



COOPERATIVE PEDAGOGY AS THE CONTENT OF PREPARATION FOR SOCIAL ACTIVITY

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Abstract

In this article, the content of teaching students through cooperative pedagogy, the use of cooperative pedagogy in the educational process and the stages of teaching to socialization, the quality of education and the content of research conducted on it and the views of scientists, pedagogical accompaniment of students in the study group and the criteria for evaluating efficiency through different approaches are analyzed.

Keywords: Cooperation, socialization, education, teaching theory, pedagogical field, quality of education, demand and need.

Collaborative pedagogy is considered an important step towards comprehensive development of a person, it is the joint activity of not only teachers with learners and colleagues, but also with parents, environment, and community activists in teaching and educating students. Joint action with parents, the environment, community activists, non-governmental and non-profit organizations, their participation in class and extracurricular activities, help in improving the quality and efficiency of the educational process, solving existing problems together and mutually requires the establishment of an atmosphere of consensus. A comprehensive study of the activities of pedagogues-innovators shows that each of them is a talented pedagogue who contributes to the development of the science of pedagogy and aims for high results. Analyzing the conceptual ideas of pedagogues-innovators who implement the ideas and principles of cooperative pedagogy, it is necessary to note that their approach to the education of students has a new, humane system.

The development of cooperative pedagogy is primarily related to the humanization of education and person-oriented education. At the same time, even today humanization of education and personal-humanitarian approach are important directions of cooperative pedagogy.

"humanitarian pedagogy" is considered a direction that appeared in the USA in the late 50s - early 60s of the 20th century in the theory and practice of modern education [1].





Carl Rogers, one of the founders of the concept and teaching of humanitarianism, stated that "as the basis of a series of changes in human behavior, it is formed and developed based on professional abilities and personal experiences." His according to someone change, to him ready the experience transmission need it's not. On the contrary , his each bilaterally development possibility giver facilitative education environment Create possible [2].

Pedagogical facilitation serves to increase the effectiveness of education (teaching, education) based on supporting the activities of learners. In this case, qualitative development is achieved as a result of the use of a special communication method by the pedagogue in the pedagogical process [2].

K. Rogers is not satisfied with the following rules of traditional pedagogy: the teacher presents the knowledge, the learners try to master it; lessons and exams are the main components of education. The lesson is the form of knowledge formation, and the exam determines the level of acquired knowledge; the teacher is reflected as the manager and the learners as subordinates.

From this point of view, K. Rogers distinguishes two types of education: ordinary knowledge, information that equips the students with facts, and real knowledge that is necessary for learners to change and develop themselves. providing meaningful education. Education that forms a person as a person is person-oriented or, according to K. Rogers, significant education.

Humanization of the educational process in higher education in the form of official cancellation of pedagogical-psychological effects of pedagogy on the surrounding person, general transition to person-oriented pedagogy between pedagogues in higher education and current students it is different with the establishment of human and moral relations and the formation of content, moreover, it is necessary to accept all this as gaining real importance in the personal and scientific freedom and activity of today's students of education.

From the humanistic point of view mentioned above, the main goal of education and training is that every learner becomes a fully-fledged subject of knowledge and communication, as well as an initiative person who can organize a productive life. takes

As the main important parameters and indicators of the humanization of education in the educational process, to what extent these processes create various conditions for the individual to be able to fully express himself in the general context, as well as to reveal the natural and scientific ability in him. , his creativity, freedom, initiative and creative abilities are formed in different directions.



While analyzing the broad issues of humanization of pedagogical processes in general order, LVZanina, as one of the ways of its implementation, "In the framework of some subjects, it is not necessary to spend energy on various activities, but the information selected for various theoretical and practical fields of knowledge, culture, outdoor environment training is free which is acquired and combines pedagogical-psychological tasks in a general way " emphasizes that it reflects the reorganization of the content of integrated education and its implementation in practice.

Today, the study of the universe in a holistic way in the cross-section of various disciplines is gaining special relevance. Because most people don't have big problems and a certain level of solving them. It is known that the social experience of the people is presented to the young generation during the education process. To change the educational strategy, on the threshold of the third millennium, the educational system was reformed based on a new methodology. This created a paradigm of interdisciplinary communication and cooperation in science. The theory of cooperation entered the science of pedagogy in three directions:

1. Inclusion of integrated training courses on the theory of cooperation in higher pedagogical education and teacher retraining and professional development courses. To do this, to create educational literature aimed at the use of these links of education, to create an opportunity for young people to understand and understand the world in a holistic way;
2. Education system certain in parts cooperation principle current to do In addition to the traditional methods of teaching, using the method of pedagogical cooperation, creating an atmosphere of active dialogue between students and teachers;
3. Cooperative educational process person formation orientation. Creating a high example of teaching skills and author's methods and integrated approaches based on the theory of cooperation, teaching the teacher to consciously create his own methodology and work style.

The above principles serve to form social activity and flexibility.

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