

## IMPROVING THE CULTURE OF COOPERATION BASED ON AN INTEGRATIVE APPROACH

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**Abstract:** In this article discussed about scientific and theoretical resources for improving the culture of cooperation based on an individually competent approach in the process of developing the professional activities of specialists studying in higher educational institutions are described.

**Key words:** Individual, competence, cooperation, culture, model, indifferent, dialogue, fundamentality, synergy

## УЛУЧШЕНИЕ КУЛЬТУРЫ СОТРУДНИЧЕСТВА НА ОСНОВЕ ИНТЕГРАТИВНОГО ПОДХОДА

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**Аннотация:** В статье рассмотрены научно-теоретические источники по совершенствованию культуры взаимодействия на основе индивидуально-компетентного подхода в процессе развития профессиональной деятельности специалистов, обучающихся в высших учебных заведениях.

*Ключевые слова: Индивид, компетентность, сотрудничество, культура, модель, безразличие, диалог, фундаментальный, синергия, интегративный.*

The participation of countries around the world in the continuously developing education system is becoming more active every day. In particular, one of the main tasks facing higher educational institutions is the issue of training competitive specialists who have perfectly mastered their specialty and are able to express their personal social position and their attitude to the knowledge being studied, and who are able to put forward new thoughts, ideas, proposals and projects. This is one of the problems. According to researchers, using the cooperative learning model involves simulating real-life situations aimed at joint problem solving.

The student actively participates in such an educational process and becomes the subject of the relationship. At the same time, the rule of equality of all participants in the educational process will be preserved. The internationalization of education in developed countries of the world continues in very similar forms and directions, therefore, the adoption of foreign cooperation experience by domestic universities is an important factor in the training of world-class competitive personnel. In addition, the process of globalization creates a need for professional personnel capable of working effectively in new conditions. The solution to this problem today is associated with the development of a culture of cooperation in the student community.

In a broad sense, we understand the development of a culture of cooperation based on a competency-based approach through the development of professional activities of students, the introduction of various international aspects into the research, educational and management activities of educational institutions at various levels.

Data from a psychological analysis of the ways people interact is based on these three features proposed by M.I. Rozhkov and Yu.V. Bayborodova, related to the classification of types of pedagogical interaction: one of the interacting parties is the attitude towards each other's interests, the presence of a conscious common goal. joint activity presupposes a subjective position in relation to each other in interaction.

Other combinations of these characteristics make up the essence of the following types of interaction: indifference, indifference, opposition, pressure, guardianship, dialogue and cooperation.

Scientist-teacher Z. Azimova “Interpersonal relationships are built on the basis of mutual cooperation, partnership, joint actions, mutual influence of participants in the pedagogical process. Recognizing another person as a subject of interaction, as an independent person, helps to expand the boundaries of thinking and begins to perceive the problem of existence. A person’s subjective position can be expressed through a system of relationships with the world, people and himself” [3. 34-c].

In our opinion, today the problem of cooperation in a collective and personal context should be understood on the basis of a conceptually new approach, since focus on the principles of cooperation is becoming an important feature of the interaction of parties in the process of relationships at various levels. level of modern man. In this regard, we consider cooperation as a cultural concept, as a cultural value constant that determines the nature of people’s behavior at different levels of relationships.

According to scientific pedagogical and psychological sources, competence and competency are very complex, multi-part concepts common to many disciplines. Therefore, its interpretations are different both in volume and content, and in meaning and logical content. The essence of the term is also determined on the basis of such concepts as “effectiveness”, “adaptability”, “achievement”, “success”, “understandability”, “effectiveness”, “readability”, “property”, “quality”. quantity".

Accordingly, we adopt educational competencies as defined in the approved standard:

- knowledge – remembering and re-explaining learned information;
- skill – the ability to apply acquired knowledge in familiar situations;
- competence – the ability to apply acquired knowledge and developed skills in unfamiliar situations and create new knowledge;

- competence – the ability to use existing knowledge, skills and abilities in everyday activities.

In addition to knowledge, skills, qualifications and competencies, human capital also consists of the ability of people to form a certain society with each other and acquires a common fundamental meaning in its spiritual aspects.

If in the process of cooperation conditions are created for the realization of this creative ability, then the result of interaction will be a product that is a synthesis of extraordinary creative ideas, distinguished by the qualities of novelty and originality. In turn, the creation of qualitatively new values increases the significance of joint activities, and therefore allows us to talk about the existence of a genuine culture of relationships, that is, a culture of cooperation.

Thus, in the process of theoretical analysis, we have established components (characteristics) of teamwork (joint activities), indicating a culture of cooperation, for example: trust, teamwork, discord in cooperation (structured exchange of ideas), constructive confrontation, quality relationships that create new and social significant value.

The study of the theory of the issue determines the quality of mutually supporting relationships between subjects of trust and community of cooperation, and the enrichment of interaction with elements of disorder and constructive contradictions in cooperation leads to the emergence of quality. will bring. a new and socially significant value that helps to understand the cultural continuity of the interaction of its participants.

We believe that the result of joint work (or joint activity), characterized by the presence of these components, will become the basis for the formation of a culture of cooperation among students of a higher educational institution. At the same time, the culture of cooperation among university students is a synthesis of personal qualities that determine their ability to enter into effective relationships with other people, as an integral part of a person's general culture. Among them, the manifestation of trust in interpersonal relationships, the ability to form a community with subjects (or joint

activities), the ability to create new (unusual) ideas, freely express and implement them predominates.

According to our understanding, the formation of a culture of student cooperation is possible through the introduction of cluster cooperation into the educational practice of the university.

The culture of cooperation as the most important personal characteristic should be universal for a modern person, regardless of nationality and profession.

At the same time, the formation of a culture of cooperation between students and future specialists in the higher education system seems to us to be especially relevant, since the modern professional community is a unique cultural resource. In the modern socio-cultural situation, young specialists are called upon to provide a new cultural synthesis of current value directions of society, in which a culture of cooperation should play a decisive role.

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