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Pedagogical and Psychological Foundations for Developing Students' Creative Abilities Based on Cooperative Education

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Abstract: Cooperation between colleges and universities (cooperative education) is important in ensuring the continuing education of young people. They need to be as less stressed as possible when moving from one learning environment to another. Only then will their passion for knowledge not diminish, their level of education will not decrease, and their efficiency will increase. Based on this, we are talking about the formation of creative abilities in students on the basis of cooperative education.

Keywords: Collaboration, higher education institutions, continuing education system, teacher, direction, seminar, lecture, development and formation of creative abilities.

Introduction: Within the framework of cooperation, educational institutions will create and implement cooperation projects aimed at researching various areas of pedagogical psychology and pedagogy in order to form a continuous education system; exchange information and analytical data on problems in the relevant field, including pedagogy and psychology, social pedagogy; select students from higher education institutions for internships at colleges and lyceums on a competitive basis; support for seminars, conferences and round tables organized on the basis of cooperation through professors, teachers, graduate students and master's students; create opportunities for students undergoing internships to use scientific and electronic library resources for scientific and practical research; prepare college and lyceum students for study at a higher educational institution in their future field, that is, familiarize them with the educational conditions and

environment, etc. At all stages of continuous education, there are specific organizational forms of education. Specifically, the two-level higher education system has its own forms of education, which include lectures, seminars, and practical classes, participation in open lectures by faculty members, preparation and discussion of lecture texts, and the preparation of programs for educational courses. In the higher education system, lectures are both a method and a form of the educational process, serving the oral, organic, and regular assimilation of the fundamentals of science by students. Thanks to the lecture, the student understands the essence of this subject and forces them to think freely and think about the subject. Therefore, lectures become a kind of school for the development of scientific thinking. The lecture should be read in such a way that under its influence, students develop different views, scientific beliefs, ideas, and the foundations of national ideology regarding the subject's tasks and future. To do this, the teacher must be able to enrich and select the content of each lecture with scientific innovations. A lecture is effective only when it is organized based on positive cooperation. To achieve this, one of the ways to effectively implement both educational and upbringing tasks during the lecture is to restore friendly, active relationships between the teacher and students. Furthermore, the effectiveness of the lesson and lecture depends on the extent to which the psychological state of students and students is taken into account in the learning process. Therefore, for the effective organization of education, the proper use of lessons, lectures, and other forms of education in the learning process, undoubtedly, the teacher's pedagogical skills, pedagogical culture, thorough knowledge of their subject, and the ability to find common ground with students are of great importance.

The word “cooperative" comes from two Latin words “co”, “together”, and “opus” – “work”, “work:. Therefore, when answering the question of what cooperatives are, the generally accepted definition in a simplified version at the international level is translated as joint action, cooperation. Cooperative learning is a learning strategy that allows a small group of students to work together on a common task. Parameters vary frequently, as learners can work together on a wide variety of issues, from mathematics to simple problems, such as proposing environmental solutions at the national level. Students are sometimes personally responsible for their part or role in the task, and sometimes they are responsible as a whole group. One of the methods successfully used in teaching vocational education subjects is conducting classes with groups of students divided into pairs or small groups. In this method, the primary responsibility is assigned to students, focusing on increasing their activity. The experience of educators in advanced countries, as well as in our country, shows that a much stronger relationship is established between students due to small groups.

Lessons in small groups:

– teaches students to work together, activate the cognitive process, communicate with them, be accessible, and listen to the opinions of others;

– in the process of joint performance of the assigned task, there is a tendency to discuss the opinions expressed by the comrades;

– learn to clearly formulate questions, justify the answers they give;

– helps to realize the learner's potential. It will be possible to learn by asking what you don't know. Ensures the mutual enrichment of students' knowledge;

– shy students will have the opportunity to demonstrate their knowledge and skills;

– gifted, gifted students can demonstrate their abilities, help others, teach them, and learn from them;

– working in small groups teaches each student to feel like part of a group, showing each other their achievements.

In order for lessons to be effective in small groups, it is necessary to follow the following rules:

1. In the process of mastering the lesson material, students should work in a team.

2. It is advisable for each group to have excellent students, while the composition of the subgroup should be mixed (girls, boys).

3. A system of rewarding the entire group and individual student should be provided.

Studies also show that it is not enough to organize lessons by dividing students into small groups. To achieve the expected result, it is necessary to develop two other components: a mechanism for motivating the group and a sense of personal responsibility, as well as a system for its stimulation. If the motivation is insufficient at the group level, members of the group will not pay much attention to how their peers learn the lesson being taught. There is no clear answer to the question of what rules or principles should be followed when dividing groups into subgroups, and how groups are structured to be highly effective, there is no universal rule. When dividing groups into small groups:

a) set educational goals, form, result;

b) we need to take into account the teaching methods and techniques that we intend to apply according to the

assigned task, the technological map.

We can use a random character to divide students into small groups:

can be divided according to their location in the audience.

