретінде концептуализацияланады. Алынған нәтижелер осы қордың қалыптасуы бірлескен білім беру қызметінің тиімділігінің қажетті шарты екенін көрсетеді. С. М. Джакуповтың теориялық ұстанымдарына сәйкес, бірлескен-диалогтық танымдық іс-әрекет (БДТІ) тек жалпы мағыналық құрылымдар қоры қалыптасқан жағдайда ғана жүзеге аса алады.

Зерттеудің мақсаты – оқыту процесінде оқытушы мен оқушылар арасындағы өзара әрекеттесудің психологиялық моделін ұсыну, сондай-ақ бірлескен қызметті талдаудың диагностикалық механизмдерін анықтау және жүйелеу.

Зерттеуге 500 педагог қатысты, олардың 250-і бақылау тобын, ал 250-і эксперименттік топты құрады. Зерттеу БДТІ-ның өзара әрекеттесудегі қалыптасу ерекшеліктерін анықтауға және оның бақылау формасы арқылы білім беру процесінің субъектілеріне әсерін талдауға және мұғалімдердің шығармашылығы мен шығармашылығын зерттеуге бағытталған.

Алынған нәтижелер МҚОҚ қалыптастыруға ықпал ететін факторларды, сондай-ақ оның оқыту тиімділігіне әсер ету ерекшеліктерін анықтауға мүмкіндік берді.

*Түйін сөздер:* оқу процесі, өнімді өзара әрекеттесу, бірлескен-диалогтық танымдық іс-әрекет (БДТІ), жалпы мағыналық құрылымдар қоры (ЖМКК), оқу процесінің тиімділігі, оқу процесінің құрылымы, бірлескен іс-әрекет, оқытудың белсенді әдістері.

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## ПСИХОЛОГИЧЕСКАЯ МОДЕЛЬ СОВМЕСТНОЙ ДЕЯТЕЛЬНОСТИ В ОБУЧЕНИИ

### *Аннотация*

Статья основана на результатах эмпирического исследования в области психологии обучения. В рамках данного исследования обучение концептуализируется не как изолированный когнитивный акт, а как интерактивный процесс, в котором участвуют несколько субъектов и в ходе которого формируется общий фонд смысловых образований (ОФСО). Полученные результаты свидетельствуют о том, что формирование данного фонда выступает необходимым условием эффективности совместной образовательной деятельности. В соответствии с теоретическими положениями С. М. Джакупова, совместно-диалогическая познавательная деятельность может реализовываться лишь при условии сформированности общего фонда смысловых образований.

Цель исследования заключается в представлении психологической модели взаимодействия преподавателя и обучающихся в процессе обучения, а также в выявлении и систематизации диагностических механизмов анализа совместной деятельности.

В исследовании приняли участие 500 педагогов, из которых 250 составили контрольную группу, а 250 — экспериментальную. Исследование было направлено на выявление особенностей формирования ОФСО во взаимодействии и анализ его влияния на субъектов образовательного процесса посредством бланка наблюдения и изучение креативности и творчества педагогов.

Полученные результаты позволили определить факторы, способствующие формированию ОФСО, а также особенности его воздействия на эффективность обучения.

*Ключевые слова:* процесс обучения, продуктивное взаимодействие, совместно-диалогическая познавательная деятельность (СДПД), общий фонд смысловых образований (ОФСО), эффективность процесса обучения, структура процесса обучения, совместная деятельность, активные методы обучения.

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