



MECHANISMS FOR ORGANIZING COLLABORATIVE PEDAGOGICAL ACTIVITIES OF FUTURE TEACHERS

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ABOUT ARTICLE

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Abstract: This article focuses on exploring the mechanisms for organizing collaborative pedagogical activities in the preparation of future teachers. It examines various approaches and methodologies for fostering effective collaboration among teachers, students, and other educational stakeholders within the context of teacher training. The article highlights key principles of collaborative pedagogy, its application in educational settings, and the benefits it brings to the professional development of future educators. Additionally, it discusses the role of modern technologies and interactive methods in organizing pedagogical activities. The research explores strategies for enhancing communication and methodological skills, promoting teamwork, and problem-solving abilities essential for future teachers.

INTRODUCTION

The learning process is an opportunity to organize the collaborative activities of students, which is organized in order to accelerate the decision-making of students in the class on a specific issue. We tried to pedagogically substantiate the fact that debate has a great potential for the intellectual development of students and instilling moral norms in them. At the same time, debate as a didactic situation is aimed at ensuring the acceleration and quality of the learning process based on the collective, natural research of students. In a special group where debate situations are organized, pedagogical and psychological impact is exerted on students with the help of didactic tools.

METHODS

The famous scientist J. Piaget emphasized that during the educational discussion, a student, discussing a certain issue with his peers, is freed from egocentric thinking and learns to take into account the points of view of others.

K. Lewin's research is of great importance in scientifically substantiating the educational discussion. According to the scientist, group discussion helps to establish social relations among students.

Also, a favorable learning situation is created for them to express their personal, emotional abilities in the process of learning. The fact that each student enters the educational discussion on the basis of expressing their feelings ensures that they establish sincere communication with their classmates and the teacher during the research process. Students are happy that they have understood the problem to a certain extent. The personal participation of students in the solution of each issue during the educational discussion ensures their intellectual development. As a result, students develop curiosity, interest, a sense of satisfaction with acquiring knowledge, a desire for collective activity, and ease in addressing each other.

Students' collaborative activities should be organized on the basis of equal partnership. This is an important guiding factor in organizing the process of educational discussion, which allows for free discussion, encouraging students to search and think in finding solutions to problems. In this process, students acquire the skills to transfer their acquired experience and values to each other, and to determine their future.

Students engage in joint educational activities in the process of addressing their partners. Tasks that serve to identify different points of view of students should be related to a specific problem. Such tasks form the personal and intellectual relationships of a group of students working together. Therefore, discussing a controversial problem in a lesson is effective in many ways. If the teacher organizes the natural individual activity of the students in cooperation, a dialogue based on mutual equality will arise between them [2].

RESULTS AND DISCUSSION

Problematic tasks, along with accelerating the thinking process of students, also encourage them to search for solutions. As a result of thinking about solutions to problems during the educational discussion, students' thinking develops rapidly. This paves the way for preparing them for social life. Students begin to acquire the skills of independent management of their behavior. Students become spiritually ready to discuss educational tasks during the educational discussion. During the educational discussion, students develop intellectual stability, develop research skills, and develop a need for new research.

The relationship between the teacher and students during the discussion should be based on mutual equality. The formation of hypotheses together with the students and the discovery of each student in this process by the teacher ensures the effectiveness of the educational discussion. To organize an educational discussion, the teacher should ask students questions and listen carefully to the answers to these questions in various options [3]. As a result of the interaction between the teacher and students, an atmosphere of mutual trust and openness is created. Within the framework of such a relationship, the student acquires the skills to clearly see the development of his point of view, critically evaluate the points of view of his partners, distinguish and defend his point of view. This ensures the independence of students' thinking. It teaches them to explain and prove their opinions with evidence. At the same time, the educational discussion allows students to coordinate questions and answers to them, distinguish correct views and points of view, compromise, find fair approaches among different points of view, and substantiate them.

