ETHIOPIAN INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH

eISSN: 2349-5715 pISSN: 2349-5707

Volume: 10, Issue 11, Nov-2023 SJIF 2019: 4.702 2020: 4.737 2021: 5.071 2022: 4.919 2023: 6.980

HISTORICAL DEVELOPMENT OF APPROACHES DIRECTED TO INCREASING STUDENT COOPERATION IN THE EDUCATIONAL PROCESS

Egamberdiyeva Yulduzkhan Orinboyevna

FarDU Primary School Lecturer at the Department of Teaching Methods

Annotation: This article talks about the development of collaborative skills of primary school students. It also talks about the current stage of socio-economic changes in the world.

Keywords: Collaborativeness, initiative, competitiveness, educational process, student cooperation, innovative approach, improvement-oriented approaches.

ENTER: The current stage of socio-economic changes in the world requires an active, responsible, and initiative-oriented educational system to implement personalized, advanced education, which is reflected in the socially important aspects of the educational process. , recognizes the development of differentiation and competitiveness in the formation of an independent, creative personality. This, in turn, leads to the need to improve the system of organizing the process of increasing the educational opportunities of students and encouraging them, to create new pedagogical mechanisms for the development of independence, creative initiative and social responsibility in students, and to improve the existing ones. is causing The analysis of the research on the issues of the mutual cooperation of individuals in the world practice shows that in a democratic society, the collaborative skills of primary school students do not arise by themselves, but are systematically and purposefully conducted pedagogically. formed as a result of activity. Also, the disparity between the modern requirements for the social activity of students and their knowledge, skills and competencies, existing social activity competencies, is the reason that they do not meet the needs of the development of the society.

In our republic, on the basis of an innovative approach, it is important to develop technologies for the development of collaborative skills of elementary school students, to improve the mechanisms for organizing collaborative activities in educational institutions, and to develop normative bases for improving collaborative models used in educational processes. things are being done. "Further improvement of the continuing education system, continuation of the policy of training highly qualified personnel in accordance with the modern needs of the labor market" has an important place in the improvement of the teaching process in educational institutions based on innovative approaches. Therefore, it is important to improve the scientific and practical basis of developing collaborative skills of elementary school students based on an innovative approach.

LITERATURE ANALYSIS: It should be noted that when the teacher organizes the educational process, each student is unique, his education depends on his family environment, his position in the class, the attitude of his teachers, his mental experiences and mood. It should not be forgotten that it depends on many aspects. Each pedagogue in a general secondary educational institution should be able to take a deep place in the heart of the student, to win their respect, to become one of the closest people of the student, to share his joy and anxiety, in problematic situations. it is necessary to be able to show the right way, so that the goal of education is achieved.

In order to create an atmosphere of mutual cooperation between students, first of all, it is necessary to implement the following:

- creating an atmosphere of creativity in the educational process; - organization of students' activities based on a specific procedure;

eISSN: 2349-5715 pISSN: 2349-5707

Volume: 10, Issue 11, Nov-2023 SJIF 2019: 4.702 2020: 4.737 2021: 5.071 2022: 4.919 2023: 6.980

- creating a friendly atmosphere among the students.

In order to create a mutual cooperation and a friendly environment, it is necessary to organize a pedagogical process aimed at a certain goal in such a way as to ensure that the educational process acquires an open character and is convenient for mutual information exchange. is important.

In order to establish mutual cooperation in the educational process, it is of particular importance to develop the skills of conscious activity in students, to teach them to think independently and creatively. Because students of general secondary education are complex, have mental crises, have high energy, are ambitious, hungry for new things, aspire to master the world, tend to independence and flexibility, the formation of social norms in their behavior is fast. they will be at a fast-paced age. Accordingly, the importance of the following is observed:

- the need to establish cooperation between the teacher and students in primary grades;

- the importance of using methods that serve to ensure cooperation between the teacher and students;

- the breadth of information provided to students and their assimilation requires an environment of mutual cooperation and exchange of ideas;

- the need to create an environment based on friendly cooperation between the teacher and students and become a component of the teacher's pedagogical activity;

- the preservation of traditional pedagogical approaches in the relations between students and teachers and the need to eliminate them is increasing;

- the importance of teacher-student cooperation in ensuring the effectiveness of the educational process;

- the teacher's manners, politeness, interpersonal etiquette, the fact that it is an important factor establishing friendly relations with students, etc.

