Forms And Methods of Developing the Cooperation Skills of Younger Students

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Abstract. This article is about forms and methods of developing cooperation skills of young students.

Key words: fiction, preschool education, fairy tales, game, innovation.

Introduction. Forms and methods of developing cooperation skills of younger students in a general educational organization Joint activity is an activity that is implemented by several people "together". Joint activity, as an integral system, changes the structure of personal activities due to their mutual complement and high-quality enrichment.

Collaboration is the ideal type of interaction in joint activities. There are two approaches to the organization of educational cooperation. According to the first approach, the relationship between a teacher and a younger student is built as a relationship between a subject and an object, in which the teacher, organizing interaction, acts as a functional side, and the younger student acts as a passive side of the educational process, the object of the teacher's pedagogical actions.

The main part. According to the second approach, the interaction between the teacher and pupils is carried out as a subject - subjective, where the participants in the educational process actively cooperate in the search for the necessary knowledge and methods of action. Collaboration is the ideal type of interaction in joint activities. The school development of the child as a person and subject of activity necessarily implies:
- development of the intellect,
- development of the emotional sphere,
- development of stress resistance,
- developing self-confidence and self-acceptance,
- developing a positive attitude towards the world and acceptance of others,
- development of independence, autonomy,
- development of motivation for self-actualization, self-improvement.

This also includes the development of learning motivation as the most important element of self-development motivation (A.A. Rean and Ya.L. Kolominsky) [41, 32]. The educational cooperation of students is designed to solve these problems in the following ways:

1) to provide each child with the emotional help that a younger student, and especially a younger student, needs in order to try to take risks: to do something new, to express their thoughts about something unknown;

2) cooperation with peers is the source of motivation that a large number of younger pupils need in order to connect to the educational process and not fall out of it. (Psychologists have established that for a third of children, communication and human relationships by the age of eight become that leading personal value, the lack of which makes any business, including education, insipid, tasteless for them.);

3) the learning society is a huge resource for learning: it is confirmed that communication and cooperation with peers (and not actions under the control of an adult) is the area of activity in which semi-familiar actions are most successfully assimilated, and not fully understood thoughts become clear;

4) social skills, socio-psychological competencies, communication inevitably become the same fundamental content of education as the skills and abilities of reading, writing, counting and other traditional components of the content of primary education. When organizing cooperation with peers, social skills are

organically used in each lesson, they are not singled out as a special academic subject, and do not require separate lessons;

5) cooperation in a group of their own kind is a source of development of decentration - a unique ability to perceive the point of view of another and act from the position of another person, both in the intellectual, and in the emotional and personal sphere. (G.N. Tsukerman) [50].

In addition to the tasks of training and development, cooperation provides great opportunities in solving the problems of educating a younger student. In the studies of Z.I. Vasilyeva, A.V. Kirichuk, T.E. Konnikova, it was established that general educational activity has an educational effect not in itself, but through the connections that arise in its process, through the position occupied by the youngest schoolboy in educational work. These relationships should be the object of attention of the teacher. Cooperation will solve the problems of education, if the teacher purposefully creates, models relationships in the group, involving the children themselves in this, stimulates truly moral experiences of mutual participation, interest in the success of classmates, responsibility for the process and outcome of work in the lesson. Cooperation is defined as the principle of joint developmental activities of schoolchildren, sealed by mutual understanding, penetration into the spiritual world of each other, a joint analysis of the course and results of this activity.

A student-centered approach to students, based on the ideas of democratization and humanization, stands out as "key" in collaborative pedagogy. The following principles underlie the humane-personal approach:

• personality is the goal of education at school, which determines the personal orientation of the educational process;

• humanization and democratization of the educational process;

• a new interpretation of the individual approach;

• the formation of a positive "I Concept" in children. The importance of cooperation technology lies in the fact that it allows solving the problem of continuity in the work of the school through the implementation of developmental education.

The main principles for the implementation of cooperation methods are:

1. The technology of cooperation is used on familiar program material, when younger students are familiar with the ways of solving the tasks.

2. Education involves a developmental nature, the teacher does not give ready-made patterns of action and definitions, but stimulates and pushes to find a solution to the problem.

3. An effective technique is a problematic situation that encourages the search not only for solving the problem, but for ways of effective cooperation.

4. The search for a solution to the problem occurs with the help of questions and answers from the teacher and students, the goal, the sequence of actions and methods for solving the problem are determined, and after it is achieved, the result is summed up, i.e. reflection is carried out.

5. To facilitate the development of self-control skills, younger students are offered special means of regulation and self-regulation of normative behavior. The main goal of this work is to develop the skills of cooperation in children of primary school age in the direct educational activities of the developmental cycle.

With this approach, the problem of interaction between children and peers is of particular importance. This goal is achieved by solving the following tasks:

1. To form in children ways of interaction in a pair and a small group.

2. Develop the ability to use the elements of symbolization to express their actions.

3. Develop the basics of self-control, mutual control and mutual evaluation based on the results of activities.

The educational cooperation used in the lesson performs two functions related to the solution of the tasks set (educational, cognitive) and the provision of support to the members of the group in the process of joint work. If both functions are implemented equally, without prejudice to any of them, the interaction will become effective and efficient in terms of developing communication skills. In this regard, it is very important to teach the child to enter into educational cooperation starting from primary school age and to skillfully organize this form of work for children in the classroom. The form of organization of education is the design of the stage of the learning process, which involves streamlining, establishing, bringing into the

system the interaction of the teacher with students when working on a certain content of educational material (I.M. Cheredov).

