

Development Of Participation In Future Teachers Based On Cooperative Education

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Abstract. This article provides information about the content and nature of participatory training of future teachers. Modern approaches and the meaning of the concept of "participation" in them are explained. The article also analyzes the importance of cooperative education in the development of participation of future teachers. The benefits and effects of cooperative education are explained.

Key words: participation, participatory approach, participation, participatory training, cooperation, cooperative education, method.

Today, one of the main tasks facing higher education institutions is to prepare students who have acquired their specialty at a professional level and who can express their social position and attitude to the studied knowledge, who have their own free, personal opinion, new thoughts, ideas, proposals and projects. is to educate competitive professionals who are able to advance. Such an approach requires replacing traditional forms of education with active ones. According to research scientists, the use of an interactive learning model involves modeling real situations aimed at solving problems together. The student actively participates in such an educational process and becomes a subject of mutual relations. At the same time, the rule of equality of all participants in the educational process is maintained.

The term "participation" was introduced into scientific life by Lévy Bruhl, who considered participation as a whole phenomenon of solidarity at the expense of "existential kinship" (participation) with another person. Participation, in his opinion, is also defined as a desire to be in a more comfortable psychosomatic order that provides the most adaptation. At the modern stage, such adaptation can be described by the concept of "subject-to-subject relations" [1. 38-b].

In the science of pedagogy, participation is seen in different ways. The analysis of the scientific literature showed that the term "participation" is compared with such concepts as "participation", "joint participation", "involvement", the reason, perhaps, is the translation from English and the desire to find a more accurate analogue of the indicated term. related to (Y.V. Grosh, I.V. Kasyanova, I.A. Kravchenko, Y.Y. Nikitina, O.N. Perova, Y.B. Plokhotnyuk, M.V. Smirnova and others). At the same time, some authors (U. D. Duncan, W. E. Deming, O. Irwin, P. B. Peterson, etc.) distinguish these concepts by giving a broader or, on the contrary, a narrower meaning to participation, striving to strengthen semantic nuances. The content analysis of Russian and foreign management literature allowed us to find some differences in the use of the terms "participation", "participation", "joint participation", "involvement" [2. 8-b].

The participation of the future teacher is expressed by a creative approach and pedagogical cooperation, as well as by the equal rights of teachers and students, and cooperation connected with common interests, values, views, based on subject-subject relations. quality of professional character is understood.

The process of developing participation on the basis of cooperative education requires studying the content and possibilities of cooperative education.

A new level of interactivity is inherent in cooperative learning.

The idea of cooperative teaching appeared in didactics in the 1970s. Cooperative teaching technology is widely used in educational institutions of Great Britain, Canada, Germany, Australia, the Netherlands, Japan, and Israel. The main idea of cooperative education is not only to complete educational tasks together, but also to study and learn together.

Cooperative teaching technology, realizing that the success of each student in learning leads to the success of the group, requires independent and serious mental work, complete and high-quality completion of educational tasks, thorough assimilation of educational material, cooperation with peers. and prepares the ground for mutual assistance.

Psychologist A.V.Petrovsky studied that interpersonal relations in the team arise from activity and emphasized that the organization of cooperation between the teacher and students in the educational process is not only a means of satisfying their need for communication, but also a means of mastering the educational material. [3. 42-b].

The purpose of cooperative learning activities is to create a control mechanism of mastery activities and joint actions, attitudes and communication. The product of cooperative activity is the emergence of new ideas put forward by students and goals related to the essence of the activity being mastered, as well as the desire to manage the individual's position in the partnership.

The exact description of cooperative education was given by the Hungarian scientist, doctor of philosophy Sandra L. Renegar: "Each of us learns more when we learn together than when we learn individually" [4. 47-57 p].

Australian scientist Robin defined Cooperative education as follows: Cooperative education is an educational approach aimed at organizing educational activities in academic and educational experiences [5. 41-b].

The method of cooperative activity should be understood as the system of joint actions of the teacher and the student. Such behavior begins with the teacher's support to the student.

Pupils' activity gradually increases and turns into a practical and intellectual activity completely controlled by them; and the relationship between the teacher and the student will have the character of partnership position.

Cooperative education is an educational method based on cooperation of students in groups. According to this approach, students achieve success in learning by interacting with each other [6. p. 69].

Cooperative learning is a structured learning activity in which students are held accountable for their individual contribution, participation, and learning. Students themselves feel a special need to work in a team and learn together [7. 15-p].

Cooperative learning is the organization of learning activities in small groups, in which group members work together to achieve the maximum level of learning effectiveness.

Cooperation is a cooperative work directed towards the fulfillment of a common task. Within the framework of cooperative activity, all members of the group strive to achieve a comfortable and beneficial result both for themselves and for the whole group as a whole. So, cooperative education is based on the organization of cooperative activities in small groups to achieve maximum efficiency in the teaching process.

