Creating a Collaborative Environment in Primary School Classes

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Abstract - In the current context of educational content renewal, there are increasing demands on the competence of future teachers. Reforms in secondary education also require changes in the vocational education of future teachers. The relevance of improving the professional competencies of future teachers is also conditioned by the integration of national education into the global educational space. In this article the essence of such definition as "collaboration", some features of organization of collaborative learning environment in the integral pedagogical process of the university are considered. The efficiency of creation of collaborative educational environment for revealing potential possibilities and professional competences of future teachers is revealed. The main emphasis is made on the importance of the facilitator's position in the organization of students' collaborative activities. The influence of collaborative environment on the success of future teachers is justified.In the age of rapid development of knowledge-intensive technologies and comprehensive expansion of the information space, there is an urgent need to develop the spiritual and moral qualities of the individual, because in the realities of modernity there is a separation and isolation of a person from society, a crisis of spiritual development, the problem of lack of humanity is raised acutely, there is an alienation of young people from national and cultural values. In this connection, the society faces urgent tasks of development and preservation of human capital on the basis of renewal of the content of education, rethinking of its new humanitarian paradigm.

Keywords - Collaboration, Primary School, Collaborative Activity, Skills, Collaborative Learning.

1. Introduction

The profession of teacher is one of the most internally contradictory. Its dialectics is based on the antagonism of conservatism and innovation to the tendency to preserve traditions and to constantly deny oneself yesterday and now in the age of information technology time requires changes in the very functions of the teacher. If earlier the main function of the teacher was to translate the experience, then in modern school the teacher is required to solve the problems of designing and managing the process of individual and intellectual development of each individual student. Continuous reflective review of the theoretical basis from the point of view of everyday professional practice allows the teacher to become competent in his professional development.

The educational system of Kazakhstan in the XXI century is undergoing huge changes. Now the teacher needs to apply innovative methods in his practice, to be creatively looking for a person. For the world pedagogy of the new century is characterized by the transition to such models of education, which put the student in an active position. The paradigm of modern Kazakhstani education is to give everybody an opportunity for versatile development, realization of creative potential, laid in every person from nature. The most important direction in the school system is the implementation of a person-centered approach to education, which can play a significant role in the life of the student in achieving the tops of personal and professional development. In order to bring up such a personality, it is necessary to teach the child to solve certain communicative tasks in different spheres and situations of communication by means of language, to create conditions for socialization of the student's personality. Along with the economic development of Kazakhstan, the upbringing and education of children was highlighted as an important area of domestic policy. "Our task is to raise Kazakhstan to the level of international standard, and these people, growing up, will be important elite that will lead Kazakhstan to the big global world", said N. Nazarbayev [1]. The transition of the classroom-lesson system from the frontal to individual and group forms of work is a requirement of time, not a tribute to fashion. And in this regard, the modest place that group work still occupies at school is not entirely justified. The educational process in groups is constructed as a search and research activity, in the course of which there is an exchange of opinions, discussions unfold. When organizing the work in pairs and groups, each student does not just sit in the classroom, but thinks, suggests his or her own Opinion, even if it is wrong. In the groups, disputes arise, different solutions are discussed, and children learn from each other in the process of learning discussion and dialogue. Besides, group forms of work make the lesson more interesting and livelier, bring up children's conscious attitude to the educational work, activate thinking activity, give the opportunity to repeat the material many times, help the teacher to explain and constantly control the knowledge and skills of the children of the whole class. Group work

allows hearing other opinions, to express the point of view without risk of mistakes. Exchange of opinions can also contribute to the development of new ideas, which are often unexpected and productive. The exchange of opinions can also contribute to the emergence of interesting questions, and the search for answers to which will encourage the study of new material. The role of the teacher at this stage is to encourage students to remember what they already know about the topic, to promote conflict-free exchange of views in groups, and to record and systematize information received from students. It is important not to criticize their responses, even if they are inaccurate or incorrect**.** At this stage, the important rule is: "Any opinion of the student is valuable. Sometimes there may be a situation where the stated topic is unfamiliar to the students, when they do not have sufficient knowledge and experience to make judgments and inferences. In this case, students may be asked to make suggestions or predictions about the possible subject and object of study. The success of collaborative teaching and learning environments is well known and proven. "Collaborative learning is an educational approach to teaching and learning that involves groups of teachers or students working together to solve a problem, complete a task, or create a product [2]. Collaborative learning is based on the idea that learning is a social activity in which participants communicate with each other, and that learning takes place through communication.

