



## FOREIGN EXPERIENCES IN INCREASING THE SOCIAL ACTIVITY OF STUDENTS

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### ABOUT ARTICLE

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**Abstract:** In this article, our republic is foreign in bringing the higher education system to the level of the basic requirements for development partners, in particular, with the help of various projects aimed at the development of higher education, one of the efforts to study foreign educational experiences and introduce them into the higher education system of our country is mentioned.

### INTRODUCTION

On the basis of cooperative pedagogy, the overall improvement of educational processes in higher education is an integral activity aimed at making specific changes in the practice of all educational institutions, especially higher educational institutions, and its full effect is the organization of the activities of higher educational institutions in accordance with social requirements, the general enrichment of educational content and the full improvement of the quality of education, in which the level of knowledge, skills and qualifications of the learners has increased in the appropriate order, is determined by the decision of mutual active cooperation.

### THE MAIN RESULTS AND FINDINGS

Development and implementation of a mechanism for comprehensive analysis of existing processes of current and strategic development parameters as the main important tasks of improving the quality and efficiency of education based on the integrative harmony of cooperative pedagogy, design of teaching tasks; It is intended to ensure the balance between the demands and needs of groups interested in the field of education, to fully support the individuality of learners in the educational process, and to achieve active cooperation.

The increased demands of the market economy on the level of knowledge and qualifications of specialists made it necessary to make drastic changes in the higher education of our country. Market economy procedures, the emergence of the labor market, the issue of intellectual capabilities and

educational services also had an impact on personnel training. Therefore, higher education is forced to meet the demands of the labor market.

Today, our society feels the need for creative personnel who fully realize their strength and capabilities. Also, in addition to training specialists for production areas, it is necessary to help people to choose a profession. The situation in the labor market, the fate of the state and society depends on how well today's youth, especially students, choose their specialty. Due to this, in the conditions of today's market economy, it is necessary to direct a person to a profession suitable for his capabilities, to direct him to a specific activity and to develop a person accordingly.

There are opportunities to apply the best practices of a number of countries in Western Europe in the field of cooperation in the field of higher education in the higher education of our country. Cooperation in higher education of European countries has its own history and traditions.

We mentioned that even when we covered the psychological aspects of cooperative activity, the sources we studied mainly paid special attention to the structural structure of cooperation.

In foreign studies, special importance is attached to revealing the possibilities of the group form of cooperative education. Including DV Johnson, RT Johnson suggested to combine individual learning activities of learners with joint work in small groups.

A number of foreign specialists had the opportunity to present the experiences of their countries and present their experiences at international conferences organized on the issue of cooperation in the higher education system (Sakula Sarnia, Andra Krasavina, Zoltan Zavargo, Zdravko Shumis, etc.). In their speeches at conferences, the main focus is on the organization of the educational system through cooperation between higher education institutions and production enterprises. is devoted to the organizational structure of education. In this regard, it is appropriate to recognize the experiences of Western European countries.

In the materials devoted to cooperation, it is noted that in Western European countries there are no trade unions in a number of industries, but a system of cooperation that fulfills their function has been established. In this regard, Great Britain should pay special attention to the issue of cooperation in education. In this country, the share of state financing of education is 10%, and the share of enterprises is 90%. In Great Britain, the model of cooperation fully reflects the development of market relations, and the production interacts directly with the educational institution. As in the UK, in Denmark, the main purpose of the partnership is to develop education, and it involves a number of national and regional education governing bodies[2].

Issues of cooperation in the French education system are implemented within the framework of collective agreements (national, inter-sectoral and sectoral agreements) and legal and various legal documents with the government. In the 80s of the last century in France, in order to fight with the unemployed, the state and social cooperation organizations adopted the "Intermittent study" program for young people. This is in addition to the Master-Apprenticeship program at certain stages of industrial training. Central and Eastern European countries, like Western European countries, have enough experience in implementing cooperation in the field of education.

In many countries of the independent commonwealth, the process of forming the legislative framework in the field of cooperation is currently taking place. For example, the Law "On Social Cooperation" was adopted in Russia. It stipulates that the law applies to all employers operating on the territory of Russia, their unions, associations, employees of all organizations, regional and primary trade union organizations, regardless of the form of ownership. The law determines the procedure for

mutual cooperation of labor market participants, the mechanism for solving labor regulations, but it does not include representatives of education among the subjects of this system of cooperation.

The St. Petersburg Law on Youth and Youth Policy contains several norms aimed at ensuring the social and legal protection of young people, guaranteeing employment, and creating conditions for the involvement of young people in the economic life of society. At the moment, the mechanisms for the implementation of the rights listed in it are not sufficiently clearly defined. In our opinion, the guarantees of the implementation of youth rights could be strengthened and even transferred to practical activities by introducing provisions on the creation of cooperation in higher education into this law and other similar laws in the regions.

In A.A. Ribina's experiences of solving the problem of cooperation within the Russian higher education system, it is possible to observe a series of steps in the activity of students to establish cooperation with different fields of activity. His promotionThe idea emphasized the issue of professional self-determination of students for a collaborative environment [102]. Because the ability of young people to analyze the complex world of professions, to ensure compatibility between individual aspirations and economic needs, makes it easier to adapt to a new profession, and leads to an increase in the possibility of training competitive specialists in the labor market.

If we look at the experience of conducting cooperation activities in Russia, it can be recognized that they started the initial work with the establishment of the educational and methodical center called "Education and Prestige", which directs students to the profession.

It was noted that for the purpose of education development, a network of higher education institutions was created, and on the basis of it, experts developed the project "Development of the network structure model of education in the municipal system based on cooperation". It can be seen that the Russian government does not have a long historical experience of relying on cooperation in order to improve the educational process. However, their experience in this regard is very positive.

The Law of the Republic of Kazakhstan "On Social Cooperation" came into force. It defines the legal basis, tasks and operation procedure of the social cooperation system and is an effective tool of social management in the transition period.

In Kazakhstan, research within the framework of the "European Education Fund" project was completed. As a result of this project, a pilot model of cooperation was developed in Alma-Ata city as a trial and later to be implemented in other regions of Kazakhstan.

In the current socio-economic conditions, the formation of a cooperation system is a long and complex process, which depends on a number of objective and subjective reasons: the state of the economy, the social situation, the readiness of federal, regional and municipal bodies to join it, as well as the will, desire and depending on the possibilities. In each specific situation, a more or less favorable situation for the development of the cooperation system may arise. Many projects in this field offer as their main output recommendations for educational institutions to establish contacts with employers and other partners based on their own initiative.

Preparing students to define their professional identity should not take into account their individual characteristics and specialty characteristics, but also pay attention to professional requirements and changes in society based on human capabilities [1]. It is necessary to prepare the specialist to realize his educational and professional values and to be able to design them independently, to be able to functionally adapt to different types of activity.

## CONCLUSION

It can be seen from the above-mentioned points that, as we have repeated before, more attention is paid to the organizational structure of cooperation. Therefore, we believe that it is necessary to research cooperation in a specific field of specialization in our Republic, to carry out relevant work on the development of practical skills of students through it, and to develop recommendations on adapting advanced foreign experiences to the conditions of Uzbekistan.

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