
BASIC PRINCIPLES AND APPROACHES OF COOPERATIVE PEDAGOGY IN SOCIALIZATION

Bakhtikhon K. Kurbanova

Associate Professor, Fergana State University, Uzbekistan

ABSTRACT: This article discusses the main principles and approaches of cooperative pedagogy.

KEYWORDS: Individual approach, communicative ability, personal-humanitarian approach, educational strategy.

INTRODUCTION

Collaborative pedagogy is a comprehensive discipline that requires constant research, creativity, and the emergence of new ideas together. That is why the science of cooperative pedagogy is developing year by year. This is undoubtedly based on the principle of cooperation. Cooperation is one of the main principles of a quality education system. And through collaboration in socialization, more effective programs are created. Pedagogical cooperation is not only cooperation between teachers, but also cooperation between teachers and students. The interaction of teachers with students leads to an increase in students' self-confidence, which increases the effectiveness of the lesson and greatly helps them to get quality education. What is important is that pedagogical cooperation.

The main results and findings

Another of the main directions of cooperative pedagogy is the personal-humanitarian approach. The personal-humanitarian approach is at the center of the educational system aimed at comprehensive development of personal qualities. This approach is aimed at developing the learner's personality, his inner world, abilities, opportunities, moral power of freedom and justice, goodness and happiness. The purpose of the educational institution is to awaken the inner forces and capabilities of the individual, to create the necessary conditions for their full and free development. Personal-humanitarian approach to the learner in the educational process N.N. Azizkhojayeva, R. Safarova, N.M. Egamberdiyeva, B.X. Xodzhayev, G.K. Selevko, I.S. Yakimansky has been studied in a number of studies as the communicative basis of person-centered pedagogical technologies. The essence of this approach is reflected in the concepts of the above-mentioned authors in the form of a sum of the following ideas. Today, the main goal of education is a new and innovative approach to education and the individual in the framework of the orientation of the educational process to the individual: it is reflected not as an object of personal pedagogical activity, but as a subject; and the person is not the means of achieving some internal and external goals, but the goal of the educational system; every learner is gifted, many learners are gifted; high moral values (goodness, love, diligence, conscience, dignity, citizenship, etc.) is reflected. Humanization and democratization of pedagogical relations: pedagogical love, interest

in the fate of learners; look at the learner with high confidence; cooperation, communication skills; refrain from direct coercion; the importance of positive reinforcement; attitude to the learner as a subject of education, activity and owner of free choice; equalizing the rights of teacher and learner; the learner's right to free choice is understood. Abandoning the "forced education" method, which does not give direct results in modern conditions, but establishing non-coercive, trust-based demands; increased innate interest in teaching; replacing coercion with a desire to succeed; release of learners to freedom and initiative; providing assistance to learners to define their subjectivity, self-expression, socialization, and place in life, pedagogical support. Today, in the new interpretation of the individual approach, the following conclusion was reached: "do not go from all academic subjects to the learner, but rather gradually go from the learner to the academic subject"; teaching taking into account all abilities and current opportunities of learners; rejection of mediocrity in learning; search for the best qualities of the learner's personality; being able to make a pedagogical diagnosis of a person (interest, different abilities, process orientation, Ego, positive character, originality of creative thinking processes) application; it is necessary to take into account all the peculiarities of the person in the educational process. Also, the formation of a positive "I-concept" in students: the direction of pedagogical dialogue to develop a positive attitude towards oneself in students; envisages the formation of positive guidelines and motives for life activity. 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. In order 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. Research conducted in the field of pedagogy shows that the pedagogical basis of cooperation between adults and children is their joint observation of reality, participation, creation, knowledge acquisition, as well as cooperation in the process of self-development of each individual in the process of life activity; it emerges in the form of joint creativity that allows children and adults to fully realize their creative potential and abilities. Based on the analysis of pedagogical and psychological researches, we determined the invariant signs of cooperation of learners in educational activities. Various researches carried out in the field of pedagogy based on cooperation between students N.I. Barakovskaya, N.V. Bordovskaya, Ye.V. Korotayeva, I.A. Larionova. Viewing the subject in philosophy as an actively moving, knowledgeable person with consciousness and will is directly related to the subjective point of view of the student. shows the connection. For example, I.A. Larionova cooperation is one's own subjective point of view in cooperative activities, i.e. stable positive emotional state, independence, cognitive activity, cooperative activity, He explains that sincere attitude to the results of all participants acting together is a manifestation of a high level of development of skills and competences. According to N.I. Barakovskaya, in the process of organizing cooperation among classmates, students are formed as an object of self-influence and a subject of the situation at the same time, showing readiness to change their personal qualities. Therefore, the activation of the subjective point of view of learners reflects an invariant sign of the cooperation of learners in learning activities. in the process of organizing cooperation among classmates, learners are formed as an object of self-influence and a subject of