A collaborative class is a class in which the teacher understands his or her responsibility beyond the scope of the subject matter taught. The success of learning and teaching lies in the creation of an atmosphere in which the individual feels free and safe to learn. Every child has his or her own problems when he or she comes to class: family problems, poor quality lessons, learning objectives that he or she has not achieved. Along with negative emotions, the pupil comes with an emotional outburst: the "excellent" lesson, a well written essay, a well-done math task... And in order to switch to another lesson, he needs time. Often, this is the "time" the teacher does not give to the student. As a result, at best, such a student will fall out at the beginning of the lesson, perhaps from the half of the lesson, but at worst from the whole lesson. To create a welcoming atmosphere in the classroom, switch and focus, a collaborative environment must be a prerequisite for each lesson. The basis of a collaborative environment is trust. Creating a trusting environment in the classroom is a large percentage of the lesson's success. The group work is focused on a large educational and formative potential. The mutually beneficial environment, in which students are connected by the need to communicate with each other to solve learning problems, reveals all the potential that has not been used before. In addition, in the course of group work in the classroom, the teacher has the opportunity to apply different strategies in order to increase the cognitive interest of the students. For example, through critical thinking strategies, teachers involve students in group work, and dialogue learning strategies encourage students to actively discuss issues of concern and cause-effect relationships. It should also be noted that in a collaborative environment, students develop both socially and emotionally, i.e., they can interact with peers, protect and

present their ideas, exchange opinions, and actively participate in mutual assessment and self-assessment. Thus, collaborative learning, i.e., "...learning in cooperation, is a personal philosophy of the learner, not just a method used in the classroom. In all cases where people come together in groups, collaboration involves a way of working ... based on respect, recognition and personal contribution of each member of the group" [3]. Group work has created more diverse forms of interaction among students than traditional forms of learning. Working in small groups, they learned more about the content of the learning material and learned to reflect. Working in pairs and in groups also allows solving the problems of education: desire and ability to cooperate in groups with classmates. In the process of using group work as one of the ways to develop communicative competences of students, there are a number of advantages: - the volume of material to be assimilated and the depth of its understanding increases; - the formation of concepts, skills, and abilities takes less time than in frontal learning; - the acquisition of skills necessary for living in society: independence, responsibility, tact, and ability to build one's behavior taking into account the positions of other people; - the teacher gets an opportunity to actually carry out an individual approach to the students; to take into account their mutual inclinations, abilities, and pace of work when dividing the class into groups, and to give difficult tasks to groups [4]. A collaborative environment develops mutual understanding. Mutual understanding means that all participants of a training group have similar knowledge about the process of interaction, similar views, assumptions and assumptions, i.e. the entire group shares the same ideas.

2. Methods

The changes taking place in modern society require the development of new pedagogical technologies. The main goal of the project activity is to develop students' ability to effectively apply their knowledge and skills in practice when creating new competitive products and able to present a competitive product to the market of goods and services at the graduation from the college. Moreover, these skills should be formed both in the depths of the educational process and as a result of independent practical activities in a specially developed infrastructure in Fig 1.

Fig 1. The description of stages in order to define the system of actions of the teacher and student

This laconic formulation belongs to E.S.Polat, the main ideologist of the technology of student project activity in our country [5]. Experience shows that the constant and planned application of the project method will create the conditions for:
- Formation and development of internal motivation of students to master the specialty more qualitatively;
- Increase of students' thinking activity and acquisition of logical thinking skills on the problems connected with real life;

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- Speech development of students, improvement of communicative competence in general;
- Development of individual characteristics of students, their independence, the need for self-education;
- Changes in the role of the teacher in the educational environment.