The goal of cooperative learning is to make each team member more successful and stronger as an individual.

Cooperation and partnership may seem to go hand in hand, but in cooperative learning, the teacher still controls most of what happens in the classroom. The advantages of this approach, regardless of what we call it, have been noted by many researchers that students working in small groups tend to learn more about what is being taught and retain information for a longer period of time. At the same time, the students are satisfied with their training since they cannot passively learn from the teacher, so it becomes a transaction between all parties in the learning process. (Beckman, 1990; Chickering & Gamson, 1991; Goodsell et al. 1992).

The organization of small groups for conducting cooperative education is carried out in several ways:

Cooperative learning informal groups - and other groups in which the whole lesson is organized for a few minutes before the main part of the lesson begins. To attract the attention of such groups to the educational materials provided; It is organized in order to create an enabling environment for education, to create a positive mood, to help in learning the learning material, to teach the teachers to be able to consciously work on the learning materials.

Cooperative education support groups are a long-standing community whose primary mission is to support, challenge, and support work demands for academic achievement. Basic group work brings the development of personal necessity to the acquisition of academic experience. Persistent or long-lasting. The members of the group exchange personal information about the agenda with each other and meet outside the auditorium. If a student has a question or an idea, he can discuss it with the group. The work carried out by the support groups, of course, fulfills the tasks of the work portfolio for information exchange. Formal groups of cooperative education are distinguished from informal groups by having a clear structure, long-term changes in its composition, and orientation to the completion of complex tasks.

When forming small groups, the following should be taken into account:

1. Adherence to the principle of heterogeneity (members of different genders and different levels of education).

2. To ensure the diversity of socio-psychological characteristics and psychological compatibility of students.

Cooperative education is to teach every student to daily intense reading, creativity and independent thinking, to educate conscious independence as a person, to create a sense of personal dignity in every student, to develop their own thoughts and abilities. helps show.

Cooperative learning activities are activities that require students to work in small groups to complete a joint project. Students work together to help each other succeed, not just to learn the material. Over the years, many studies have been conducted to demonstrate the benefits and possibilities of cooperative education. Robert Slavin reviewed 67 cases of cooperative learning and found that a total of 61 percent of cooperative-learning classrooms achieved significantly higher test scores than traditional classrooms.

So, what is the cooperative learning activity of students? The answer is that many life experiences can be learned and improved through teamwork. Below is a list of five positive outcomes of using cooperative learning effectively in the classroom.

Positive results of effective use of cooperative learning:

Share a common goal

First, all students working together as a team have a common goal. The success of the project depends on combining their efforts. The ability to work as a team to achieve a common goal is one of the top qualities business leaders are looking for in new jobs today. Cooperative learning activities help students work in teams. Bill Gates said, "Teams need to work towards the same goal and be seen as well-motivated individuals." Achieving a common goal allows students to learn to trust each other to reach their full potential.

Leadership skills

For a group to be truly successful, individuals within the group must demonstrate leadership skills. Skills such as delegation of duties, support, and achievement of personal goals are leadership skills that can be learned and practiced through partnerships. Usually, when a new group is formed, the leaders show themselves very quickly. You can also assign leadership roles within the group to help everyone lead the group.

Communicative competence

Effective teamwork is all about good communication and commitment to a product or activity. All members of the group should communicate positively. These skills should be directly modeled by the teacher and reinforced throughout the activity. If students learn to talk with themselves and actively listen to their friends, the quality of their work will increase.

Competence to manage conflict situations

Conflicts appear in all group settings. Sometimes these conflicts are small and easily resolved. Other times, if they are not canceled, they will be separated from the team. In most cases, you should try to get students to solve your own problems and participate. Focus on the situation, but whether they can handle it themselves. If you have to engage, you should try to get all team members to talk together and work out a conflict resolution that works for them.

Flexibility competency

There are many decisions to consider when working in a cooperative environment. A good way to get students to start thinking as a team and making decisions together is to give them a team name. The subsequent decisions from there mean which workers should perform which tasks. In addition, although students work in groups, they have their own responsibilities. This requires making many decisions that can affect all groups of people. As a mentor and facilitator, it is important to emphasize that if a decision affects other members of the group, it should be discussed together.

Thus, if the teacher can set educational goals and correctly divide students into groups, pay attention to the skills necessary for successful completion of the task, correctly assign specific roles to students, can clearly and clearly communicate the evaluation criteria and the types of skills needed, play an active role during group work, control the work and evaluate the group's performance fairly, encourage groups to give their best, every to use one's potential, then using this type of education will be more effective.

Using this type of learning, on the other hand, face-to-face interactions, students promote each other's knowledge through face-to-face activities, where they discuss and explain topics with each other, each student is assigned to a group. they never forget that they are responsible for their contribution. Using collaboration skills, students

develop not only subject matter, but skills such as communication, leadership and conflict management, and how to work in teams.

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