It is important to prepare informational products and use them in order to organize creative activities of students based on cooperation in the educational process. Artificial intelligence or logical-linguistic model can be effectively used in this process. Modeling of knowledge is carried out for different purposes in different scientific areas. In the theory of expert systems, this method is used to solve intellectual tasks by means of a computer. In the educational environment, the teacher appears as both a physical and a virtual expert model. It is very important to acquire generalized abilities for the science of pedagogy. Because it ensures the assimilation of new knowledge. It is very necessary to spend the generalized powers in the educational process.

In particular, 1) involving students in solving specific scientific and practical problems, creating certain interests in them in this process;

2) students' educational work is organized in such a way that it becomes possible to use the logical-linguistic model as a tool for solving tasks and as a method for checking their solutions;

3) the obtained results should be expressed in electronic forms in most cases.

As a result, students acquire basic computer skills, and each student develops a desire to create the information base they need. In this process, the members of the group begin to act together, each student gets the opportunity to enrich his knowledge base with the help of the knowledge acquired by his teammates. In this, educational materials enriched with new knowledge will help them closely, and the teacher should create a learning environment based on cooperation, using more intellectual

eISSN: 2349-5715 pISSN: 2349-5707

Volume: 10, Issue 11, Nov-2023 SJIF 2019: 4.702 2020: 4.737 2021: 5.071 2022: 4.919 2023: 6.980

tasks. As a result of applying such approach to the educational system, a new direction in school education will emerge.

Pedagogical cooperation includes:

1) the technology of organizing team work based on obtaining a generalized result based on the embodiment of students' strengths;

2) information processing methods based on intellectual technologies.

As a result of such an approach, the achievement of a high level of intellectual culture is ensured.

Knowledge based on pedagogical cooperation and solidarity is manifested in four forms. Cooperative Theory –

1) a paradigm consisting of a system of general scientific theories, worldviews, ideas, principles, symbols, imaginations, which is the basis for the creation of fundamental scientific theories;

2) certain private scientific views that unite around the idea based on irregularity, openness, inequality of transitory processes;

3) general scientific approaches to self-organization or transition processes of systems;

4) ending the dominant thinking in science, unchanging concepts and stable thinking, transitory evidential forms and images, and a new worldview form the basis.

In the process of education, the comprehensive change of students' activity and worldview requires relying on completely new scientific and pedagogical foundations.

ANALYSIS AND RESULTS : The method of cooperative activity should be understood as the system of joint actions of the teacher and the student. Such behavior begins with the teacher's help to the student;

Pupils' activity gradually increases and turns into a practical and mental action completely controlled by them; and the relationship between the teacher and the student will have the character of partnership position. There are 8 forms of cooperation in the field of pedagogy and psychology. They consist of:

1) entry into activity;

2) independent actions are performed by the teacher and the student in cooperation;

3) the teacher initiates the action and involves the student in it;

4) imitative actions (the student who takes a lesson from the teacher acts on the basis of this example);

5) support actions (the teacher helps the student to choose an intermediate goal and methods of achieving it and monitors the final result);

6) self-management actions (the teacher participates in the assessment of the final result, indicating the common goal);

7) self-expressive actions;

8) self-organized playful actions. Interactivity ("inter"-"mutual", "act"-"activity") is of great importance in cooperative pedagogy. Interactivity is the interaction between the teacher and the

eISSN: 2349-5715 pISSN: 2349-5707

Volume: 10, Issue 11, Nov-2023 SJIF 2019: 4.702 2020: 4.737 2021: 5.071 2022: 4.919 2023: 6.980

student. In the process of transitioning to the improvement stage of cooperation activities, there is an increase in the level of self-evaluation from the evaluation of the action of interaction. This process is one of the most important factors indicating the dynamics of cooperation. Game technologies, which are examples of cooperation based on "Subject-Subject" relationships, form children's creative abilities, develop independent thinking, broad observation skills. Educational activity of students in small groups can be organized in the form of a game (quiz, brain ring, tournament, competition) and individually. Below are examples of such technologies.