Let us dwell on the latter in more detail. The role of the head is not limited only to the assessment of the project milestones. It is advisable to carry out periodic control of the stages and, if necessary, their correction. Thus, the teacher appears in a new interesting, but complex role of the coordinator of the work of the student team on new actual professional problems.

In this connection, the requirements to the teacher, who should take on the following functions in addition to the main ones, are increased:
- Stimulation of students' initiative;
- Acquaintance with actual professional problems of our time;
- General management and coordination of group projects;
- Acquaintance of students with publications on the topic of their chosen projects;
- Teaching students to work with scientific and practical materials.

The project training simulates the same generalized stages and procedures as in real project work in any field of activity [6].

In design theory and practice, four main stages of project development are usually identified. Let's describe each of them in order to define the system of actions of the teacher and student (picture 1).

3. Research results

One of the leading ideas of the Cambridge Program is learning to Learn. To be put into practice, teachers "need to create an educational environment in which students are actively involved in the learning process, rather than passively accepting information. Together, a psychologist and a teacher carry out diagnostics of motivation, sociometry and self-esteem with children. At school, when carrying out sociometric methods (according to the "Lesenka" method), the purpose of which is to evaluate interpersonal emotional connections in the group, i.e. mutual sympathies between the group members. Some students in the class have an overestimation of their self-esteem, which indicates certain deviations in the formation of personality, which can confirm their personal immaturity, inability to correctly assess the results of their activities, and inability to compare themselves with others; such self-esteem can indicate significant distortions in the formation of personality – "closeness to experience", insensitivity to their mistakes, failures, comments and evaluations of others [7]. Based on observations and test results by teachers and psychologists, the school follows:

It is necessary to support the situation of success in order to stabilize the emotional background of the class, to give students an opportunity to speak out, to share anxiety, doubts, to hold classes, games, trainings for team building.

On this basis, it is necessary to remember that classes are separate components of the entire educational system, and this connection should be taken into account in the development of educational material. The result will be the support of the students by their families, as well as the improvement of their educational potential inside and outside the school.

The results of the diagnosis and observations are helpful in the development of introductory training. The psychologist should suggest that in the organization of work and seating, attention should be paid to children with low motivation and a negative attitude to school.

We have learned that creating a collaborative environment requires a cohesive and systematic work with the school psychologist, who kindly provides the necessary diagnostic results and offers assistance in conducting trainings. Trainings are built taking into account the goals and objectives of the lessons and the content itself are gradually becoming more complex, which helps to achieve positive results in the lessons. Such research in the classroom: how group work gives us the opportunity to analyze the specifics of the subject once again, to define for ourselves its peculiarities and the ways of organizing group work in the classroom. We think that the organization of work with students on any joint activity creates a sense of responsibility and cohesion, thus developing their critical thinking [8].

The desire for knowledge and communication always helps in any joint work. A collaborative class is a class in which the teacher understands his or her responsibility beyond the scope of the subject matter taught. The success of learning and teaching lies in the creation of an atmosphere in which the individual feels free and safe to learn. In the course of our work, we learn to form groups according to individual psychological characteristics, depending on the level of training and cognitive activity of students. At the beginning of the work, the students develop rules and norms of behavior in the group, which they try to follow and follow. These rules help to create an atmosphere of trust and support in which everyone can express their feelings without any danger, but there are cases when children forget their rules and have to remind them of them.

In order to establish an atmosphere of cooperation and trust, it is necessary to conduct "Getting to know each other" training. Each participant is asked to give his or her own name in a circle and to say only the most important things about themselves in a few words. Children are interested in such a task so that they can see from their eyes that usually many people do not listen and do not look at each other and do not know much about it. Talking about himself, a person reveals himself a little bit. Thus, the teacher sets the children up for a positive attitude.

