



# Ways Of Work Based On Cooperative Learning Technologies In Primary Education

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## ABSTRACT

The article provides information about the components of collaborative learning and collaborative learning technology, in which each student works independently and diligently, understanding that the success of the analysis leads to the success of the group.

### Keywords:

cooperation, skills, competence, educational technologies, small group

Education is a joint activity of a teacher and students; in this process, the development of personality, its training and education are realized. During lessons, the teacher conveys his knowledge, skills and abilities to students through exercises, and students, as a result of mastering them, acquire the ability to use them. In the learning process, students use different forms of learning, that is, they rely on certain differences in the receipt, processing and application of the information being studied. In the learning process, issues of education and upbringing are resolved in the form of cooperation between teachers and students during classes, independent work of students, and extracurricular activities.

The idea of cooperative education was developed by Professor R. Slavin (1990) at Johns Hopkins University in America, Professors R. Johnson, D. Johnson (1987) at the University of Minnesota and Professor J. Aronson (1978). University of California.

Collaborative learning, developed by American scientists, is mainly the formation of students' knowledge, skills and competencies, noted in

the DTS and the science curriculum; cooperative learning, recommended by European scientists, as noted above, a large number of students involves the processing of educational material, development project activities, , conducting educational debates and discussions.

The idea of cooperative learning appeared in didactics in the 1970s. Cooperative learning technology is widely used in educational institutions in the UK, Canada, Germany, Australia, the Netherlands, and Japan.

The basic idea of collaborative learning is not only to perform learning tasks together, but also to teach and learn together.

### Components of Cooperative Education

The technology of cooperative learning allows students to work independently and diligently mentally, complete educational tasks fully and efficiently, thoroughly absorb educational material, collaborate with their friends, understanding that the success of each student in obtaining an analysis leads to the success of the group and prepares the ground for organizing mutual assistance.

- Cooperative learning technology, understanding that the success of each student in analysis leads to the success of the group, work independently and diligently, complete educational tasks completely and efficiently, thoroughly master the educational material, cooperate with their friends and prepare the ground for mutual assistance.
- In the technology of cooperative learning, there are several methods for organizing cooperative learning for students:

In team learning (R. Slavin), students are divided into two equal teams. Both commands perform the same task. Team members work together to complete learning tasks, and each student focuses on mastering the knowledge, skills and abilities provided by the subject. R. Slavin, one of the authors of cooperative learning technology, said that it is not enough to instruct students to complete tasks together. Students need to literally cooperate, rejoice in the success of each student, sincerely help each other, and create a comfortable social and psychological environment. In this technology, when determining the quality of knowledge acquisition by students, they are compared not with each other, but with the previous results of each student. Only then do students, realizing that the results achieved in the lesson will benefit the team, feel responsible and strive to learn more, acquire knowledge, skills and abilities.

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that the result achieved in the lesson will benefit the team, feel responsible and strive to learn more, acquire knowledge, skills and abilities. Collaborative learning in small groups (R. Slavin, 1986). With this approach, small groups consist of 4 students. The teacher first explains the topic, and then students work independently. The learning assignments given to students are divided into 4 parts and each student completes a specific part of the assignment. At the end of the task, each student thinks about the part he completed, teaches his friends, and then the group members make a general conclusion about the task.

• 2. Collaborative learning in small groups (R. Slavin, 1986). With this approach, small groups consist of 4 students. The teacher first explains the topic, and then students work independently. The learning assignments given to students are divided into 4 parts and each student completes a specific part of the assignment. At the end of the task, each student thinks about the part he completed, teaches his friends, and then the group members make a general conclusion about the task.

• The teacher listens to information from each small group and evaluates knowledge using test questions.

• Students' educational activities in small groups can be organized in the form of a game (tournament, competition) and individually. In the study of joint activities of teacher and student, the main attention is paid to the study of the development of relationships, the process of group organization of learning is described. Cooperative learning, developed by American scholars, is essentially the development of students' knowledge, skills, and competencies as noted in the DTS and science curriculum, cooperative learning, recommended by European scholars, as noted above, by a large number of students. Processing educational material involves the development of project activities, educational debates and discussions. These ideas complement each other, doactically enrich and require each other. The idea of cooperative learning appeared in didactics in the 1970s.

1. Cooperative learning technology is widely used in educational institutions in the UK,

Canada, Germany, Australia, the Netherlands and Japan. The main idea of cooperative education is not only to perform educational tasks together, but also to teach and learn together.

2. Cooperative education is aimed at accustoming each student to daily intensive mental work, to think creatively and independently, to cultivate individual consciousness, independence, to create in each student a valuable sense of self-worth, to have their own strengths and is aimed at strengthening self-confidence. their abilities, to develop a sense of responsibility for their studies.

3. The technology of cooperative learning allows students to work independently and diligently mentally, complete educational tasks fully and efficiently, thoroughly absorb educational material, collaborate with their friends, understanding that the success of each student in obtaining an analysis leads to the success of the group and prepares the ground for mutual assistance. B Cooperative learning technologies There are several methods for organizing cooperative learning for students:

5. When training in teams (R. Slavin), students are divided into two teams of equal numbers. Both commands perform the same task. Team members work together to complete learning tasks, and each student focuses on mastering the knowledge, skills and abilities provided by the subject.

6. R. Slavin, one of the authors of cooperative learning technology, said that it is not enough to instruct students to complete tasks together. Students need to literally cooperate, rejoice in the success of each student, sincerely help each other, and create a comfortable social and psychological environment.

In this technology, when determining the quality of knowledge acquisition by students, they are compared not with each other, but with the previous results of each student. Only then will students feel responsible and will strive to learn more, acquire knowledge, skills and abilities, realizing that the result they achieve in the lesson will benefit the team.

Collaborative learning in small groups (R. Slavin, 1986).

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The teacher listens to information from each small group and evaluates knowledge using test questions.

Educational activities of students in small groups can be organized in the form of a game (tournament, competition) or individually.

In the study of joint activities of teacher and student, the main attention is paid to the study of the development of relationships, the process of group organization of learning is described. Psychologist A.V. Petrovsky studied that interpersonal relationships in a team arise from activity, and emphasized that organizing cooperation between a teacher and students in the educational process is not only a means of satisfying their need for communication, but also a means of mastering educational material.

Forms of cooperation between teacher and student are an important factor in mutual cooperation and the basis that determines the nature of student interaction. Joint learning activity is a special type of relationship between teacher and student and joint behavior, providing the subject of mastery, reconstruction of all parts of cognitive activity.

The purpose of joint learning activities is to create a mechanism for managing the mastery of activities and joint actions, relationships and communication. The product of joint activity is the emergence of new ideas put forward by students and goals related to the nature of the activity being mastered, as well as the desire to manage the individual's position in the partnership.

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