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Modern Methods of Working in Cooperation with Students in the Educational Process

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Abstract: This article presents information about the role and importance of collaborative teaching technology, the current problems of reshaping and implementing all modern methods of working with students based on national interests, and reforms in the field of education.

Keywords: students, youth, innovation, culture, civilization, reform, education, science, development, independence, system.

INTRODUCTION

Collaborative pedagogy, unlike traditional teaching, is aimed at establishing a friendly relationship with the child. Now, instead of the previous traditional "I", pedagogical activities are organized based on "We", that is, subject-subject relations in cooperation. The principle of "working in partnership" is based on deep knowledge of the child's personality. Collaborative pedagogy ensures the intellectual and spiritual development of the child while preserving the unique characteristics and individuality of the child. Today, there are many variants of the educational process in the theory and practice of educational institutions. Each author and performer brings his own, individual education to the pedagogical process. Many technologies have similarities in their goals, content, methods and tools used. Person-oriented technologies put the personality of the student at the center of the entire educational system, provide comfortable, conflict-free and safe conditions for his development and realize his potential. In this technology, the student's personality is the priority, which is the goal of the educational system. Cooperation technology stands out as an independent direction within the framework of personal-oriented technologies. Cooperation technology is based on the cooperation of the participants of the pedagogical process, taking into account their interests. An authoritarian teacher controls the teaching process alone. All related functions are organizing, explaining and instructing, monitoring, evaluating, helping those who are lagging behind, etc.

ANALYSIS OF LITERATURE ON THE SUBJECT

During the analysis of this article, the works of pedagogues S. T. Shatsky, K. D. Ushinsky, N. P. Pirogov, L. N. Tolstoy and their works containing information on modern innovative technologies of cooperative pedagogy were identified as methodological sources. His scientific views in Innovakhi are listed as mba. N. P. Pirogov stated that cooperative pedagogy is a system that not only directs students and youth to work collaboratively on new modern knowledge, but also changes the content and technology of teaching and education and increases their efficiency.

RESEARCH METHODOLOGY

Collaborative technology is one of the most comprehensive pedagogical generalizations of the 80s, which has given rise to many innovative processes in education. Improving the methods and forms of the educational process in a number of didactic ideas used in the author systems of teacher innovators: V.F. Shatalov's reference signals, R. Steiner's idea of free choice, S.N. Lisenkova, in the idea of P. M. Erdniev's big blocks, and in the intellectual background of

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Sukhomlinsky's class, personality development according to L.V. Zankov, S. T. Shatsky, Sukhomlinsky, A. Makarenko, in the creative and performing abilities of I. Volkov, in the zone of proximal development. LS Vygotsky and J.J. Rousseau, J. Korchak, K. Rogers, E. Burn and others have studied the possibility of developing the psychological pedagogical practice of students and youth based on cooperative pedagogy.

In the scientific research of pedagogues, in traditional education, the teacher is considered the subject of the pedagogical process, and the student is the object. In cooperative pedagogy, the student is responsible for his educational activity considered as an object. In this case, the teacher and the student become equal as subjects of the pedagogical process, and the process of cooperative pedagogy is formed. They are mutual (friends, participants, leaders, managers). Cooperation relations are established among teachers, as it turns out, with organizations of students and teachers, leaders, parents, and the public. Collaborative pedagogy provides high results by developing the student's educational activities and applying the principles of humanization of the educational process. The basis of cooperative pedagogy is as follows:

- in-depth knowledge of the student's personality;
- a humane approach to the personality of the student;
- public education;
- high professional qualification of the teacher;
- to focus the community's attention on the school.

The concept of cooperative pedagogy is as follows:

- cooperative relationship with the student;
- creating positive emotional satisfaction in the student;
- successful implementation of school education;
- formation of communication and working skills and qualifications;
- convince students to work together and achieve success;
- the idea of helping the student;
- every student should have the opportunity to freely participate in class work;
- evaluation of children's work, i.e. encouragement. Recommendations for teachers to organize the lesson effectively:

- Preparing the student for independent life;
- Creating a positive emotional environment in the classroom;
- Entering the lesson in a businesslike mood;
- Entering the lesson responsibly;
- Cooperation with students;
- Teaching based on modern methods;
- Use of gaming technologies;
- Creativity means regular work on oneself;

Readers' opinions:

- Trust me.
- You can count on me.
- Understand me.

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- Love me.
- Be kind to me.
- Don't take advantage of me.
- Don't think I'm small.