the situation at the same time, showing readiness to change their personal qualities. Therefore, the activation of the subjective point of view of learners reflects an invariant sign of the cooperation of learners in learning activities. in the process of organizing cooperation among classmates, learners are formed as an object of self-influence and a subject of the situation at the same time, showing readiness to change their personal qualities. Therefore, the activation of the subjective point of view of learners reflects an invariant sign of the cooperation of learners in learning activities.

The main principles and approaches of cooperative pedagogy in socialization are as follows:

Principles	Approaches to the organization of social activities
- professional competence;	- anthropological, humanitarian;
- humanitarian orientation in education;	- systemic integrity;
- cooperation (pedagogical mutual activity);	- person orientation;
- cultural harmony;	- orientation to subjective activity;
- harmony with nature;	- polysubjectivity;
- creativity;	- dialogical;
- integration;	- cultural and humanitarian
- pedagogical heuristics;	- professional self-improvement
- unity;	- innovative
- continuity	- pragmatic

CONCLUSION

In short, cooperation in socialization serves as a basis for the preparation of teachers for cooperative activities based on the synergistic approach, and for determining the ways of organizing cooperative education.

To create educational literature for the use of the theory of cooperation pedagogy in these stages of education, to create an opportunity for young people to understand and understand the world in a holistic way, to introduce the principle of cooperation in certain parts of the educational system, and to use the method of pedagogical cooperation , creation of a working dialogue environment between students and teachers, orientation of the cooperative educational process to the formation of personality, teaching to create one's own methodology and work style in a conscious way is considered one of the current issues.

REFERENCES

1. Azizkho'jayeva N.N. Pedagogical technology of teacher training. - T.: TDPU, 2000. - 52 p.
2. Abdullaeva Sh.A. Cooperative pedagogy. - T.: Science and technology, 2017. - 178 pages.
3. Azizkho'jayeva N.N. Pedagogical technology and pedagogical skill. - Tashkent: TDPU, 2003. - P. 234.

4. Bordovskaya N.V., Rean A.A. Pedagogy. - St. Petersburg: Peter, 2001. -p. 276
5. Barakovskaya N.I. Education of cooperation relations between schoolchildren in grades 5-7 based on humanistic values by methods of pedagogical counseling - Yekaterinburg, 1998. - 37-b.
6. Korotaeva E.V. Pedagogical interaction: formation of a definition // Pedagogical education in Russia. - 2007. - No. 1. – pp. 73-83
7. Larionova I.A. The situation of success in educational activity as a factor in the development of cooperation relations in the teacher-student system: dis. ... can. ped. Sciences. - Yekaterinburg, 1996. - 127 p.
8. Larionova I.A. The situation of success in educational activity as a factor in the development of cooperation relations in the teacher-student system: dis. ... can. ped. Sciences. - Yekaterinburg, 1996. - 7-8-b.
9. Dyachenko, V.K. Collaboration in learning: about the collective way of learning. – M.: Enlightenment, 1991. – 192 p.
10. Zhokina N.A. Pedagogical foundations of cooperation between adults and adolescents in children's public amateur associations: dis. ... can. ped. Sciences. - Kirov, 1996. - 168 p.