Based on study results:

– when organized as a leveling group, students with different levels of study are grouped into small groups.

– when organized as a support and development group, gifted students are divided into groups with a lower level of learning.

Depending on the task being completed, the pair can be divided into groups of 4-5 or more students. Small groups can be organized in the form of groups that operate until the completion of one task, groups that work together during several sessions, and groups whose composition changes. They can be selected from passive, non-expressive, or well-accepted, active students. The leader can perform various functions and must monitor the performance of the task by the members of the small group. Leaders should show each member of the group their individual contribution and role. It is advisable to test all students in the role of leader as much as possible. There are several models and variants of lesson style, divided into small groups. They are aimed at improving the learning outcomes of teams. In this case, the teacher briefly explains a material or lesson and gives the students an assignment. An assignment can be a test in the form of a problem, exercise, answer to a question, and other forms. The assignment will be discussed in a team. Then, each team member individually writes a control paper on the topic being studied. Each student's points are summed and the overall team score is extracted. It is compared to the individual and team scores. The positions of the teams are determined and rewarded based on the accumulated points. In the second model, a competition is held. In this case, team members score points by competing with other team members. The third model is also called the mosaic model. This model should be used more often in large groups, say, with 25-30 students. Depending on the number of students in the group, the teacher attracts 5 or 6 students to each team. Depending on the number of students in each team, an assignment is given to study a material consisting of 5-6 questions or parts. One person from each team learns a part or question. Students who have received this part or question from different teams gather together to discuss the learning task. These groups are called expert groups. We will denote the main groups with letters in the alphabet and the students with numbers. Let's say the group consists of 30 students. The teacher divides them into 5 groups of 6 (A, B, C, D). The first group A, in which students are divided into A1, A2, A3, A4, A5, A6, the second group B, in which students are divided into B1, B2, B3, B4, B5, B6 and so on. Each student receives an assignment to study a specific part of the learning material or question from their main number command, i.e., letter. Then, in the group of specialists (by numbers), a new group is formed based on all numbers 1 or 2 and so on. That is, a team of specialists A1, B1, B1, G1, D1, a second team A2, B2, B2, G2, D2 and so on. From each of the main teams, members of the same number, but different teams, gather to discuss the question, the task assigned to them. Then everyone returns from the expert group to their main group. Each participant in the group will tell the problem they have studied in the expert group. Each participant in the group tries to listen attentively to the opinions of their peers. Because the only way to complete the given task is to listen attentively, analyze the opinion of the comrades, and then tell them. Furthermore, each student has a stimulus to complete their assignment in detail. The reason is that he is responsible for the level of assimilation of the given question and task by his comrades. The fourth model for conducting lessons in small groups differs somewhat from previous models. In this model, each student in a small group first completes the assigned task individually and writes their thoughts in a seminar notebook. Then the group collectively studied everyone's opinion. A single answer is prepared on behalf of the small group, the answers of all groups are heard in the lesson, and the group's results are evaluated.

Organization of lessons in small groups and its main phases

Small groups have a wide range of opportunities for exchange and analysis among students. Each student's opinion is analyzed by their peers. At the same time, every student, of course, tries to justify and narrate their opinion. In the process of discussion, each student understands their mistake or tests their rightness, and learns to solve the problem in collaboration.

It is advisable to work in pairs or small groups when:

- ❖ exchange of information;
- ❖ collect and share ideas and opinions;
- ❖ analysis of difficult-to-solve problems and options;

- it is necessary to solve a complex problem and draw conclusions.

Working in a group is better than working individually.

Reason:

- the range of information is wide, as each student has a certain amount of information.
- as a result of cooperation, the activity of passive students can also increase.
- many proposals and opinions are selected as a result of mutual criticism.

In lessons conducted in small groups, the teacher does not stand at the center as a single informant, reviewer, and evaluator. From a subject teacher, he becomes a lesson organizer and preparer.

In small groups, it is necessary to intensively study the topic according to the assigned task. As a result of working with supplementary literature and striving for its deep assimilation, long-term memorization of acquired knowledge is achieved. The success of conducting a lesson in pairs or small groups largely depends on its preparation and conduct. Working in small groups involves not only discussing the assigned task, but also its outcome. In this case, you can use a board and technical means. An important aspect of working in a small group is ensuring that the small group, and ultimately the entire group, is productive. To do this, the teacher must plan the entire lesson process beforehand.

Prepare:

- goal setting;
- vselection of material;
- explaining the task to the subgroups;
- providing the necessary materials;
- the need for the teacher to solve the assigned task and the problem.

1. Information support:

- what assignments will the subgroups receive and how much time will be allocated for their completion;
- what rules to follow will be announced.

2. Work on the assignment:

- subgroup c can share tasks after receiving the assignment;
- subgroups fulfill their assignment;
- one student (reporter) from subgroup B makes a brief report on the results achieved;

Teacher role:

- make a decision;
- organizes and begins the lesson;
- control and intervene when necessary;
- analyzes and evaluates.

