

# Family and School Integration in the Development of the Creativity Component in Students Based on Collaboration Technology

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**Abstract:** this article talks about the fact that cooperation technology is an activity aimed at making certain changes in the practice of educational institutions to develop the creativity component in students.

**Key words:** cooperation technology, creativity, component, communicative activity, integration, reflection, intellectual, intensity, corrective component, dynamic description

As it is known, from the first years of independence, special attention was paid to the creation of an environment of cooperation in the management of the quality of education in our republic, to the establishment of family, school and neighborhood cooperation in the development of the social intelligence of students. For this purpose, the Concept of "Family, neighborhood, school cooperation" was developed in 1993, and certain results were achieved in the coordination of activities of the general public in raising young people to be loyal to the ideas of independence, morally mature, and patriotic.

The cooperative activity of the family and the school has a complex appearance, and in the research, special attention was paid to the development of pedagogical support for increasing the effectiveness of this process.

At the motivational stage, pedagogical conditions are created for the proper understanding of the integration process by teachers and parents, and "integration is a teacher and parent oriented to the development of personal qualities that reflect the necessary conditions for integrative activity. a new level of pedagogical relations of mothers".

The communicative-activity-oriented stage allows teachers and parents to realize their high pedagogical potential, as well as the uniqueness of the pedagogical tasks of the family and school. Therefore, at the communicative-activity-oriented stage, teachers and parents should jointly design and implement integrative pedagogical activities within the standard requirements of the educational institution, as well as mutually solve the problems of teachers and parents based on the results of these activities. special attention should be paid to its solution.

An important stage of pedagogical support of family and school integration is related to reflection, where teachers and parents analyze the effectiveness of their pedagogical activities, identify possible difficulties and risks. It should be noted that reflexive experience can be created separately for teachers and parents or can be carried out collectively, that is, in a specially organized educational environment.

By determining the stages of implementation of pedagogical support of family and school integration and the criteria of effectiveness of each stage, it was made sure that each of them should be measured and evaluated on a private scale. For all of them, as a general scale, the possibility of analyzing the results based on the level description was determined: high, medium and low. Given the complexity and multidimensionality of family and school integration, indicators for each level have been defined. In the process of cooperation, the structure of the formation of social competence in students has a dynamic description, reflecting goal-oriented, activity-related and result-corrective components. The dynamic aspect of the formation of social competence in students on the basis of family and school integration is reflected in the interactive joint activity.

On the basis of cooperation technology, development of the creativity component in students and pedagogical support, ensuring the intensity of feedback, openness, dynamics, statistics of the pedagogical system, self-development of students, intellectual, emotional, moral, cultural, it is necessary to achieve activation of physical capabilities. The following were defined as the leading educational ideas of cooperative pedagogy in modern conditions: mutual action, creative cooperation; achieve success; individuality; presentation of educational materials in large blocks, variability of assessment, self-education, self-improvement, self-development, taking into account individual and typological characteristics of all participants.

At the new stage of the development of general secondary schools, it is necessary to take into account the interrelationship of the principles of creativity, integration and pedagogical heuristics and anthropological, innovative and pragmatic approaches of cooperative pedagogy.

Educational activity of students in small groups is organized in the form of a game (tournament, competition), organized individually, zigzag of cooperative teaching, we study together, teaching in a team, teaching each other, it is advisable to effectively use methods such as asking each other.

On the basis of cooperative pedagogy, it is an activity aimed at making certain changes in the practice of educational institutions in the development of the creativity component of students on the basis of cooperation technology in general secondary education, and its effect is the organization of the activities of general secondary schools in accordance with social requirements, the content of education It is determined by the enrichment and improvement of the quality, the increase in the level of knowledge, skills and qualifications of students, their possession of high spiritual and moral qualities, and the determination of mutual active cooperation between teachers and students in the educational process.

Systematic design and pedagogical support of educational processes in the development of the creativity component of students based on cooperation technology, ensuring the intensity of feedback, openness, dynamism, statistics of the pedagogical system, self-development of students, intellectual, emotional, it was concluded that it is necessary to achieve the activation of moral, cultural and physical capabilities.

The main tasks of improving the quality of education on the basis of cooperative pedagogy were defined as: development and implementation of the mechanism of analysis of current and strategic development processes, design of tactical and strategic tasks of education; to prioritize the interests of education management bodies, local government bodies, self-government bodies, law-enforcement bodies, public organizations and families, and introduce effective methods of protecting their rights and interests; to ensure balance between the demands and needs of groups interested in the field of education, to fully support the individuality of students in the educational process, and to achieve active cooperation.

In the study, in the framework of the study of improving the educational process based on cooperation technology, ensuring family and school integration was determined as an important task of the direction of environmental pedagogy of cooperation pedagogy. A model of integration of family and school cooperative activities was developed. At all proposed stages, it was justified that it can be implemented in connection with the peculiarities of the family (composition, social status, educational opportunities, religious affiliation).

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