

THE IMPORTANCE OF COOPERATIVE PEDAGOGY IN IMPROVING THE EFFICIENCY OF THE EDUCATIONAL PROCESS

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Abstract

This article examines the unique aspects and importance of cooperation in the educational process, that is, the use of the strategy of students' work with each other or with a group.

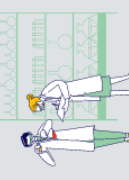
Keywords: cooperation technique, group work, pair work, cooperative education, constructivism.

Introduction

The country's growth depends on the quality of education, which is an important component of human civilization. Quality education is related to class transaction strategies and training procedures. It all floats around the reader. The student's development is influenced by many factors, such as nutrition, physical, ecological, academic, and social. Vigotsky believes that the social environment plays a crucial role in the development of the student. Teachers in the classroom also use lecture methods (Ormrod, 2010); all this prevents students from developing high-level cognitive abilities; therefore, it adversely affects the development of the reader. According to these considerations, the National Education Policy favors tailoring learning strategies that can develop cognitive space. A collaborative learning strategy, on the other hand, is a method of teaching that matches such definitions, which is based on constructive philosophy. This gives the reader a chance to learn in a group to achieve a shared goal. Cooperative education is based especially on the theory of social constructivism; therefore, it urges building knowledge through peer interactions in the classroom. This article, on the other hand, explores the characteristics of the strategy of studying cooperation and the importance of applying it in teaching.

Discussion

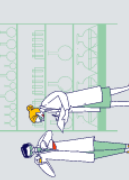
The theory of co-operative education is embedded in social constructivism. Constructivism is the current development of sociology, psychology, education, philosophy (gnoseology) and other social sciences. It has a broad range of philosophical, psychological, sociological and educational foundations (Driscoll, 2000). Constructivism has several different options, including Piaget's cognitive constructivism, Lev Vygotsky's social constructivism (social-cultural context), and radical constructivism of von Glaserfeld. The basic principle of constructivism is that "human education will be created" and students will incorporate what they have learned and create new knowledge. In other words, knowledge is what students build



for themselves through experience; the teacher is not always expected to present it. In summary, learning is an "active" process in which readers build new ideas or insights based on their current or past knowledge. The philosophy of constructivism was thought to have provided a number of understandable methods of teaching and learning, such as "Learning in partnership," "Learning on a Collaborative Basis," and "Learning On a Collaborative Basis." In all of these three theories, students are viewed as "active persons" of the task, not just passive learners from the teacher. The co-operative education stems from the socio-constructive theory of Vygotsky, as well as the philosophical work of John Dyuy, who emphasized the social component of learning, and Kurt Levin's research on group dynamics. Vygotsky's theory (1978) declared "study" a "social process", which, unlike the general view of "study," is individual or individual. The co-operative education is directly influenced by the socio-cultural and socio-cognitive constructive theories of Piaget, Vygotsky and Many other theorists, such as Dyui and Chomsky, Skinner, Bruner, Ausbel, Kurt Levin and Paulo Freire. ("Theoretical Foundations of Cooperative Language Learning", Hussein, 2008; Presented in Vania, 2020) Collaborative education is a set of procedures that allow individuals to work together to achieve a specific goal or create a final result, which is usually focused on a particular knowledge. Partnership is more than students hanging out together and talking to each other; it also includes sharing knowledge, discussing topics and helping other students. It helps you to get a deep understanding of the topic you've covered. As a teacher-guided management system, it is more guided than collaborative. The main method is teacher-oriented, while learning in collaboration is more student-based, although there are many mechanisms for group analysis and introspection (Pintriz). Johnson and Johnson believe that (1999) co-teaching is a teaching-learning process that is used in a small group of students. They work together in a group to maximize learning from themselves and their other peers. While Parker (1994) describes co-operative education as a classroom environment where students work together, we feel our reaction. Students collaborate and discuss academic subjects and achieve a shared goal. In co-operative education, everyone is responsible for the group's growth with personal responsibility. The term co-operative education is used in place of each other with different teaching methods used in the classroom (Johnson et al., 2000). In joint learning, the focus is on group activities as well as individual progress, and group members assist, assist, encourage, and support each other's learning efforts (Johnson & Smith, 1991). In addition, collaborating learning is a procedure by which students work in groups with different abilities and are rewarded based on the success of the entire group (Woolfolk, 2001). So we can conclude that a collaboratory study is a group. learning how students interact with each other, we feel the attitude and progress toward achieving a common result with individual responsibility. Co-operative learning promotes positive interaction among students and develops a good social ability.

Cooperative Educational Components

According to Johnson and Johnson (1995), collaborative learning is a guideline that includes groups of students working together to achieve a shared goal. In positive interdependence, all



students believe that they are on hand for their education. Their contribution is effective for all group members and group development. Students actively participate in group tasks and share learning materials with their peers. In face-to-face stimulating interaction, students communicate with each other and appreciate their contributions in the group and encourage each other for the next contribution. In this element, students discuss the educational task in their groups. Under the element of social skills, students begin to communicate with their peers through effective communication. Students, like the leader, demonstrate responsibility and discuss tasks in the right direction and participate in the decision-making process in groups. In personal accountability, each student takes responsibility for the given learning task and contributes equally. During the test, each student tries to master a curriculum or theme. In the group processing element, students analyze the assigned learning tasks and ensure how they are carried out effectively. Students will also analyze their success as well as group progress. Cooperative education has the following six criteria:

Guruhni qayta ishlash mahorati

- Guruhning o'quv vazitasini tahlil qilish
- Guruhning ijtimoiy mahorati
- O'z-o'zini baholash

Ijtimoiy mahorat

- Samarali muloqot
- Yetakchilik
- Qaror qabul qilish
- Ishonchni mustahkamlash

Ijobiy o'zaro bog'liqlik

- Talabalarning taol ishtiroki
- O'zaro maqsadlar
- Birgalikda mukofotlar

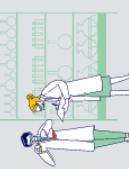
Individual javobgarlik

- Talabalar o'quv topshirig'ini o'zlashtirishga harakat qilishdi/urinishlari
- Har bir talaba o'z ulushini bajarish uchun javobgarligi.

Yuzma-yuz Rag'batlantiruvchi o'zaro ta'sir

- Suyanish va ishtirok etish uchun bir-biringizni rag'batlantirish
- Guruh muhokamasi

Faol ishtirok



Science is viewed as an activity-oriented process; therefore, to teach science, students in the classroom need to use methods that develop critical thinking, observational abilities, social abilities, and scientific temperament. To encourage students to think critically and to help clarify ideas through discussions and discussions, to enrich their self-government skills and develop interpersonal relationships, to train students to criticize ideas rather than people, to train students to look at them. Teaching how to view the situation from the point of view of others is the first and main objective and mission of education and training.

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