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Improving the Educational Process in Umutayyad Schools on the Basis of Cooperation

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ABSTRACT

Cooperative teaching pedagogy is based on improving the pedagogical process and focusing it on the personality of the student. This technology serves to create a creative environment aimed at the formation of a creative personality, to increase the quality and efficiency of education. Collaborative teaching includes the main processes of training: collaborative exchange of ideas, conversation, analysis, discussion, negotiation, performance of practical tasks, problem solving. The article describes the history of the development of cooperative pedagogy, its role in the teaching process, and opinions based on the experience.

Keywords:

Cooperative teaching, cooperative pedagogy, student, teacher, critical thinking, interactive methods, independent thought, friendly attitude.

Introduction

Collaborative teaching has been carried out in pedagogical science for many years. The main idea of collaborative learning is Mani not to do it together, but to study together. Cooperation education consists in the joint development of teachers and students in the process of educational activity, in-depth understanding of each other, a sense of sincere closeness to each other, a collaborative analysis of the stages of activity and the results achieved at these stages, and plays a special role in reflecting advanced, developing ideas.

Literature Analysis and Methodology

In the 70s of the last century, J.Dewey also came up with the idea of foreseeing results, organizing practical activities in teaching at korlik. In the process of education, training in small groups was used in Germany, the Netherlands, Great Britain, Australia, Israel, Japan.

Novator-pedagogues of cooperation pedagogy (Fig.A.Amonashvili, S.N.Lisenka, I.P.Volkov, V.F.Shatalov, Y.N.Ilin et al.) emphasize the

organization of interaction between participants in the pedagogical process (teachers and students) based on the principle of humanism [1]. Rules of conceptual significance for the pedagogy of cooperation A.Avlani, G'.Gulam, K.D.Ushinsky, A.S.Makarenko, V.A.Sukhomlinsky, J.J.Rosa, Ya.Korchak, K.In the pedagogical views of Rodgers and others, he found himself a fodder. The ideas of pedagogical cooperation are embedded in the content of pedagogical technologies today and form the basis of the "concept of education of the XXI century". A personal approach to a child on a humanitarian basis in the system of school education, a priority is given to the personality of the child, his not yet developed abilities,"I". The goal of the school is to develop existing abilities, involve the individual in social activities, to develop it freely.

Results

On the basis of personality-oriented (developing) technologies, the following points occupy an important place:

1. A new view of the individual as the goal of Education [2]: a child is a full – fledged person at school, a subject in the pedagogical process; personality development is the goal of the educational system; each free person, independently expressing his opinion, reflects such ideas as the basis of the educational goal of educating a harmonious personality.
2. Humanization and democratization of pedagogical relations to be in love with children, interested in their fate; to convince the child of his strength and talent; to achieve cooperation with him in the process of pedagogical relations, the equality of the teacher and the student in the legal aspect;
3. The right of the child to free choice; 4. The right to make mistakes; expresses situations such as having one's own personal point of view.
5. A new interpretation of the Individual approach. Its content consists in the orientation of the child in the educational subject, and not in the student. The Individual approach includes GIS below: exclusion from the purpose of the material for students who master the medium, the ability to see the positive qualities of the individual, psychological and pedagogical diagnostics of the individual.
6. Formation of a positive "I-concept" of a person. The i-Concept is a system that forms a person's personal behavior based on his perceptions of himself, and the positive I-Concept (i like myself, I am able to do everything, I know everything) helps a person to manifest positive emotions, encouraging success [3]. Negative I-Concept (i do not like myself, I cannot do anything, I do not need anyone) prevents him from achieving success in various areas of activity, worsens the results of studies, leads to the formation of negative qualities in a person. The task of the teacher is to see a perfect person in the person of each student, to understand, accept and trust him.
7. "To what?" and "what kind of Education?" a new approach to the solution of masa-Lasi. Its essence lies in understanding the content of

education as a means of Personality Development.

