

MODERN COOPERATIVE PEDAGOGY

*Umida Shukhratovna Mamatursunova,
Faculty of Romance-Germanic Philology of UzSWLU,
Trainee-Teacher of the Department of German Language Theory*

Abstract: This study reveals the professional communicative competence of the future specialist and explains what types of interaction are necessary for its formation in the student. The article analyzes these concepts in terms of the opinions of various past and present teachers. The possibility and relevance of the use of various types and types of interaction and the formation of a well-rounded personality of a future competitive specialist in modern higher education are described. The article presents modern approaches and an algorithm for organizing pedagogical interactions in the integral pedagogical process of the university. Different types of communication are considered, their characteristics are given.

Key words: Cooperation, interaction, joint activity, pedagogical interaction, social interaction, cooperation in education, dialogue, dialogue communication, communicative competence.

Enter

Pedagogy is a human science. It explores various ideas and views about the strategy, content and tactics (technology) of education, training, socialization and personal development [25, p. 166]. Pedagogy as a field of human knowledge is manifested in integrated relations with philosophy, psychology, physiology, sociology and other social and natural sciences. There are three concepts in the views of scientists about pedagogy in modern conditions. Some consider it an interdisciplinary field of human knowledge, others consider it an applied science, others consider it a relatively independent scientific science that combines fundamental and practical functions [30, p. 132]. In the 1970s, AI Kochetov formed the following features of the science of pedagogy: the development of pedagogy as a science is inseparable from the process of social development; the connection of pedagogy with the whole cycle of social and natural sciences ; the diversity and complexity of the phenomena and relationships it studies; the complexity of practical use of his scientific information in the work of teachers and parents (practitioners) [16, p. 4-6]. Scientists (NGAlekseeva, MVBoguslovsky, AGVasilev, NAVershinina, AIDubrovsky, VIJuravlev, VMPolonsky, etc.) emphasize that the position of pedagogy in the social space has changed at the beginning of the 21st century.

A number of rules determining the further development of psychological-pedagogical thought:

1. Pedagogy takes the status of a field that integrates scientific achievements and synthesizes psychological-pedagogical knowledge (PPK) aimed at personal development.
2. The need for PPP, their relevance in practical activities is not only for teachers of educational institutions, but also for people who work with them (leaders, public figures, etc.).

3. Scientific PPP, educational technologies are becoming the main means of professional training and professional development of specialists in various fields. The ideas of cooperation and interaction are becoming increasingly popular in higher education pedagogy (HPS) as a direction of humanistic importance, practice-oriented and innovative.

The main part

The purpose of the work is to review the main concepts related to the pedagogy of cooperation in higher education, to analyze and describe them, to reveal the importance of various types of interactions for the formation of a competitively developed personality of a modern person. Therefore, cooperative pedagogy (PK) in higher education is a humanistic direction of pedagogy, in which the main categories compared to other definitions are the categories of "cooperation" and "interaction", which act as values that are formed in them. Holistic pedagogical process (CPP) and, at the same time, as factors that unite the participants of educational activity (ATC) and make everyone subjective. Scientists note the following characteristics of PS: more humanization of pedagogical activity (PD), the person with his problems is the focus of researchers; interdisciplinary: interdisciplinary interaction is evident in research; Integration and differentiation of PPP on pedagogical interaction (PV): content, forms, methods, technologies. The object of PS at the university is the process of interaction between teachers and students as subjects of future professional activity. The subject of PS is the development of a person based on the interaction of activity subjects in PPP and the combination of PPP. In modern conditions, the ideas of humanization, cooperation and mutual cooperation in higher education are studied by local and foreign scientists (teachers, psychologists) and used in teaching and training students, which leads to humanization and humanization of the educational process. will help. develop a new level of interaction between teachers and students and create humane relationships. Therefore, the scientific basis of the implementation of the ideas of PS in higher education in the conditions of modern society is combined with the reorientation of the interaction of education and training subjects to professional activity, subject-subject relations is PPP. The analysis of scientific sources shows that currently, in the practical activities of university teachers, the purpose of pedagogical institutions is to form a well-developed creative personality of future specialists, to have an integrative character, and to contribute to its effective and economical use. pedagogical tools and innovative technologies in achieving goals. It also requires further study of pedagogical conditions that help to improve the quality of training of highly qualified specialists based on the competency-based approach (FSES HE 3+) and interactive technologies [11]. Cooperative pedagogy is becoming an increasingly popular field of education, which is evidenced by the growing need of society for psychological and pedagogical knowledge, as well as the transition to three-level university education (bachelor, master, postgraduate). In the transition to the three-level standards of the third generation, more attention is paid to the formation of basic professional and general cultural competences, which are directly related to cooperation and pedagogical interaction (PT). In most works, the concepts of "cooperation", "interaction", "SD" are closely related to each other, that is, they are defined as practically equal concepts. The category of "cooperation" is defined as SD as a more general concept, the purpose of which is to achieve the same goals and results [31, p. 653]. "Interaction" is interpreted by teachers as a philosophical concept that determines the influence of objects on each other, their mutual certainty and the creation of one object by another [31, p. 216]. "SD" is considered as a pedagogical situation, in which the whole process from the emergence of an idea to

