

Organization of the Educational Process on the Basis of Cooperative Pedagogy Theoretical And Methodological Foundations of Education

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Abstract: In today's conditions, where the speed of information flow has increased beyond imagination due to the development of science and technology, it is necessary to turn students into the subjects of the educational process, to solve their educational problems independently, and to apply them to the national educational system based on the pedagogy of cooperation. The article is dedicated to showing methodological and theoretical aspects of this.

Keywords:

Today, the educational system is faced with the task of forming a morally high generation with an independent opinion and a healthy worldview. The formation of a person with spiritual perfection requires a radical renewal of teacher-student relations. Because new results cannot be achieved with old views and teaching methods. The renewal process requires cooperation between the teacher and the student. The basis of this research work is the creation of the theoretical-methodical foundations of the organization of cooperation of subjects in teaching and the proof of theoretical views in practical terms. The idea of cooperative teaching appeared in didactics in the 1970s. Cooperative teaching technology is widely used in educational institutions of Great Britain, Canada, Germany, Australia, the Netherlands, Japan, and Israel.

The idea of co-teaching in different countries, including the professor of J.Hopkins University in America R. Slavin (1990), the professor of the University of Minnesota R. Johnson, D. Johnson (1987), the professor of the University of California - Sh. Sharon (1988), developed by Collaborative teaching developed by American scientists, mainly the formation of students' knowledge, skills and competences recorded in the state educational standard and science program, collaborative teaching recommended by Israeli and European scientists, as mentioned above, The processing of educational material by students involves the development of design activities, educational debates and discussions. These ideas complement each other, didactically enrich and require each other.

The main idea of cooperative education is not only to complete educational tasks together, but also to study and learn in cooperation. Cooperative education is to teach every student to daily intensive mental work, to think creatively and independently, aims to educate individual awareness, independence, create a sense of personal value in each student, strengthen confidence in one's own strength and abilities, and form a sense of responsibility in education. The technology of cooperative education allows students to work independently and diligently mentally, to fully and qualitatively complete educational tasks, to thoroughly master the educational material, to cooperate with their friends, realizing that the success of each student in obtaining analysis leads to the success of the group. and prepares the ground for organizing mutual support. There are several methods of organizing cooperative education of students in cooperative education technology .

1. In team teaching, students are divided into two teams of equal number. Both teams perform the same task. The members of the team perform the educational tasks in cooperation, and each student pays attention to mastering the knowledge, skills and abilities provided by the

subject. R. Slavin, who is one of the authors of cooperative teaching technology, said that it is not enough to instruct students to complete tasks cooperatively. It is necessary for students to cooperate in the literal sense, to rejoice at the success of each student, to sincerely help each other, and to create a comfortable social and psychological environment. In this technology, when determining the quality of knowledge acquisition of students, they are compared not with each other, but with the daily result of each student with the previously achieved result. Only then, students, realizing that the results achieved during the lesson will benefit the team, feel responsible and strive to learn more, acquire knowledge, skills and abilities.

2. Collaborative teaching in small groups .

In this approach, small groups consist of 4 students. The teacher first explains the topic, and then students' independent work is organized. The educational assignments given to students are divided into 4 parts, and each student performs a certain part of the assignment. At the end of the task, each student thinks about the part he has completed and teaches his friends, then the group members make a general conclusion about the task. The teacher listens to the information of each small group and with the help of test questions evaluates and controls knowledge.

Educational activity of students in small groups can be organized in the form of a game (tournament, competition) or individually. In the research on the cooperative activity of the teacher and the student, the main attention is paid to the study of the development of interaction. , the process of group organization of teaching is described. Psychologist AV Petrovsky studied that the interpersonal relations in the team originate from the activity, and organizing the cooperation of the teacher with the students in the educational process is not only a means of satisfying their need for communication, but also an educational tool. He emphasized that it is also a means of mastering the material. An important factor of mutual cooperation and the basis that determines the character of the interaction of students are the forms of cooperation between the teacher and the student. Collaborative educational activity is a special type of teacher-student relationship and joint behavior, which provides the object of mastery, reconstruction of all parts of knowledge activity. The goal of cooperative learning activities is to create a mastery of activities and a mechanism for managing joint actions, attitudes, and communication. The product of cooperative activity is the emergence of new ideas put forward by students and goals related to the nature of the activity being mastered, and the desire to manage the individual's position in partnership.