The concept of upbringing in a modern school. The pedagogy of cooperation reflects the following important ideas: turning the school of knowledge into a school of upbringing, putting the student's personality at the center of a holistic education system, the humanistic nature of upbringing, the formation of universal and national values, the development of the child's creative abilities and his individuality, the harmonious conduct of individual and collective upbringing.

Cooperation education is based on the following target areas [4]:

- Organization of relations based on educational cooperation in denial of pedagogical demand;
- individual approach to students based on humanitarian ideas;
- achieve the resolution of professional and spiritual unity in the educational process.

The main idea of cooperation education implies the joint implementation of educational tasks and joint education. In the application of such educational technology, along with the correct execution of educational assignments in cooperation with partners, attention should also be paid to the creation of educational activity in each member of the group. 8. Collaborative learning is an interactive process in which the teacher organizes effective interaction with the group of students, individually, with the team in the educational process, and carries out mutually supportive cooperation of students. Students work on assignments in small groups in collaboration and help themselves and their comrades in their groups together.

Discussion Collaborative teaching techniques have five characteristics in the lower:

1. Students work together, on a common assignment or on the activity being studied, as a result of group work, the subject (material) is well mastered.
2. Students work together in small groups of 2-3 people.\

Students adhere to the criteria of behavior developed by the group and socially accepted in order to achieve the yechevini finding of common tasks or to carry out learning activities.

4. Students become independent. They achieve the solution of common tasks. The teacher organizes, prepares work on learning activities, ensures their high-quality implementation at the required level, organizes effective use of communication methods and modern information technologies. Training and assignments are created in such a way that students require assistance to each other.

5. Students' responsibility in the educational process increases. What does collaborative learning begin with?

Acting together with each partner in a group;

- Activation, seriously looking at the assignments given;
- Be polite and sincere with partners;
- Accept the achievements of the entire group, including the partner, as their own achievement, and rejoice together.

What does collaborative learning give the student?

- enriches the student's learning process;
- provides cognitive (expanding the range of knowledge about the surrounding world, cognitive needs development education) information to students;

- arouses students' passion for learning material;
- expanded the opportunities for students to form their own personal knowledge and worldview;
- improves the efficiency of two-way information sharing;
- provides students with the knowledge they need to prepare for an independent life;
- promotes positive interaction between groups of different cultures and socio-economic levels; cooperation is such a case when the subjects of the educational process will work together, friendly, mutual assistance, community will occur.

The concept of collaborative learning is composed of the following [5]:

- cooperation relationship with the reader;
- positive emotional satisfaction in the reader;
- successful implementation of school education;
- build skills and skills to communicate and work;
- work together with students and convince them to achieve achievement;
- idea to help the reader;
- every student should have the opportunity to freely participate in class work;
- evaluation in order to encourage students' work. A number of techniques can be used in training based on collaborative learning technology (fig.