The application of this method was discussed above when discussing the cooperative method of conducting lessons in small groups. One method of the cooperative method, aimed at working with a textbook, article, or other text, is called “Boomerang”.

This method aims to teach students to work with various literature and texts during the lesson, outside the classroom, to memorize the material studied, to be able to relate it, to freely express their opinion, and to assess their knowledge during the lesson. The goal of applying the method is to master the material distributed to students individually and in groups, to achieve an understanding of its content through conversation and discussion.

The "Boomerang" method is a cooperative learning method similar to lessons in small groups. In this case, during the lesson, students are asked to work with the text they need to learn. Initially, the text of the general topic is divided according to the number of subgroups, and the same text is distributed to all members of the subgroup. If we divide the group into 5 subgroups, then the 5 subgroups will have 5 different texts on the general topic, and each student will have a text in their subgroup. Student activities are organized as we saw above, dividing into cooperative small groups. Another type of small group activity is the “Zig-zag” method. This is done not by giving the same text to all members of the subgroup initially, as above, but by distributing the text allocated to the group at the second stage of organizing the activities of the subgroups to study the topic, also among the members of each group.

For example, one student is given the first or second page of the text, the other is given the 3-4th page, and so on. Members of the subgroup are an expert group on the text they touch.

Currently, the education system of Uzbekistan is entering the space of the global education system. This, in turn, requires the implementation of a very important and responsible task in the training of highly qualified, competitive, high-spiritual personnel by the state and society, and only then will the great goal be achieved.

It is natural that education should be under state control. The Constitution of Uzbekistan states that every citizen has the right to education. Unlike previously adopted state laws, new rules, principles of public education, the content, forms, and methods of education based on them have been developed based on best practices in this field, state educational standards have been created, and the educational process is being implemented based on them.

In the current era of globalization and rapid information systems, the problem of today is the formation of creative qualities in young students, preparing them to have independent thinking by taking new initiatives and not being indifferent to the events happening around them, having a fair attitude towards them and drawing the right conclusions.

All of the emergence of the “21st century - the intellectual age”, that is, the “age of intellect” or the “age of information society”, corresponds to the development of human society, and we are witnessing the emergence of advanced creative people living in it, that is, as a result of the activity of a creative individual. In the information age, the flow of information is constantly increasing, and naturally, the corresponding problems and their solutions are changing rapidly. Therefore, in order to be relevant to this society and actively participate in it, an employee, a person, that is, a specialist, must also know how to search for, collect, and use scientific information, divide the information received into systems, and choose optimal options for technical (technological) solutions.

A person reveals themselves through their abilities. These abilities are his personal qualities, allowing him to effectively engage in a specific type of activity. Abilities arise from certain natural talents. Talent is an innate, anatomical-physiological feature of the nervous system, forming the individual-natural basis for the development of abilities.

Typically, the following types of abilities are distinguished: intellectual (intellectual, thinking), artistic, organizational, communicative, etc. The sum of various abilities that are highly developed is called giftedness. It is also possible to think about talent and genius, which are certain levels of ability development. Talent is a mature ability, characterized by the perfection and originality of human activity. Genius is the highest level of ability and talent development. Genius is linked to the creation of qualitatively new, unique examples of creativity, finding previously unknown ways of creativity.

Today, creativity, creativity, and activity aimed at creating innovations are understood as creative activity.

The word creativity (from the English word “create” - creativity) is derived from the ability of a person to create, the level of creativity talent, the individual's readiness to create fundamentally new ideas that are far from the traditional or customary scheme of thinking, as well as creative abilities that are perceived as an independent factor in the ability to solve problems in a different way.

American scholar D. Wechsler defines “creativity as a type of thinking that requires a person to have several solutions to a problem or issue at once and helps them understand the uniqueness and uniqueness of the essence of things and events, in contrast to template, boring thinking”.

Being a creative person, and in our example, being a creative reader, means having advantages in today's world, for example, standing out among other students, being an interesting companion compared to others, and escaping difficulties in life in an unusual way.

The development of creativity in each student is individual. The systematic factor in the development of creativity is the socialization of education. The first manifestations of creativity are characteristic of every person. However, various restrictions, social patterns in the environment in which he grows, is raised, and is being educated lead to the blocking (closing) of creative activity. To develop a student's creativity, it is necessary to release them from psychological pressure and give them a positive impetus.

CONCLUSION

In conclusion, it can be said that in modern organizational forms of vocational education, the organization of education, the lesson and the main requirements for it, the organization of lessons in pairs and small groups, modern organizational forms of vocational education, as well as non-traditional educational technologies, differing from traditional educational technologies, create conditions for the development of students' cognitive abilities, pay special attention to independent work, and cognitive activity acquires a searching and creative character. The lesson structure is flexible, and in traditional pedagogy,

methodological developments are structured for the teacher to conduct the lesson, while non-traditional education offers the development of an educational process project that describes the forms and content of the student's educational and cognitive activity.

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