In pedagogical technology, the role of the student in the educational process and the attitude of the pedagogue towards the students are important. The following technologies can be distinguished:

a) Authoritarian technology. In this, the pedagogue is the main subject of the educational process, and the student participates only as an object. It is based on stifling the freedom of students, compulsory education, stifling the initiative and carrying out the educational process with a heavy hand.

b) Didactocentric technologies - are distinguished by ignoring the personality of the student. In this, too, there is a subject-object relationship, and it consists of didactic tools to form a person.

v) Person-oriented technologies - at the center of this is the creation of all conditions for the development of the student's personality, helping to manifest his educational potential. In this case, the person of the student is not only a subject, but a subject with priority. In this case, it becomes the goal of the educational system.

Such technologies are called "anthropocentric technologies". Thus, person-oriented technologies are anthropocentric, humanistic and psychotherapeutic, all-round free, creatively developed person education.

g) Humanitarian - personal technologies - distinguished by the essence of humanitarianism, helps and supports it. Respect for the strength of the student, helping him to develop his abilities and compulsory education reject education.

d) Collaborative technologies - it promotes the ideas of democracy, equality, and is based on subject-subject in teacher-student relationship. The teacher and the student develop the content of the goal of education. He evaluates his activities with cooperation.

e) Technology of free education - it gives the student the right to choose freely in all directions. During the choice, the student shows the point of view of the subject and follows the result not by external influence, but by means of internal power.

j) Esoteric technology - these are based on esoteric ("unrealized, knowing") knowledge - the truth and the paths leading to it. In this case, the pedagogical process consists not only of informing and communicating, but also of connecting to the truth. In the exotic paradigm, man himself becomes the center of information exchange with the universe.

According to the categories of students, pedagogical technologies are divided into the following:

- Family (traditional) technology - it is based on the average student.

- Level of information technology (in-depth teaching of subjects) - gymnasium, lyceum, special education.

- Different kinds of bititimalogic - (surda pedagogy, heat, oligophreno pedagogy).

eISSN: 2349-5715 pISSN: 2349-5707

Volume: 10, Issue 11, Nov-2023 SJIF 2019: 4.702 2020: 4.737 2021: 5.071 2022: 4.919 2023: 6.980

- Technologies designed to work with difficult and gifted students.

Technologies built on the basis of modernization and modification of existing training systems:

A) Pedagogical technologies based on humanization and democratization of pedagogical relations. It includes Sh.A. Amomashvili's collaborative, humane - personal technology.

B) Pedagogical technologies based on the activation and intensification of students' activities. For example, game technologies, educational technologies based on Shatalov's "base inspector".

V) Pedagogical technologies based on the effectiveness of organizing and managing the teaching process. Pedagogical technologies based on the organization and management of the effectiveness of the teaching process, for example, Programmatic teaching, differentiated teaching technology, Induvialized Teaching technology. Group and collective methods of teaching, computer technologies

D) Alternative technologies: Steiner's "Waldrov pedagogy", Freyne's "Free Labor Technology", Probable Education Technology.

In each of these directions, education is organized taking into account the interest, ability, opportunities and conditions of the student. Especially in the person-oriented education, a special emphasis is placed on the formation of the student's ability to try to get out of problematic situations through independent thinking. It is important to understand the importance of independent learning, trying to solve problems without the teacher's help in difficult situations in the educational process, and only then relying on the teacher's help to make sure that one's own conclusions are correct.