A sense of empathy is established between the participants, which helps them to communicate without conflict. After a certain period of time, the teacher conducts "Guess the secret" training, which removes all barriers between the children and disposes the interlocutor to him.

The next Mosaic training is a bit more complicated. The children must silently line up the number one and then the heart. The purpose of this training is to establish an atmosphere of cooperation, trust and identification of leaders. To overcome the difficulties of communication in the group and normalization of the psychological climate, the exercise "I mean..." is used. (each student should share

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good news or impressions of their lives in one minute, and the rest should congratulate them). To rally children, they are asked to name the group, to choose a gesture that distinguishes them from others. Another method to create an atmosphere of cooperation is "Good wishes", where children hold hands and give good wishes to each other [9].

Moving from one event to another, students spend more time on good wishes. With the time spent, their eyes will be happy to see that their lives really worry, worry, and worry. Thus, this is cooperation when a child sees in his classmates, teachers, primarily a friend and like-minded person who can listen, empathize and not press him with his authority.

Due to age peculiarities (children of primary school age) it is not difficult to create a collaborative environment. After all, children at this age are very open, friendly, and inquisitive. They became more cohesive and friendly every day.

The teacher needs to think over strategies for the distribution of children in groups in order to maintain a friendly atmosphere in the classroom. The structure of the tasks changes, the differentiated approach to learning is taken into account, and a situation of success is created for children with low motivation in order to show their dignity and use their opportunities while working in the group.

The world around us is first and foremost a world of communication with other people. Each of us has to make contact with strangers. One makes it easy for one person to do so, and the other makes it much harder for others to do so. In the game exercise classes, we develop a variety of communication skills. They help us to feel more confident, safer.

Undoubtedly, various techniques and strategies of critical thinking, which imply coordinated work of the whole group, have a positive result in creating a collaborative environment. As a result, not only the quality of knowledge increases, but also the high subject, personal and system-activity results.

Critical-thinking learning involves not only actively seeking information for students to learn, but more: correlating what they have learned with their own experience, and comparing what they have learned with other research in the field. Students have the right to question the validity or credibility of the information they have obtained, to test the logic of evidence, to draw conclusions, to design new examples to apply it, and to consider ways of solving the problem.

Thus, when creating a collaborative environment, using group work in lessons, I would like to note that the educational and cognitive motivation of students increases, the level of anxiety decreases, the fear of being unsuccessful, incompetent in solving some problems is reduced, the learning ability of the group is higher, the efficiency of assimilation and actualization of knowledge is higher, and when the task is carried out jointly, mutual learning takes place, because each student contributes to the overall work, group work contributes to the improvement of the psychological climate in the classroom, the development of interaction. Creating a collaborative environment in the classroom promotes comfortable

cooperation between each member of the team (class teacher, psychologist, parents and subject matter experts).

4. Discussion

With the change in the modern paradigm of education, the understanding of the concept of "education" as a process and result of improvement of abilities and behavior of a person, in which social maturity and individual growth are achieved [10]. In other words, it is a process of socialization of an individual, in the course of which his or her abilities to self-development, related to the formation of cognitive, activity, communicative and attitudinal competences, are developed. From the above definition it is clear that at present two important processes as humanization of education and socialization of personality are being actualized, which are closely interconnected and interconnected, and education should be considered as a broad social phenomenon with a creative potential. All social and economic changes in the society are especially noticeably projected for higher professional education, the quality of which is a guarantee of the competitiveness of the state. Improvement of education cannot be effective without rethinking the content of professional and pedagogical education, as no theories, concepts, and standards in the field of education will be successfully implemented if teachers and pedagogical workers themselves are not ready for it.

Therefore, our research is interested in the result of professional and pedagogical education in the person of graduates of pedagogical universities, who realize the social nature of their pedagogical profession, as teachers of the primary class, focused on successful personal and professional socialization.