The study of practical literature made it possible to determine the main forms and methods of work used by teachers in the organization of educational activities. Today, teachers in schools use frontal, group and individual forms of work with younger students. Let us analyze during what form of work of the teacher and students in the lesson the skills of cooperation develop. The frontal form involves the organization of the activities of students of the whole class on a single task with the cooperation of children with each other under the direct control of the teacher.

The frontal organization of the work of younger students is convenient for the teacher. It does not require an increase in time spent preparing for the lesson and allows you to lead all students at the same pace towards a single goal. Directly communicating with students, the teacher has the opportunity to actively guide their learning. The teacher gives students a model of reasoning, with the help of questions activates them, controls, evaluates their work. The disadvantage here is that during frontal work, younger students can only follow the instructions of the teacher, which interferes with the development of independence and energy of children in learning.

In addition, in a mass school, it is very difficult to organize the cooperation of all students in the class in the classroom. Usually, only a small group of pupils is involved in interaction with each other and with the teacher. As a rule, these are strong students, but even they do not fully realize their potential, since, organizing frontal work, the teacher focuses on the average student. At the same time, there are opportunities for organizing cooperation between younger students in frontal work, but only when conducting educational discussions in the classroom. A discussion is a public dispute aimed at clarifying and comparing different points of view, finding the right solution to a controversial issue.

The discussion allows you to find your own view of the world, inspires you to have an internal conversation with yourself in the form of internal speech: reflection, argument with an internal interlocutor. Educational discussion is one of the important forms of educational activity, which:
- stimulates the entrepreneurial spirit of schoolchildren;
- develops reflective thinking;
- forms a communicative and discussion culture.
Given the difficulties, when designing a lesson using discussion, you should:
- clearly formulate instructions for students; - write down the conclusion that students are required to come to in the process of discussion;
- think of statements that support the discussion.

Thus, discussions form in younger students the ability to justify their point of view, to correctly criticize the opinions of others (including teachers), as well as the ability to reach an agreement, accept the point of view of another person, and productively promote it. Individual forms of organization of educational activities of students involve working on a single or different tasks outside of contacts with classmates and with the indirect guidance of a teacher, i.e. This is an independent student activity. To work individually means to act completely independently.

At the same time, the student thinks and acts most actively, which leads to the most durable and meaningful formation of universal educational activities. An individual form of education is necessary, but its abuse in the classroom leads to an increase in the anxiety of younger students, as well as to their separation, the development of egoistic manifestations in children. In the last years of the twentieth century, the problem of cooperation was developed by educational psychologists in two directions: the implementation of collective (Yu.K. Babansky, H.J. Liimets, M.N.) and the organization of group or individual pair work (K.N. Volkov, V.K. Dyachenko, G.A. Tsukerman, etc.).

The appeal of teachers and psychologists to the group work of students to develop cooperation skills was due to the desire to eliminate the shortcomings of "pedagogy of influences" and "build the educational process so that at some of its stages the children contact not only directly with the teacher, but also with each other, so that the pedagogical impact turned out not to be direct, but indirect…" [15].

Methods of cooperation include several types of interaction: pair work, group and collectively distributive activities. Let's consider them in more detail. Collective-distributive activity is carried out through group and pair work, since in the process of interaction between students there is a distribution of

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roles in solving a learning problem. Such joint activity stimulates the development of a creative personality and shapes the child in general. It solves several problems (according to D. Johnson): - understanding by each junior student that he cannot achieve success alone, but only together with the guys; - development of communication skills, the ability to help each other in the implementation of tasks, both educational and life; - fostering responsibility for personal contribution to the collective result; - formation of self-assessment and mutual assessment skills when summing up the results of the work of the entire team and one's own (reflection). The organization of collectively distributed activities takes place in several stages, which teachers must follow.

G.A. Zuckerman and N.K. Polivanov is recommended to invite parents of schoolchildren to their lessons, who will work together with the children and help the teacher in organizing and mastering the norms of cooperation. The authors identified the stages of organizing work in groups:

1) Joint activity-game. Younger schoolchildren coordinate their actions no longer according to given roles, but according to the subject content and meaning of this activity.

2) The game of an adult with children. The teacher shows the children examples of interaction as an equal partner.

3) Direct training of younger students in interaction in achieving a common result. The teacher prompts them, directs them, helps them to cope with the proposed task by joint efforts.

4) Introduction to the collective game "manager". You can also enter two "managers". The introduction into the game of two "managers" with mutually opposite positions in such a way that during the whole game they have to learn to keep a common task, while maintaining a competitive relationship.

5) A game in which the student simultaneously plays two roles with mutually opposite interests, thanks to which he develops the ability to see the positions of different sides, that is, erroneous versions should be considered within the group in order to correct them to prevent errors. The members of the group within and the group should ask each other trap questions.[7,108]

The cooperation of schoolchildren with each other is the basis for organizing a group (collective) form of education in elementary school. As emphasized by G.A. Tsukerman and others, "group work is based on cooperation." Collaboration involves, first of all, the joint work of students - in pairs or groups, with peers, high school students or younger students. [36, 39]

Conclusion. With competent guidance and management of the teacher, these forms make it possible to realize the basic conditions for cooperation: awareness of a common goal, expedient distribution of responsibilities, mutual dependence and control. The group form is characterized by the teacher's communication with a group of younger students of more than three people who interact both with each other and with the teacher in order to solve educational problems. The group method of teaching forms a new environment for the life and activity of students.

Group form:

- allows you to realize the success of the advancement of each student in the learning process at a rate determined by his individual abilities, without switching to individual learning;

- forms the need and ability to actively find, perceive and transmit information;

- provides a high intensity of training; increases the intellectual level and culture, develops social and business communication skills, etc.

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