

**ORGANIZING PEDAGOGICAL EXPERIMENTAL WORK FOR THE
DEVELOPMENT OF A CULTURE OF COOPERATION IN THE
STUDENT COMMUNITY OF HIGHER EDUCATION INSTITUTIONS**

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**ОРГАНИЗАЦИЯ ПЕДАГОГИЧЕСКОЙ ЭКСПЕРИМЕНТАЛЬНОЙ
РАБОТЫ ПО РАЗВИТИЮ КУЛЬТУРЫ СОТРУДНИЧЕСТВА В
СТУДЕНЧЕСКОМ СООБЩЕСТВЕ ВУЗОВ**

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Annatotsia: The process of implementing the development of a culture of cooperation in the student community involves organizing events to develop a culture of cooperation among students by involving them in cooperation using a cluster approach.

Аннатоция: Процесс реализации развития культуры сотрудничества в студенческом сообществе предполагает организацию мероприятий по развитию культуры сотрудничества студентов путем вовлечения их в сотрудничество с использованием кластерного подхода.

Ключевые слова: Культура, проблема, синтез, позиция, ценность, цель.

Key words: Culture, problem, synthesis, position, value, goal.

We will dwell on the features of the first stage of the formative experiment-test carried out in the process of organizing practical training. The possibility of developing a culture of cooperation within the disciplines of professional pedagogy is related to the specific characteristics of practical training, their form and content allows to organize interpersonal relations in the audience of students. To

implement the current goal of research, we decided on the feasibility of including professional tasks that require not only individual, but also group discussion, solution and evaluation into training. For this purpose, working groups with different number of participants were organized in the group (training in teams).

The organization of cooperative relations in the student community practically helps to form the ability to work in groups with different participants. In addition, cooperative work based on "trust" in an atmosphere of tolerance and mutual respect is of special importance.

A.P.Tryapitsyna, in the process of working in practical training, we organized the joint activities of students aimed at finding solutions to professional problems, and the following indicators were realized:

- students' perception and understanding of different views on the same event;
- use of many different methods of describing and analyzing the same event;
- synthesizing different positions and opinions in the discussion of finding a solution to the problem;
- emergence, acceptance and understanding of various ideas and vague judgments;
- refers to the reflection of the prospective view of their activities in social situations of interaction with various subjects of the educational process.

Thus, students are applied to activities aimed at developing a culture of cooperation in the process of finding solutions to problems in a group. The need to perceive different points of view on a given problem greatly helps the development of students' ability to focus. Regardless of the level of negotiation, listening and acceptance of others' opinions, as well as being ready to compare them with others' positions, ultimately reconsidering one's own position will make some changes. implies. It is desirable for students to foresee their own process in the context of intersubjective interactions of educational activities, to literally plan a collaborative

strategy for finding a solution to a problem, and to take into account the context of others in the process of development.

The practical process shows that students should be convinced that teamwork allows them to perform more and to a certain extent complex (by objective criteria) tasks and/or reduces the amount of resources applied in the implementation of such tasks. .

It should be noted that the search for groups close to one's views significantly increases the efficiency of students' work in the process of finding solutions to professional problems: for example, analysis, critical approach, exchange of ideas, evaluation based on personal positions. we can say that the educational text changes through: value-oriented, personal experience, the process of finding a collective solution to problems, sometimes conflicting positions, meanings, contents and values on the way to one goal in turn, it causes conflict situations to arise.

Based on our approaches, we are somewhat close to the position of I.S. Morozova, which also shows the degree of possible emergence of a problematic conflict situation typical of finding a solution to problems in cooperation that are completely different from individual research.

In addition, the problematic nature of the situation can be interpreted as related to the conflict between the person and the experimental situation itself between the stereotypes of the "I" in creating a conflict, closely related to the mutual inconsistency between the mental capabilities of the subjects and the demands of the task. .

A collaborative solution involves developing a common strategy for a single solution. When faced with this situation, each subject should apply his life experience to understand himself as a member of the group. As a result, the personal resource of constructive conflict resolution is further refined: the student's level of resistance to conflict increases, the ability to maintain conflict in the form of an effective conflict is formed, and as a result, it helps to find solutions to problems.

Adequately reflecting the purpose of the group - to make cooperative efforts to find a successful solution - the scale of the problem-conflict situation is understood. In this case, the re-examination of the situation implies the development of rules for the implementation of joint activities that allow the creative potential of each partner to be reflected at a high level.

Taking into account the above-mentioned rules, students interact with each other as partners in collective research: ideas, concepts, at the decision-making stage, judgment of actions, project, program, algorithm, etc. , presentations, opinions were interpreted as the content of the next stage.

Students presented multimedia presentations to their teams, conducted research on projects to assess student achievement, designed algorithms to defend their ideas, collaborative algorithms, while changing their positions based on comparisons with the positions of others. done.

Students united in mini-groups analyzed the characteristics of interaction types such as cooperation, dialogue, agreement, guardianship, indifference, elimination, confrontation. The next stage of cooperation consists in independent modeling of specific pedagogical situations that are examples of the types of interaction studied by students, turning them into professional tasks, and choosing the optimal solution.

The final stage of the work was the organization of a direct team "brainstorming" to create ideas aimed at improving the ways of developing mutual relations between the subjects of the educational process. Organization of mutual cooperation simultaneously includes the following stages:

- formation of small groups of 5-6 people;
- appointment of a leader for each group; independent brainstorming in small groups (creating new ideas) (work duration - 15 minutes);
- evaluation of new ideas, selection of the most original idea in each group;
- presenting the most unique idea of each group;
- choosing the most reasonable idea from all proposed ideas.

- evaluation of the overall group work, giving points to each participant in the discussion.

During the presentation and discussion of ideas, students came to the conclusion that the most effective method of multi-subject interaction, which is suitable for the current socio-cultural situation, is cooperation.

It is worth noting that the implementation of the activity algorithm in small groups organized for the purpose of forming new ideas creates a basis for improving the social creativity of students and stimulating the processes of creative self-expression.

Based on the above, it can be noted that within the framework of the seminar, collaborative activities of students to find solutions to professional problems were organized, during which students can actively communicate with each other. Professional pedagogy has created the conditions for more effective involvement of students in cluster interaction that these disciplines are relevant to the mechanisms of interpersonal interaction.

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