References:

1. A.Haydarov. Inson kamoloti va milliy-ma'naviy qadriyatlar. T.: Muharrir, 2008 y.
2. M.Xajiyeva. Xoja Ahmad Yassaviyning ma'naviy-tarbiyaviy qarashlari. Avtoreferat. T.: 2004 y.
3. M.Shoxadjyaev. Burxoniddin Marg'inoniyning axloqiy-huquqiy tarbiyaga oid qarashlari. Avtoreferat. T.: 2006 y.
4. Farkhodovich, T. D. kizi, DMS., & kizi, AUY.(2022). Critical Thinking in Assessing Students. *Spanish Journal of Innovation and Integrity*, *6*, 267-271.
5. Qizi, D. M. S., & Qizi, R. G. X. (2022). METHODS OF STUDYING ADDITION AND SUBTRACTION OF TWO-DIGIT NUMBERS IN ELEMENTARY SCHOOL. *Gospodarka i Innowacje.*, *22*, 61-67.
6. Dehqonova, Mahliyo Shuhrat Qizi, & Axmedova, Umida Yodgorjon Qizi (2023). BO'LAJAK BOSHLANG'ICH SINF O'QITUVCHILARINI MATEMATIK SAVODXONLIGINI OSHIRISH JARAYONIDA ULARNING TAFAKKURI, QOBILIYATI VA INTELLEKTUAL RIVOJLANISH.. Oriental renaissance: Innovative, educational, natural and social sciences, 3 (4-2), 251-256.
7. Dehqonova, M. S. Q. (2023). BO'LAJAK BOSHLANG'ICH SINF O'QITUVCHILARINI METODIK TAYYORGARLIGINI TAKOMILLASHTIRISH TEXNOLOGIYASINI ISHLAB CHIQISH VA AMALGA OSHIRISH XUSUSIYATLARI. *Oriental renaissance: Innovative, educational, natural and social sciences*, *3*(4-2), 244-250.
8. Dehqonova, Mahliyo Shuhrat Qizi (2023). BO'LAJAK BOSHLANG'ICH SINF O'QITUVCHILARINI MATEMATIK SAVODXONLIGINI OSHIRISH VA MATEMATIKANI UYG'UNLASHTIRISHIDA AN'ANAVIY VA INNOVATSION USULLARDAN

eISSN: 2349-5715 pISSN: 2349-5707

Volume: 10, Issue 11, Nov-2023 SJIF 2019: 4.702 2020: 4.737 2021: 5.071 2022: 4.919 2023: 6.980

FOYDALANISH. Oriental renaissance: Innovative, educational, natural and social sciences, 3 (4), 879-886.

