

The Effectiveness Of Organizing Students' Independent Learning Based On Cooperative Education

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Annotation: One of the primary targets in assessing the quality of education is to enhance the pedagogical mechanism for organizing students' independent learning through cooperative teaching technologies, whereby independent learning serves as a catalyst for educational development.

Keywords: cooperative learning, collaboration, student knowledge, credit- module system, international experiences, teaching.

Introduction: Today, within the credit-module system, organizing students' independent learning is recognized as an urgent pedagogical challenge that requires a deep scientific and methodological approach. The credit-module-based educational model is a complex, systematic process that not only ensures students engage in independent work but also assesses their knowledge through a rating system.

Implementing independent work under the credit-module system is best achieved through collaborative learning activities, where students work in small groups on joint projects. In this framework, students do not merely study the material; they also support each other's success and collaboratively resolve challenging problems. Over many years, extensive research has demonstrated that cooperative learning significantly enhances educational outcomes.

Recommendations and Proposals. The proposals and recommendations developed on this subject have been implemented in the process of organizing students' independent learning:

-organizing students' independent work within the credit-module system in collaborative learning activities offers numerous incentives for studying materials to those who effectively apply the principles of cooperative learning in joint project execution. Based on cooperative learning, several beneficial concepts are highlighted, including:

-the development of social interaction and the enhancement of students' self-confidence;

-the improvement of students' collaborative skills and the formation of their ability to articulate independent ideas;

-a positive impact on the enhancement of students' decision-making skills.

-Scientifically based proposals and recommendations have been developed, demonstrating that groups organized through cooperative learning enable students to acquire a range of skills, broaden their capacity for collaboration, and effectively develop their knowledge, skills, and competencies. Consequently, students work together not solely to master the material, but also to support each other in achieving success and to cultivate a willingness to assist one another in solving challenging situations.

-By organizing independent learning through cooperative teaching technologies, the opportunity to refine the theoretical and methodological foundations for developing the professional mobility of future physical education specialists is significantly broadened.

-Drawing on international experiences, proposals have been devised to enhance the learning process designed to organize students' independent learning. When these proposals are applied to the independent learning of students in the field of physical culture, the pedagogical mechanism for organizing such learning is substantially improved.

-Research has been conducted to determine the dynamic development of the pedagogical mechanism for organizing students' independent learning through cooperative teaching

technologies. Based on this research, it has been observed that students not only study the materials, but also learn to work together to support each other's success and to collaboratively solve problematic situations.

Research Methods. Independent tasks, from the perspective of achieving individual-didactic objectives, are divided into four groups:

- Tasks that promote the initial formation and perception of knowledge: *In this group, students must understand what is required to achieve the objective. These tasks are designed to facilitate the assimilation of information and data.*
- Tasks aimed at assimilating, retaining, and retrieving information: *These tasks require the accurate retrieval and activation of previously acquired knowledge, as well as its application under defined conditions.*
- Tasks requiring a new perspective on previously acquired knowledge, skills, and competencies: *Based on accumulated experience, these tasks challenge students to explore the essence of a problem, discover innovative solutions, and express fresh ideas and viewpoints.*
- *Tasks That Stimulate Creative Activity:* Here, students are encouraged to investigate ideas and concepts-whether new or already known but viewed from a different perspective-by gathering relevant information, engaging with it critically, and articulating their own opinions.

Discussion. Today, it is inconceivable to train competent specialists without incorporating independent work. This is because the process of engaging in independent tasks fosters the development of students' critical and creative thinking skills. Nevertheless, there are certain challenges and difficulties associated with organizing independent work:

- Preparation of Handout Materials: *The handout materials prepared by the instructor must be duplicated for each student. With an average class size of around 20 students, making 20 copies of each handout incurs additional costs, and instructors often do not have the personal resources to cover these expenses.*
- Classroom Arrangements for Group Work: *Occasionally, independent tasks during lessons require the use of cooperative learning methods in small groups. This necessitates classrooms that are conducive to group work; however, many higher education institutions currently lack such facilities.*
- Lack of Expertise Among Instructors: *A significant number of instructors do not possess the necessary skills to effectively organize independent tasks.*
- Adequate Knowledge Acquisition by Students: *For students to successfully complete independent work, they must be well-equipped with the requisite knowledge and have thoroughly mastered the subject matter. If a student has not gained sufficient understanding during lectures, they will be unable to positively resolve the tasks. Consequently, it is essential to prioritize the activation, retention, and synthesis of knowledge when organizing independent work.*

Analysis and Results. At the initial (preparatory) stage, an examination was conducted of the current conditions in the educational process and the methodological support provided by the faculties of physical culture. This review covered the curriculum, course programs, syllabi, textbooks, educational manuals, and comprehensive teaching materials. The proposals developed to enhance the pedagogical mechanism for organizing students' independent learning through cooperative teaching technologies were applied to students in the field of physical culture. These proposals aimed to ensure that students acquire knowledge and master theoretical lessons in sports disciplines through various means. Cooperative learning-implemented in small groups (teams) -serves as an effective method for equipping students with the essential skills and competencies required for success in today's competitive era, and it has been demonstrated to significantly improve the organization of independent learning.

At the second, formative stage, based on the didactic materials developed, independent learning tasks for each module were structured around cooperative learning. Students were organized to work together as teams to complete these tasks, with those in the experimental group actively participating in program-based activities. The sessions were carried out using cooperative work in small groups, supplemented by pedagogical-psychological teaching technologies and training sessions.

At the end of the academic year, both the experimental and control groups analyzed the outcomes to determine the dynamics of the development of the pedagogical mechanism for organizing independent learning via cooperative teaching technologies. The results revealed that students not only engaged with the learning materials but also learned to collaborate -supporting each other's success and jointly resolving problematic situations.

Subsequently, the initial, formative, and conclusive stages were reviewed to examine the interrelationship between the psychological-pedagogical features of organizing independent learning within the credit-module system, and to evaluate the alignment between theory and practice. The scientifically based results were summarized and subjected to a comparative analysis. The organization of students' independent work within the credit-module system, when integrated with collaborative learning, offers numerous advantages to those students who effectively implement the principles of cooperative learning in joint project execution. The practical outcomes of the study include the following key contributions:

- Development of instruments to enhance social interaction and boost students' self-confidence.
- Implementation of strategies to improve students' collaborative skills and their ability to express independent ideas.
- Identification of enhancements in students' decision-making skills.

Overall, the cooperative learning approach facilitated the acquisition of a broad range of skills in group settings, thereby expanding opportunities for collaboration and ensuring a more effective development of knowledge, competencies, and skills.

Conclusion. In summary, cooperative or collaborative learning is an instructional method that involves dividing students into groups to work together. Through this approach, students achieve academic success solely through interpersonal communication.

By combining teamwork with individual accountability, students strive to acquire both knowledge and social skills. This instructional strategy enables students to work in small groups alongside peers with diverse talents, abilities, and backgrounds to achieve a common goal. Each group member is responsible not only for learning the material but also for assisting fellow members in their learning process.

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