Spanish Journal of Innovation and INTEGRITY
ISSN: 2792-8268
Volume: 43, Jun-2025
http://sjii.indexedresearch.org

Principles for Developing Core Competencies of Primary School Students through Collaborative Teaching Technologies

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Abstract: *This article presents proposals and recommendations on the principles to be relied upon when developing the core competencies of primary school students through collaborative teaching technologies.*

Keywords: *primary school, students, collaborative learning, didactic principles, pedagogical-psychological principles, technological principles.*

In the system of primary education, developing core competencies of the students has become one of the main directions of modern pedagogical approaches. Especially, organizing the educational process through collaborative teaching technologies effectively contributes to the development of competencies such as communication, teamwork, problem-solving, information analysis, and creative thinking. Research results show that collaborative technologies serve as an important methodological tool in creating an environment that stimulates students' personal activity, independent thinking, and self-assessment ability [1].

Furthermore, in the modern education system, the formation of students' core competencies holds great significance, and in primary education, it is essential to base this process on specific pedagogical principles to enhance its effectiveness. These principles play a crucial role in developing the necessary skills in students and laying the foundation for successful learning [2].

Therefore, within the scope of this research, the following principles were developed to guide the formation of core competencies in primary school students through collaborative teaching technologies: didactic, pedagogical-psychological, and technological principles. The content of these principles is as follows:

Didactic Principles. These principles ensure the effectiveness of the content, style, organization of the educational process, and the methodology of the lessons:

- **Activity and Consciousness:** emphasizes the need for the student to play a central role in mastering the topic;
- **Visuality and Clarity:** implies that concepts should be visualized using real-life examples and diagrams [3];
- **Systematicity and Consistency:** means that knowledge should be presented step by step, based on previous topics;
- **Individualization and Differentiation:** suggests that tasks should be tailored and graded according to students' abilities;
- **Collaboration:** indicates the need to create opportunities for equal communication and collective achievement;
- **Problem-Oriented Learning:** implies the use of real-life situations, case studies, and project-based tasks.

Pedagogical-Psychological Principles. These principles take into account students' psychological characteristics, aim to support their socio-emotional well-being, motivate learning, and ensure psychological safety:

- Psychological Safety: implies allowing the expression of ideas without focusing on mistakes;
- Social Development and Empathy: means guiding students to understand peers' perspectives through role-playing [4];
- Motivation and Engagement: suggests the use of gamification, point systems, and inter-group competitions;
- Trust and Independence: involves encouraging the teacher to open inquiry paths and motivating students to self-regulate;
- Emotional Support: provides opportunities to enhance emotional well-being through positive feedback exchange.

Technological Principles. These principles ensure the effective and user-friendly integration of digital tools and platforms into the educational process, as well as the implementation of interactivity, adaptability, and feedback mechanisms:

- Interactivity: involves organizing collaborative activities such as joint writing, drawing, and voice discussions through online platforms;
- Ease of Use: ensures the utilization of digital educational tools with simple and intuitive interfaces;
- Feedback Mechanisms: highlights the need to structure the learning process through quick quizzes and teacher comments;
- Asynchronous and Synchronous Integration: emphasizes the importance of asynchronous group sessions for homework and synchronous discussions during class time;
- Data-Driven Assessment: allows students to independently review previously covered material using digital learning platforms.

An educational process organized on the basis of these principles creates the foundation for the gradual development of students' competencies in independent thinking, teamwork, problem-solving, and creativity.

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