9. Urinboyevna, E. Y., & Shahruza, R. (2021). About Gender Equality and the Process of Ensuring It. *International Journal of Innovative Analyzes and Emerging Technology*, *1*(7), 54-56.
10. Urinboyevna, E. Y. (2021). Classification of Integrative Education. *International Journal of Culture and Modernity*, *11*, 162-164.
11. Urinboyevna, E. Y., & Zarina, M. (2022). Existence of Integration in Secondary Schools. *European Multidisciplinary Journal of Modern Science*, *6*, 119-124.
12. Egamberdiyeva, Y. U. (2021). BO 'LAJAK O 'QITUVCHILARINING PSIXOLOGIK PEDAGOGIK BILIMLARINI INTEGRATSIYALASH JARAYONI. In *МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ* (pp. 351-355).
13. Urinboyevna, E. Y. (2021). Theoretical Bases of Integration of Educational Process. *International Journal of Innovative Analyses and Emerging Technology*, *1*(7), 57-61.
14. Urinboyevna, E. Y. (2022). THE IMPORTANCE OF INCREASING THE COOPERATION OF STUDENTS IN THE EDUCATIONAL PROCESS. *PEDAGOGS jurnali*, *21*(1), 165-169.
15. G'ulomovna, Y. D. (2023). Factors of Interest in Choosing A Profession of Students of The Graduating Class of General Secondary Education Schools. *Web of Scientists and Scholars: Journal of Multidisciplinary Research*, *1*(6), 13-18.
16. Urinboyevna, E. Y. (2023). Preparation of a Future Primary Educational Teacher to Professional Activities. *Web of Synergy: International Interdisciplinary Research Journal*, *2*(4), 628-633.
17. Egamberdiyeva, Y. U. (2021). UMUMTALIM MAKTABLARIDA INTEGRATSIYANING MAVJUDLIGI. *Студенческий вестник*, (1-8), 95-97.
18. Urinboyevna, E. Y. (2023). Expanding Students' World View Through Integrated Lessons In Primary Education System. *Web of Teachers: Inderscience Research*, *1*(3), 1-4.
19. Rustamova, A. E. (2022, December). THE IMPROVEMENT OF READING SKILLS OF TEENAGERS IN TEACHING FOREIGN LANGUAGES. In *INTERDISCIPLINE INNOVATION AND SCIENTIFIC RESEARCH CONFERENCE* (Vol. 1, No. 4, pp. 64-66).
20. Alisherovna, A. N. (2022). LEXICAL-SEMANTIC ANALYSIS OF PERSIAN-TAJIK ACQUISITIONS USED IN GHAZALS. *Web of Scientist: International Scientific Research Journal*, *3*(10), 925-932.
21. Karakulova, U., Rashidova, G., & Raxmatullayeva, M. (2023). Deviant xulq-atvor rivojlanishida oilaviy munosabatlarning ta'siri. *Журнал Педагогики и психологии в современном образовании*, *3*(1).
22. Abduvaliyeva, N. A. (2020). SOME FORMS OF REFERENCE (ADDRESSING) IN UZBEK DRAMAS. *Theoretical & Applied Science*, (1), 23-26.
23. Alisherovna, A. N. (2023). METHODS OF SPEECH DEVELOPMENT OF STUDENTS IN PRIMARY CLASSES. *Open Access Repository*, *4*(3), 1019-1023.
24. Rustamovna, U. N., & Alisherovna, A. N. (2021). Mention of plant names in the poems of Alisher Navoi. *ResearchJet Journal of Analysis and Inventions*, *2*(06), 371-375.
25. Умарова, Н., & Абдувалиева, Н. (2020). Алишер Навоий ғазалларида мақол ва ибораларнинг маъновий хусусиятлари. *Oriental Art and Culture*, (III), 105-111.
26. Umarova, N., & Abdullayeva, N. (2019). Some differences of the poetic and poetic and prosaic variants of the poem. *Scientific journal of the Fergana State University*, *2*(3), 122-125.

eISSN: 2349-5715 pISSN: 2349-5707

Volume: 10, Issue 11, Nov-2023 SJIF 2019: 4.702 2020: 4.737 2021: 5.071 2022: 4.919 2023: 6.980

27. Alisherovna, A. N. (2023). EFFECTIVE ORGANIZATION OF MOTHER LANGUAGE AND READING LITERACY LESSONS IN PRIMARY GRADES. *Web of Scientist: International Scientific Research Journal*, *4*(1), 844-848.
28. Alisherovna, A. N. (2023). O ‘ZBEK TILIDA “SUT” GASTRONOMIK KODI BILAN HOSIL QILINGAN FRAZEOLOGIZMLAR. *European Journal of Interdisciplinary Research and Development*, *16*, 113-116.
29. Abduvaliyeva, N., Aliyeva, D., & Halimjonova, I. (2023). DARSLIKLARNING O ‘QUVCHIGA MA’NAVIY QADRIYATLAR ORQALI TA’SIR KO ‘RSATUVCHI TARBIYAVIY VAZIFASI. *PEDAGOGS jurnali*, *35*(2), 58-61.
30. Abduvaliyeva, N. (2022). ANALYSIS OF THE EXPERIENCE OF TEACHING AND STUDYING WORLD VARIANTS OF ENGLISH LANGUAGE. In *МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ* (pp. 692-694).