TECHNOLOGIES OF COOPERATION AS A DECISION FACTOR OF MUTUAL COOPERATION

DOI: https://doi.org/10.53885/edinres.2021.94.85.021

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Abstract. *This article discusses the use of collaborative learning technologies in educational settings and their impact on improving the quality and effectiveness of learning. This method is also used by a teacher, student, group of students, as well as the community to decide about interaction, to achieve consensus and solidarity, to achieve a common goal, to reveal the inner potential of each student, to express oneself as a person. It is suggested that this will open the door to greater opportunities for the entire group.*

Keywords: *teacher, student, group, team, knowledge, skills, forms of educational activity.*

Introduction. Collaborative learning is an educational and interactive process in the implementation of mutually supportive cooperation between students, as well as the formation of mutually beneficial cooperation between the teacher and the student group, the individual student and the whole class in the educational process - a popular phrase [3].

Scientists such as R. Slavin (1990), R. Johnson, D. Johnson (1987), Sh. Sharon (1988) have made significant contributions to the development of collaborative technologies. This type of educational technology developed rapidly and became widespread throughout the world shortly after its inception. As the idea of collaborative learning began to bring positive results in practice, at the end of the twentieth century it became widely used in the educational systems of developed countries such as the UK, Japan, Israel, Canada, Germany, Australia, and the Netherlands.

Materials and methods. Although the main goal of the technology developed by American scientists is to generate knowledge, skills and competencies, joint learning recommended by Israeli and European scientists, curriculum development and project activities by a large number of students, academic debate and discussion are considered a priority. It is important to note that the above types of collaborative learning technologies do not reject each other, but rather didactically enrich, complement and complement each other.

Results and Discussion. After the technologies of collaborative learning entered the world experience and began to be widely used, they were applied in educational institutions of our country. On February 7, 2017,

by the Resolution of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev No. PF-4947 approved the Action Strategy for five priority areas of development of Uzbekistan for 2017-2021 [1]. The fourth priority of the strategy is to radically improve the quality of general secondary education in foreign languages, computer science and other important areas such as mathematics, physics, chemistry and biology. «In-depth study of the sciences in demand» also means special attention is paid to the development of this direction.

What sets this type of learning technology apart from others is that it allows students to work together on learning tasks, learn to read together, work in a team, feel part of a team, and take responsibility. The main idea of joint learning is to teach students to work hard every day, think creatively and independently, develop consciousness as a person, develop independence, instill in each student a sense of self-esteem, self-esteem. -efficiency and strengthening of confidence in the ability to learn presupposes the formation of a sense of responsibility in learning [2].

According to R. Slavin, one of the founders of the collaborative learning technology, it is not enough just to instruct students to complete tasks for organizing the educational process using this method. In this process, the teacher is required to provide students with real cooperation, enjoy the success of each member of the group, feel the sincere support of each other, and create a favorable socio-psychological environment. When using this technology, in determining the quality of education, students are not compared with each other, but with the daily results of each student in comparison with the results obtained earlier. Only then will students feel responsible, realizing that the results they have achieved during the course will benefit the team, and will strive to conduct more research, acquire knowledge, skills and competencies [3].

According to R. Slavin, in the technology of collaborative learning there are different ways of organizing the educational process in groups and small groups [2]. The educational activities of students in small groups can be organized both in a game form (tournaments, competitions) and individually. Research on teacher-student collaboration has focused on the development of relationships that describe the process of group learning [2].

An important factor of interaction and the basis for determining the nature of student interaction are forms of student-teacher interaction. Collaborative learning is a special type of relationship and interaction between teacher and student, which provides the reconstruction of the learning object, all parts of the learning process. According to the psychologist A.V. Petrovsky, the organization of interaction between teachers and students in the educational process is not only a means of satisfying their communicative needs, but also

a means of assimilating the material [4].

Collaborative technologies in teaching physics in higher educational teaching teacher-class, teacher-small group, teacher-large group, teacher-student, student-student (work in pairs), small group-small group, small group-classes and other organizational forms. These methods help students build personal knowledge and worldviews, empower themselves, exchange two-way information, prepare for independent living, and establish positive interactions between different cultural and socioeconomic groups.

To ensure the effectiveness of collaborative technologies in teaching general education: students' creative approach to the content of the lesson, analysis and criticism of information in the classroom, substantiation of their conclusions, creative application of knowledge in new situations, time for practical exercises. assignments, distribution of programs, ensuring mutual support of the members of the joint team in achieving success, etc.

Conclusion. In conclusion, it can be firmly emphasized that interactive teaching technologies can improve the quality of teaching, increase its effectiveness, determine the interaction of a teacher, a student, a group of students, a team and a community, strive for a common goal, for each student to realize the inner potential of a student, achieve ideological and spiritual unity, creation of the necessary conditions and environment for the manifestation of students as a person. Interactive methods, which are one of the most important components of collaborative learning technologies, ensure the effectiveness of learning objectives. Most importantly, teachers should focus on the topic, problem or issue being taught when choosing a collaborative learning method. Also, the use of this technology will increase the effectiveness of the lesson, considering the age, psychological characteristics, worldview, life experience of the student. This requires professionalism, skills and intuition, knowledge and sensitivity from the teacher.

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