Educational discussion is an important means of solving pedagogical and psychological problems in the classroom. It encourages students to work in groups, think consistently, and recognize the true views

and approaches of their partners. At the same time, it instills a sense of democratic approach to problems, responsibility, and compromise.

The teacher, performing the role of the organizer of the discussion process, must ensure that students themselves can ask questions, discuss them, and make decisions. He must strive to increase the independence of students using the most convenient means, create a favorable environment for ensuring intellectual equality, and create conditions for a free exchange of ideas.

If the teacher creates a favorable pedagogical situation for ensuring intellectual equality among students, conditions for a free exchange of ideas will be created during the educational discussion [4].

The achievement of quality indicators during the educational discussion is ensured. The contradictions that arise during the educational debate contribute to the improvement of educational goals. Students have the opportunity to rebuild their relationships with their classmates during the debate. They acquire the skills of being patient, attentive, engaging in dialogue, seeing their own shortcomings and overcoming them during collaborative learning activities.

In the collaborative pedagogical process, students can put forward their hypotheses individually. On this basis, they choose strategies for jointly solving educational tasks. As a result, they enter into interaction and discussion with each other. In this situation, the role and significance of rules, methods, conclusions change. This situation arises in the process of collective activity and makes it possible to make adjustments to it. This, in turn, creates conditions for each student to pave the way for himself and consciously apply scientific knowledge. It also helps them to engage in collaborative creative activity. This requires attention to the initiative and independence of each student. This becomes the basis for the use of new strategies in the collaborative pedagogical process. In this process, students are given problematic tasks that stimulate them to collaborative activity. Special tasks of a creative nature should be complicated from class to class. This requires improving the mental processes of students. In particular, the goal is achieved by expanding their imagination. For this purpose, it is necessary to allocate a large place to role-playing games in the pedagogical process of cooperation. Such role-playing games allow students to develop behavior. On this basis, students' perception, imagination and creative activity develop [5].

The didactic goal of the cooperative pedagogical process is to ensure the general development of students. To achieve this goal, it is necessary to pay attention to the following situations:

1. The development of students' spiritual direction embodies intelligence, will and emotions. The development of intellectual activity requires the classification of objects and concepts: joint analysis of the conditions of tasks and problems, formation of conclusions, etc. Forming generalizations guides students to use inductive and deductive methods. Knowledge, skills and competences are manifested as a means of teaching and organizing a collaborative learning process. The main requirements for the content, methods, and forms of the collaborative pedagogical process determine the effectiveness of the system and ensure the comfortable and general development of students.
2. In order to organize the cooperative pedagogical process at a high level, it is possible to achieve the expected efficiency based on the application of the necessary strategies for overcoming difficulties and conflicts. Measures aimed at eliminating difficulties should be developed taking into account the individual level of development of each student.
3. It is necessary to implement the principle of the leading position of theoretical knowledge in educational and methodological complexes and adhere to the principle of intensive teaching of educational materials. This approach ensures the quality of education. It is of particular importance because it has the ability to. Students should not rush in the process of consolidating knowledge, and at the same time not get stuck in one place. Familiar knowledge, concepts, information should be perceived in connection with newly acquired ones. Presenting educational materials to students in this

way helps them to develop their learning helps them understand the demands placed on them by the learning process.

4. One of the main goals of the collaborative pedagogical process is to ensure the enrichment of teachers' daily activities and students' knowledge. The methodological system of teaching is of particular importance as a holistic system, as it is multifaceted and incorporates the features of teaching all academic subjects.

The ability to provide students with educational materials within the framework of various academic subjects, to have a holistic impact on their development based on ensuring the typical specificity of the methodological system and compliance with didactic principles Creating situations that foster success is required to achieve collaboration between teacher and students and between students and students [6].

When selecting the content of education, it is necessary to take into account the simultaneous development of students' mental and physical activity methods, the organization of their successful future-oriented activities in mastering the content of the educational process, their understanding of educational exercises, the establishment of cooperative relations between teacher and student, student and student, and the effective functioning of each student in situations of success.