The method of cooperative activity should be understood as the system of joint actions of the teacher and the student. Such behavior begins with the help of the teacher to the student; Pupils' activity gradually increases and becomes completely self-directed practical and mental activity; and the relationship between the teacher and the student will have the character of partnership position. There are 8 forms of cooperation in the field of pedagogy and psychology.

They consist of:

1. to get into action ;
2. independent actions are performed by the teacher and the student in cooperation;
3. the teacher initiates the activity and involves the student in it;
4. imitation actions (the student who takes a lesson from the teacher acts on the basis of this example);
5. supporting actions (the teacher helps the student to choose an intermediate goal and methods of achieving it, and monitors the final result);
6. self-management actions (the teacher participates in the assessment of the final result, indicating the common goal);
7. Self-directed actions; self-organizing actions. .
8. Interactivity - the interaction between the teacher and the student

Advantages and perspective of cooperative learning. In the process of pedagogical cooperation, it shows the gradual path of the teacher and the student's activities. The educational process requires taking into account each unique aspect of subjects. In order for pedagogical cooperation to occur, the teacher and student must rise to the level of interrelated subjects of the pedagogical process. After all, cooperation between subjects is at the heart of the individual

orientation of the learning process. Cooperation in the educational process helps subjects learn information together and use it creatively in their activities.

Pedagogical cooperation, first of all, involves working as a team in acquiring knowledge, and its main goal is to form emotional thinking of participants. This technique is used as a way to solve didactic-creative problems, and in pedagogical practice, it is used as a way to solve educational and cognitive problems. This method expands the possibility of a creative approach to the educational material intended to be mastered by the student. Working as a team in the process of pedagogical cooperation prepares the ground for the birth of new common ideas within the group. Naturally, the technology of pedagogical cooperation requires the use of advanced methods that have been proven effective in the educational process. If they are used in a timely manner during the educational process, it can be determined that the student's ability to search is regularly developing. The use of collaborative problem-solving questions and tasks encourages students to make new hypotheses and conclusions based on feelings, and this is achieved to a certain extent. Students get used to showing their creative abilities.

Collaborative teaching is to teach every student to daily intensive mental work, to think creatively and independently, to educate individual consciousness, independence, to create a valuable sense of personal value in each student, to have his own strength. It is intended to strengthen confidence in one's abilities and to form a sense of responsibility in learning. Cooperative teaching technology allows independent and serious mental work, learning tasks, realizing that the success of each student in analysis leads to the success of the group. It prepares the ground for complete and high-quality performance, thorough assimilation of educational material, cooperation with friends and mutual support. There are several methods of organizing cooperative education of students in the technology of cooperative education.

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Collaborative teaching in small groups. In this approach, small groups consist of 4 students. The teacher first explains the topic, and then students' independent work is organized. The educational assignments given to students are divided into 4 parts, and each student performs a certain part of the assignment. At the end of the task, each student thinks about the part he has completed and teaches his friends, then the group members make a general conclusion about the task.

The teacher listens to the information of each small group and evaluates the knowledge with the help of test questions. Educational activity of students in small groups can be organized in the form of a game (tournament, competition) or individually. In the research on the cooperative activity of the teacher and the student, the main attention is paid to the study of the development of interaction, the process of group organization of teaching is described. Psychologist AV Petrovsky studied the interpersonal relations in the team and emphasized that organizing the cooperation of the teacher with the students in the educational process is not only a means of satisfying their need for communication, but also a means of mastering the educational material. Forms of teacher-student cooperation are an important factor of mutual cooperation and the basis determining the nature of student interaction. Collaborative educational activity is a special type of teacher-student relationship and joint behavior, which provides the object of mastery, reconstruction of all parts of knowledge activity. The goal of cooperative learning activities is to create a mastery of activities and a mechanism for managing joint actions, attitudes, and communication. The product of cooperative activity is the emergence of new ideas put forward by students and the goals related to the essence of the activity being mastered and the desire to manage the position of the individual in partnership. Problem-based education is a somewhat fully

researched element in the didactic system of problem -based education. It has an effective effect on somewhat activating the students' thinking, forming an approach to problem solving in them, and finally - developing creative thinking. In conclusion, it can be said that the organization of the teaching process on the basis of cooperation technology is the demand of the times. The basis of this research work is the creation of the theoretical and methodological foundations of the organization of the cooperation of subjects in education and the practical proof of theoretical views.

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