In the practice of modern professional education there is a significant gap between the dynamic processes in society and the quality of training of specialists in the university. The predominant nature of subject education in the university leads to the fact that the knowledge of students is often scattered, have an excessively theoretical character, which makes it difficult for university graduates to apply the knowledge in practice and to carry out organizational, managerial and design activities. As a result of such educational and cognitive activities, deep internal layers of personality are not affected, and the education received at such training does not give the desired results.

Therefore, higher education cannot be limited to providing its students with only a stock of knowledge on certain subjects for the distant future, for their future professional activity. In the organization of educational work for the formation of socially successful personality of the student it is necessary to take into account not only special and professional interests, but also social and personal. From the point of view of realization of humanistic principles, the interests of the student should be not only controlling and correcting factors for the university, but to a certain extent and guiding the formation of socially successful personality.

Success is most likely to be a characteristic of a person's activity, as the activity may be successful or unsuccessful. And any personality is formed in the activity. That is, the success of activity has an individualized

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character. The personality can develop only in the process of own activity. Activity is defined as purposeful activity that gives a personally or socially significant result. Success of one individual cannot be borrowed by others, as the way to success is paved by each person himself, through his own active activity. In the development and formation of a socially successful personality of the future teacher plays a huge role in the process of his education in higher education. It is not in vain that L.S. Vygotsky, considering a person as a complex system of various structures, justifies the position about the leading role of learning in the development of a student [11]. That's why in formation of a socially successful personality of a future teacher we pay special attention to organization of collaborative learning environment, the guiding vector of which is achievement of successful result of activity.

The etymology of the word "collaboration" comes from the French word "collaboration" that means "joint activity, cooperation to work, work together. In wikis, collaboration is defined as a joint activity (process), in any sphere, of two or more people or organizations to achieve common goals, when there is an exchange of knowledge, learning, and consensus. Entry of an individual into a collaborative learning environment implies active inclusion of the student in the mastering of the peculiarities of human relations, mastery of skills and abilities of practical, scientific and theoretical activity, formation of certain social norms and functions, acquisition of skills and abilities necessary for successful self-realization in society.

Thus, the active activity of a student, his interaction with the participants of an integral pedagogical process is one of the decisive conditions for the formation of his socially successful personality.

But, unfortunately, in mass pedagogical practice, the most painful thing is that the active activity of the subject in a collective, we believe that this theory has a personalized, humanistic orientation, because it is through the use of the creative potential of the collective that it is possible to give the individual an opportunity to reveal his or her abilities, to take place as a person. This idea is expressed in the fundamental principle proposed by A.S. Makarenko as a principle of "respect and requirements", i.e. the teacher must be able to combine rigor and respect for the individual, to harmonize relations among members of the student group, to establish the rules of mutual responsibility and dependence. Disclosing the main functions of the collective as organizational, educational, stimulating A.S.Makarenko emphasizes that such features are inherent only in a developed collective and only a developed collective can successfully perform its social functions [14, p. 46].

This means that for the formation of a socially successful personality of a future teacher, the main guiding vector should be the creation of a collaborative learning environment, which implies the need for favorable conditions for the disclosure of potential opportunities for the individual, to familiarize students with the peculiarities of professional and pedagogical communication.

oriented to success is not developed at a sufficient level. In the holistic pedagogical process of the university an average approach to the levels of development of students, to their age and psychological characteristics is observed.

The formation of a socially successful personality of future teachers cannot be considered outside of the educational mechanisms of the holistic pedagogical process of the university as a system of relations between students and teachers and among themselves, which requires a delicate pedagogical participation and pedagogical adjustment. The formation of a socially successful personality of a future teacher begins with the purposeful organization of various types of activities in student groups, with the active interaction of students with the environment, with the ability to communicate with different people who perform different social roles.

The collaborative environment has a creative potential and has an effective impact on the personal and professional development of the future teacher. In such an environment, the student feels like a subject of collective activity, an active participant of professional and pedagogical communication, realizes his significance and personal value in the team.