Intellectual and physical exercises intended for students are improved by the teacher on the basis of the introduction of new forms, methods and techniques of teaching. Such tools include tasks intended for cooperative learning, logical exercises, questions and tasks dedicated to familiarizing students with the environment, tasks aimed at monitoring and evaluating each other, and group exercises.

Relying on the principle of cooperation when selecting intellectual and physical exercises allows you to achieve the expected effectiveness. Because with the help of collaborative learning technology, the following tasks are solved in the educational process:

- helping students to fully realize their intellectual and physical abilities, creating conditions for them to demonstrate their individual characteristics;
- forming in students the personal qualities necessary for them to carry out collaborative activities and enter into mutual communication;
- ensuring the mental and emotional well-being of each student in the process of collaborative activities, etc.

Today, there is a lot of talk about the fact that the results of collaborative learning activities of students are not sufficiently effective. Ways and methods are being sought to ensure this effectiveness.

As is known, the student's educational activity has a gradual, consistent development, and for this he must, first of all, master the experience of engaging in this activity. Because a person needs to have the necessary experience to achieve efficiency in a certain activity. The student's educational activity must, first of all, be directed at himself. Students must not only acquire knowledge, but also learn the methods of mastering it.

When students master the skills of reading, writing, arithmetic, and performing physical exercises, they must first change their behavior, adapt to the learning process. Only then will they master the cultural environment surrounding them through educational and mental activities. The student compares his previous and current image as a result of his analytical activity. The personal changes of students are manifested as their achievements.

A student's unique situation in his educational activity is manifested in self-analysis, monitoring his new achievements and noting changes. In order for each student to be able to say, "I could not do this", "I can do this", "It happened", "I achieved", he must be able to deeply analyze his own and his classmates' educational activities. To do this, he must be able to evaluate his own and his classmates' achievements and changes in their activities. To do this, the student must be able to change at the same time. Most importantly, he must implement this change himself. If the student can analyze the changes in himself

and his classmates through improved educational activities, he can develop himself. This indicates that the students are mentally prepared for educational activities and are engaged in this activity. When analyzing the educational activities of students, we should also pay attention to how they evaluate themselves. Through their own assessment activities, students can determine the extent to which they have mastered knowledge, skills, and competencies. Only then will it become clear how effectively they have performed the required methods of action. As a result, they gain experience in using these methods effectively in performing many practical tasks. Thus, assessment is a reference tool for determining the results of students' own activities. Such learning activities have a significant positive impact on the development and level of mastery of the student. If the teacher has incorrectly organized the collaborative learning activities of students, assessment will not be able to fulfill all its tasks [7]. Collaborative learning activities should begin with an analysis of personal changes in students. When the teacher assesses students, students learn to evaluate the results of their own and their classmates' activities.

The collaborative learning activities of students have their own specific components. Each component is closely interconnected with the other.

Including:

- 1) learning task - this includes what students should master in the process of joint activity and the methods of mastering them;
- 2) learning actions - this indicates what students should do in the process of joint learning actions, the formation of a mastered action model and the ability to perform this action;
- 3) control actions - in this process, students compare their own actions with those in the model;
- 4) evaluation actions - are reflected in determining the results achieved by students in the process of joint activity, assessing the level of changes in them.

This content of educational activity is considered its full form. This structure of educational activities is formed step by step. For elementary school students, the formation of such a structure of educational activities is carried out in a long-lasting cooperative didactic process.

CONCLUSION

The development of collaborative activities of the subjects of the educational process should be based on certain principles. The openness of the educational process, its basis on a competency-based approach, the priority of project and team approaches in it, the selection-based identification and demonstration of leaders, the successful implementation of new approaches in practice, the targeted orientation of complex solutions, and the operational nature of the adopted solutions are of great importance.

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