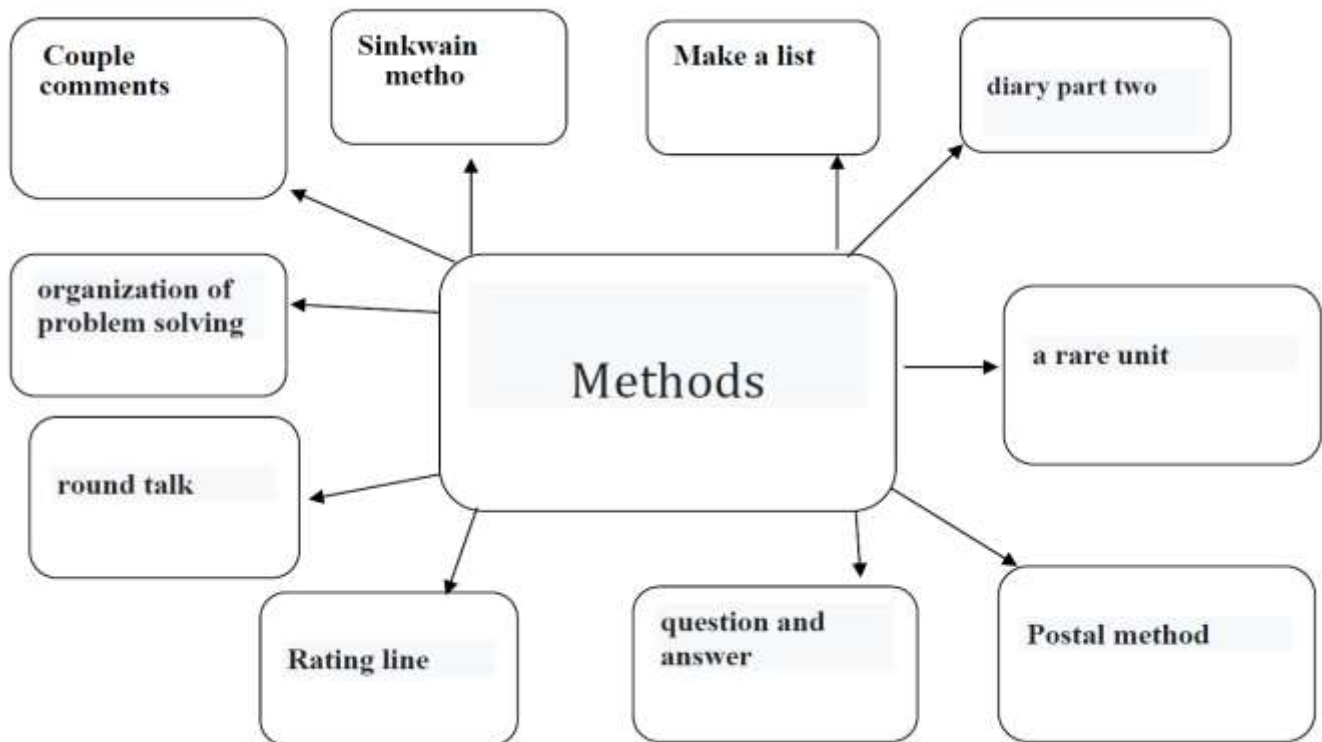


Figure 1. Collaborative teaching methods [4] Specific pedagogical-psychological and methodological foundations of the effective use of collaborative teaching technologies:

- organizational and pedagogical foundations-determination and implementation of the possibilities of the conditions for the joint work of the participants of the training session on the basis of the educational plan, program, topic of the lesson, requirements of the DTS and the volume of new knowledge required to be mastered in accordance with them;
- psychological foundations-taking into account the psychological age characteristics of students, creating a favorable psychological environment for the student, soda and understanding of concepts, terms and other conditions in the content of the lesson for the student;
- methodological foundations-preliminary preparation of the necessary tools for training, ensuring their level of demand, quality;
- Organization of effective use of communication methods and modern information technologies.

Conclusion

Collaborative learning technologies are known to have great potential in improving students' creative (research character, education for the

rapid development of creative thinking) skills. The following qualities have a great influence on the development of creative abilities in students:

- creative thinking;
- recognition of reader dignity;
- development of children's sensitivity to environmental influences;
- orientation towards free possession of ideas and objects;
- formation of the ability to provide based information about creative processes;
- develop the ability to correctly justify criticism;
- encourage self-esteem;
- teaching to curb the feeling of fear when receiving an assessment.

Based on the collaborative learning process, we can draw the following conclusions:

- students approach the content of the lesson creatively;
- analyzes and criticizes the information in the course process, justifying its conclusions;
- creatively applies knowledge in new situations;

● students who study in collaboration support each other to achieve success.

In the pedagogical process, which is based on collaborative teaching, a personality-oriented(developing) technology is created based on the ideas mentioned above.The essence of educational technology should not be to create theoretical conditions for the development of the individual,to substantiate the theory of education, but to help him self-education.

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