the influence of the teacher is considered as a systematic activity of subjects, which takes place together with students, guarantees their personal participation at all stages of the work. activity of determining the purpose of work, choosing tools, methods and technologies for its implementation, working according to the plan and analyzing the result [17, p. 42]. ES Rapatsevich believes that cooperation in education is the desire and ability of teachers and students to work together, help and support each other [23, p. 542], that is, the joint nature of the work is emphasized. According to Eyubi, cooperation in education is determined by the position of the teacher in relation to the student, which is considered as cooperation between the teacher and the student in the educational process (EP) [32, p. 153]. The scholar examines the role of the teacher's partner in SD. LA Baikova, LK Grebenkin and NA Jokina study cooperation within the framework of person-oriented education and its activity related to the self-development of the personality of the subjects of activity (teachers and students). considers it as a set of behavioral, intellectual, value relations. , p. 76]. The concept of "partnership" is closely related to social and PV, which is of great importance in society and educational institutions (EI). Social interaction is the process of influence of individuals, social groups, institutions or communities on each other as a result of the implementation of interests, as a connection between the work of specialists of different profiles working with a partner. Forms of interaction: mutual information, SD, coordination, mutual education, mutual support [24, p. 253]. PV between the teacher and students is based on the organization of well-thought-out distance learning, SD, both in training sessions, in extracurricular activities, and in the organization of independent activities. In the Russian Pedagogical Encyclopedia, PT is considered as a process that takes place between the teacher and students in the PD course and is aimed at personality formation. Interaction is a philosophical definition that indicates the universal connection of all living things. At the heart of PV lies cooperation, which is the beginning of the socialization of subjects. The result of PV corresponds to the goal of education - personality development [27, p. 2, p. 129]. Therefore, the definition emphasizes the development direction of the cooperative personal computer. The team of authors of the pedagogical encyclopedic dictionary offers the following definition of PV. It is the personal accidental or intentional, private or public, long or short-term, verbal or non-verbal communication of the subjects of the activity, as a result of which their behavior, relations, activities, relations are mutually changes will happen. PC can be implemented in the form of partnerships, when both parties have mutual understanding and agreement in understanding the goals of the SD and the ways to achieve them, and in the form of cooperation, when the successes of some members of the SD are encouraged. or hinders the more effective and purposeful activity of its other members. A humanistic educational process (HET) can only be a process of EP of a teacher and a student, in which both partners act as equal participants of EP [25, p. 18]. The definition reflects the humanistic orientation of PV, where equal members of the CPP are equal. Pedagogical vocabulary defines PT as a personal communication of SD subjects, as a result of which mutual improvements are made in their behavior, work, relationships, relationships. If the teacher, taking into account the psychological characteristics of the students, communicates in a way that arouses interest, brings pleasure, encourages acceptance of the position of social value shown by the teacher and provides such an opportunity to each student, PV is effective. it can. fully understand their vital position [24, p. 183]. EV Korotayeva stated that a relatively new direction in educational sciences has been formed - pedagogy of mutual relations. considers influences, beginning with interpersonal relationships. It concludes with PD actors and general processes

occurring in the global education system. In his opinion, the main definitions of PT emphasize the difference in approaches to understanding this phenomenon: for some researchers, the initial condition is the duration, procedural nature of pedagogical interactions, while for others it is a specific situation, contact. This difference is the reason why the concept of "PT" (singular), which is understood as an event, process, and "pedagogical interactions" (plural) are used in different contexts when talking about the connections of many subjects. Iadi EP [14, With. 7, 9-10]. EV Korotaev [13, p. 44-45] proposed the following types of pedagogical interactions: destructive, which destroys the purpose, form and content of education, destabilizes the relations between participants, elements of the pedagogical system, and in this process causes irreversible negative consequences (disruptive) type of pedagogical interactions. the field of education and, as a result, conditions are created for the emergence of outcasts, outcasts, etc. in society; a restrictive (restrictive) type of pedagogical interaction, which is carried out by strict control over the development of individual qualities (characteristics, elements, etc.), without taking into account a holistic approach to the process of development and formation of a person (system). and "teeth" for the system inherent in object pedagogy aimed at the faceless mass of uninitiated performers; Pedagogical interactions of a restorative (supportive) type, which ensure the solution of tactical (quick) tasks in KPP, are necessary to maintain the integrity of a person at a certain level of achievement, but take into account the perspective and development strategy can't; and which pedagogical tools and methods can be replaced by psychologically oriented ones; A constructive (developing) type of pedagogical interaction, which not only provides integrity, taking into account the "here and now" situation and the prospects for moving forward, but also creates conditions for more creative development of the individual, optimal adaptation to it takes into account the environment, that is. the behavior of subjects included in this type of interaction is characterized by long-term cooperation, cooperation and co-creation.