The peculiarities of creating a collaborative environment are closely connected with the theory of team development developed and experimentally proved by A.S. Makarenko. The essence of this theory is that the formation and development of a person's personality is conditioned by the peculiarities of the organization of the system of relations with other people in the collective, upbringing of a person "through the collective", "in the collective" and "for the collective".

Although in pedagogical theory there are conflicting interpretations about the upbringing of a person

The possibilities of the creative potential of collaboration depend on the extent to which a teacher competently and delicately influences not the personality, but the nature of interaction of this person with a group or team in which he or she finds himself or herself. That is, the creative potential of the collaborative environment is revealed the better the richer and more interesting the relationship between the participants of the pedagogical process, the more the teacher stimulates and motivates the students to successful activity.

Subjectivity of the participant of collaborative interaction is provided by the ability of the teacher to organize group, team, and paired activity of students in the classroom. There are different types of distribution by groups. At the same time, it is necessary to take into account the following points:

- To work out the rules of group work together with the participants of collaboration;
- The groups should be changeable;
- Distribute different roles in each group;
- The roles in the groups should change constantly;
- Adherence to the norms and requirements of professional ethics;
- Allow only constructive criticism in groups.

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In this case, the teacher acts as a facilitator, i.e. provides group communication, and contributes to the creation of a favorable environment for intergroup discussion. In collaboration it is necessary that each student was a direct participant of the educational process consciously chose the types of cognitive activity, engaged in reflexive activity, learned to express his thoughts freely, was able to realize his potential.

The use of various methods and strategies of collaboration at lectures and seminars shows that they contribute to the development of independence, thinking activity, self-affirmation and self-actualization of students. At the same time, the educational mechanisms of an integral pedagogical process of the university form stable connections and dependencies; there is a complex system of relations, which contributes to the formation of a certain

field of intellectual tension and an atmosphere of goodwill and business cooperation.

In the holistic pedagogical process of the university the formation of social success is promoted by the formation of micro groups among students, in which on the basis of professional communication each student is the subject of different systems of relations as: teacher-group, teacher-micro group, group-micro group, micro group, micro group, student-student, student group, teacher-student, etc. Working in micro groups, students provide each other with friendly help, weak students feel friendly support, and a spirit of healthy competition is born between the groups, which stimulates them to create a favorable psychological climate for the formation of successful activities. The role of the teacher in such cases is only to coordinate, guide, advise and stimulate. Picture 3
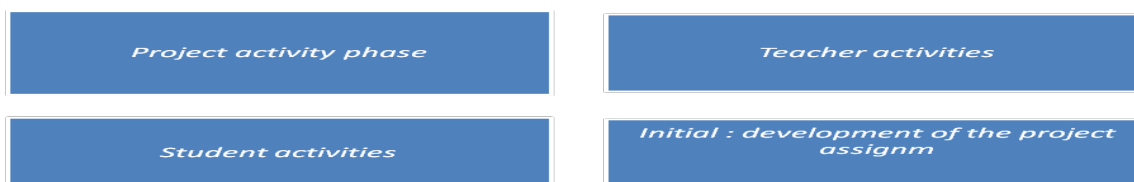
Project activity phase
Student activities

Teacher activities
Initial : development of the project assignm

Fig 3: Motivations

- Motivation of educational and professional activity;
    - Assistance in setting research goals.
    - Presentation of the research problem based on the results of the analysis of the initial material: justification of its relevance (through the identification of contradiction), analysis of the study of the problem, justification of the practical significance of the result of the planned research;
    - Definition of the main idea of the project in connection with the problem under study;
    - Formulation of the project topic;
    - Definition of the object of research;
    - Definition of the research subject;
    - Formulation of a hypothesis about the expected results of the study and ways to achieve them;
    - Definition of work directions and immediate tasks;
    - Identification of ways to search for sources of information on the directions;
    - Determination of the form of the final product of the project activity.
    Project development: work planning
    - Assistance in selecting sources, methods of information collection and analysis;
    - Correction of the tasks set by the trainees.
    - Identification of means and methods of achieving the project goal;
    - Determining the time frame for project implementation, dividing all work into stages, drawing up a plan and schedule for interim reporting;
    - Development of the content of the steps;