Forms of training in cooperation:

- teacher-class,
- teacher-small group,
- teacher-large group,
- teacher-student,
- student-student (work in pairs),
- small group-small group,
- small group-class;

ANALYSIS AND RESULTS

The main options for organizing training in cooperation:

1. Team teaching. This parameter emphasizes "group goals" and the success of the whole group, which can only be achieved by each group member working independently, constantly interacting with other team members while working on the problem under study.
2. The task of each student is to learn something together so that each student of the team acquires the necessary knowledge, develops the necessary skills, and at the same time, the whole team knows what each student has achieved.
3. The main principles of team teaching: the team receives one "reward" for each score. To do this, you need to complete one task for the whole team. Teams (groups) do not compete with each other because they all have different "scores" and different times to achieve them.
4. Approach with the abbreviated name "Saw". Students are grouped into groups of 6 to work on the educational material divided into spiritual blocks. Each member of the group studies the material according to their questions. Students who are studying the same question but in different groups then meet as subject matter experts and share information. This is called a "meeting of experts".
5. "Together learning" is a variant of cooperative learning method. The class is divided into groups of 3-5 people of different educational levels. Each group is given one task, which is a small part of the topic that the whole class is working on. As a result of the joint work of individual groups and all groups in general, mastering of the material is achieved, and the main principles work here - rewards for the whole team, individual approach, equal opportunities.
6. Research work of students in groups. This option is a type of cooperative learning method, focusing on independent activities of students working individually or in groups of 6. They choose a question about a general topic that is planned to be studied for the whole class. Then, in small groups, this question is divided into individual tasks for each student. Each student must contribute to the overall task. Group discussions provide an opportunity to get to know each student's work. Cooperation, not competition, is the focus of group learning. The success of the team depends on the contribution of each member, which includes helping each other. Equal opportunities means that every student learns according to his abilities can be evaluated equally with di and others.

Collaborative teaching is an instruction in the implementation of mutually supportive cooperation of students, together with the teacher's organization of effective cooperation with a

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group of students, a single whole class in the educational process. and is a popular phrase for interactive processes. Cooperative learning methods have the following five characteristics:

1. Students work together on a common task or learning activity, which is best learned through group work.
2. Students work together in small groups of 2-5 members.
3. Pupils adhere to the behavioral criteria developed by the group and socially accepted in order to achieve the solution of common tasks or to carry out learning activities.
4. Pupils become positive and independent. Finding a solution to common tasks or organizing work on learning activities is designed taking into account the need for students to help each other.
5. Pupils are personally responsible and accountable for the results of their work, or in other words, for studying, learning.

CONCLUSION

In conclusion, it should be noted that cooperative teaching allows to achieve the following results: - enriches the student's learning process; - provides students with a set of cognitive information that is distributed among them and mastered; - makes students eager to learn the material; - expands students' opportunities to form their own personal knowledge and worldviews; - increases the efficiency of two-way exchange of information; -gives students the necessary knowledge to prepare for independent life; -promotes positive interactions between different cultures and socio-economic groups. Collaborative pedagogy has developed with the participation of advanced pedagogues in different countries.

It is known that the management of the quality of education consists in designing, achieving and supporting the quality of the educational process, as well as ensuring its implementation and results. In this, the main basis of modern approaches to ensuring the quality of education is expressed in the introduction of various management, innovation and information technologies into education. It is known that nowadays it is important to create a wide opportunity for young people to use their professional knowledge in life. This task requires raising the quality of education to a high level, training a thorough and knowledgeable competitive specialist, in other words, making fundamental quality changes in the education and training system.

Therefore, education and training organized on the basis of cooperative pedagogy serves to show the "I" of the student's personality more brightly, to understand his abilities and talents, and to develop them. Striving for creativity, creation of innovation is closely related to the sign of creativity of cooperative pedagogy. The pursuit of creativity on the basis of this cooperation opens a wide way for the flight of ideas. It is carried out by the teacher himself. Collaborative technology involves sharing these functions between the teacher and students. Collaborative technology implements democracy, equality, and partnership in the relationship between a teacher and a student. The teacher and students evaluate the goals and content together in the conditions of cooperation and co-creation.

Collaborative teaching, teaching in small groups has been used in pedagogy for a long time. But the development of cooperative learning technology did not begin until the 1970s. A strong student can study in a team that always wins: he "gets" new material faster, assimilates it faster, and the teacher relies on him more. A weak student becomes weaker from time to time, he does not have enough time to understand everything clearly, his character does not allow the teacher to ask questions, he cannot answer quickly and correctly. He can study independently, but he cannot understand his achievements and shortcomings.

He is not interested in his neighbor's affairs at all. If the student learns in a different way, he has friends with him, he has the opportunity to ask them, if he does not understand something, he can rely on the opinion of his friends when discussing the solution to the problem. If the success of

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the whole group depends on him If so, then the student realizes the responsibility for his and his friends' success. Studying together is not only easier and more fun, but also more effective.

This applies not only to scientific achievements, their intellectual development, but also to moral things. Colleague The purpose of teaching in the country is not only that each student acquires knowledge, skills and abilities in accordance with the characteristics of individual development, but also that students learn to work together, learn, create, they are always ready to help each other. they did. The main idea of cooperative learning is not only to work together, but also to learn together.

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