EV Korotaeva in the textbook "Psychological foundations of pedagogical interaction" [15, p. 113-114] reveals modern approaches and an algorithm for organizing pedagogical interactions in CPP:

1. OO interaction (passive position of CPP participants). The interaction is ineffective because the participants are not interested in achieving a common goal.
2. OS interaction (the student knows his role in education, actively interacts with the learning process). The interaction is ineffective because the activity is performed by a subject who does not have sufficient knowledge and experience.
3. SO interaction (initiative position of the teacher). The interaction is unbalanced because there is insufficient counteraction.
4. SS interaction (in PD, the goals of the subjects match). Interaction is effective because it is characterized by a mutual value attitude towards cooperation.

The real spiritual wealth of the student's personality depends on the variety of real relationships. The attitude of the student included in the CPP is a universal phenomenon that characterizes education. According to the level of their formation, the general level of personality formation can be evaluated. VA Slastenin distinguished different types of PV and relationships: pedagogical (relationships between educators and students); mutual (relationships with adults, peers, juniors); topic (students' relationship with objects of material and spiritual culture); relationship with oneself [29]. It should be noted that interactions in education occur when students

interact with the people and things that surround them in everyday life, even without the guidance of teachers. A strong argument in defense of interaction as an important feature of CPP is that the diverse spiritual life in which the education and development of students takes place has a clear interaction with the real, real world as its source and content . . . organized and managed by teachers, parents and others. In addition, as students develop, their role in these interactions increases. PV always has two sides, two interrelated components: pedagogical influence and student response. The initial stage of SP is a pedagogical effect that moves the student to the subject position. Pedagogical influence is direct (voice, facial expressions, actions, movements, pace of movement, assessment, etc.), indirect (various tools taken from the surrounding life: objects, objects, works of art) and can be symbolic (means containing a symbol). : any object, sound, signal) [24, p. 184]. Effects can be direct and indirect, direction, content and forms of presentation, the presence or absence of a goal, the nature of feedback (controlled, uncontrolled), etc. The students' answers are also the same: active perception and processing of information, neglect or opposition, emotional experience or indifference, actions, actions, activities, etc. [29]. Interdisciplinary interaction [2, p. 43-48] is an organizational form of interaction of many disciplines (interdisciplinary communication and integration), as well as network communication or self-organizing communication. Scientists connect the creation of socio-pedagogical conditions (educational environment, educational space, educational system, etc.) with interdisciplinary ideas. Thus, the educational space involves the implementation of social interactions, the determination of personal development, the inclusion of students in the process of social interaction with their collective and individual subjects, the environment. able to provide. The field of study can become a factor of personal and professional development of the future specialist. One of the conditions for the formation of the position of the subject of activity is subjective experience. In the field of education, the main focus is on network interaction, which is understood as a horizontal interaction between educational institutions to share functionality and resources, and to develop, use and communicate is considered as a communication system that enables. innovative concepts and models of the educational content of the professional pedagogical association and management of the educational system; it is a method of activity on joint use of resources [24, p. 253]. Currently, an educational network is considered as a set of PD entities t that represent each other's educational resources to improve each other's educational efficiency and quality [22]. Communication, which plays an important role in the cooperation between teachers and students, is a professional and creative category that represents the process and result of solving a set of communicative tasks by the teacher in PD. 294]. VA Slastenin understands professional-pedagogical communication as a system of cooperation between teachers and students, the content of which is the exchange of information, the realization of personal knowledge and educational influence. The teacher works as a creator of this process, organizes and manages it [28, p. 294]. GM Kodjaspirova develops pedagogical communication in two directions and defines it as professional communication between teacher and students: organization of relations with students and management of communication in the student community [8, p. 167]. Communication as a component of the educational system represents the unity of three elements: informational or communicative (exchange of information between subjects of communication), interactive (general interaction strategy: cooperation-cooperation and competition), perceptive (mutual understanding, understanding of each other), learning, understanding, evaluation by the participants of

communication friend). The effectiveness of educational systems also depends on the relations that develop between the subjects of activity in the process of SD (cooperation and humanitarian relations, common care and trust, attention to all, communication and situations of success) [33]. Communication functions can be informational; self-revealing; social perception; interactive; impressive. DO [19, p. 29-30] is dialogue-based (multi-sense or multi-sense). Conversational communication is seen as a condition for the implementation of subject-to-subject relationships, as opposed to subject-to-subject relationships, in OU. Monological communication is the only meaning, the only will of one of the communication participants, which must be unconditionally accepted by the other participants, is the superiority in cooperation. On the other hand, DO is a joint discussion of the situation by all members. All its participants - students, parents, teachers, administration, customers and consumers of educational services and researchers - become subjects of distance education in CPP. The development of dialogic relations in CPP is supported by: attention to cooperation in communication, recognition of the partner's rights to his point of view and his protection, the ability to listen and hear, readiness to communicate from the partner's position. , the ability to empathize and empathize.

Summary

Thus, it should be noted that PS is a modern humanistic direction of pedagogy, which combines all subjects of CPP. The PV between the teacher and students is based on the organization of well-thought-out distance learning, SD, both in the course of training sessions, in extracurricular activities, and in the organization of independent work. It serves to form competitive specialists in the modern labor market.

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