    - Selection of the procedure for collecting and processing the necessary data;
    - Choice of the way the results are presented and the scenario for the presentation.
    Implementation of the project:
    - Consultation;
    - Coordination of the trainees' work;
    - Control of the progress of work;
    - Encouraging and stimulating activities through incentives.
    - Independent practical performance of tasks in accordance with the plan and schedule in extra-curricular time;
    - Collection, analysis and synthesis of information from different sources;
    - Control and correction of intermediate results, their correlation with the goal;
    - Preparing a report on the results of research activities;
    - Development of materials for presentation: preparation of visual and graphic material, development of audio-video project.
    Completion of the project:
    - Consulting on preparation of project accompanying documentation;
    - Poject expertise in accordance with the specified criteria.
    - Public presentation of the project;
    - Reflexion: discussion of the process, results of work, group and personal achievements.

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Working on projects allows the student to acquire knowledge that is not achieved through traditional teaching methods. This is possible because students make their own choices and take the initiative, projects have practical value, address current problems, give the student the opportunity to learn according to their abilities, promote the student's abilities in solving a wider range of problems, facilitate interaction between students, develop teamwork skills. In the process of working on the project methodology, students not only acquire practical skills to create a certain product, but also the experience of interaction with colleagues.

So, as a result of the analysis of the problem of using project methods in the training of specialists, we will draw conclusions. The need to use project methods in modern education is determined by the obvious trends in the educational system, aimed at the full development of the student's personality, his preparation for real life activities in the modern information society and socially-oriented market economy.

The result of student innovation projects is the following: didactic and methodical materials for conducting lessons and elective courses; development of practical and laboratory works; educational - controlling and teaching electronic manuals and other innovative aids.

Undoubtedly, we develop lessons taking into account the implementation of seven modules in the creation of collaborative environment. In the process of creating the collaborative teachers and psychologist of the school to conduct supervision and diagnosis of students in advance, as a result of which we monitor the performance of children, the pace of activity, communicative activity and emotional tone, where it becomes clear how children get acquainted with the task (individually or collectively), whether this task is understood, and also mark the organization of work: they do not know how to distribute the work, do not fit in time, low rate of work, there are passive children, and leaders in groups are also clearly visible. When observing communication skills, it turns out that children do not know how to listen to each other, do not always express their thoughts correctly, and do not argue for their answers if some points of view do not agree. Pupils learn how to learn and as a result become independent, self-motivated, responsible pupils with developed critical thinking. They are able to communicate freely and, of course, to become competent in various areas of human life.

5. Conclusion

Thus, in the conditions of the integral pedagogical process of the university it is necessary to designate a number of advantages of creation of the collaborative educational Environment for formation of socially successful personality of the future teacher:

- The effectiveness of the organization of collaborative learning environment depends on the knowledge and skills of the teacher to use the main provisions of the collective theory in a holistic pedagogical process of the university.

- During collaboration, the student receives an incentive for constant creative growth, for successful activity, as a spirit of cooperation and healthy competition is created.

- For each student, communication in micro groups creates real opportunities for self-expression, self-organization, self-regulation, self-development, self-esteem and reflection.

- The collaborative learning environment in the holistic pedagogical process of the university develops the communicative abilities of students, educates independence, which plays an invaluable role in their successful socialization.

- Organization of collaborative learning environment develops the level of critical thinking of students, promotes their personal growth, and encourages the teacher to be in constant creative search.

So, pedagogically well organized collaborative learning environment in the conditions of professional education is one of the effective mechanisms of formation of a teacher of the primary class. The semantic load of formation of socially and professionally successful personality is the importance of the idea of collaboration, the prospects of which are confirmed by today's objective reality, compliance with new social expectations. It is the socially successful personality of a future teacher that is now in demand by pedagogical practice, the demands of innovative and industrial development of society.

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