

COOPERATIVE EDUCATION: OPPORTUNITIES AND ADVANTAGES

¹Anargul Sotbarovna Kaldibekova, ²Nishanova M.Kh, ³Abralova Z.D, ⁴Sotbarov A.A.

Abstract: *The article highlights the need and opportunities for organizing cooperative education in the context of a credit-modular system. Based on the analysis of theoretical materials, the authors reveal the essence of the concepts of “cooperation”, “cooperative learning”, “cooperative education”. The article also describes the techniques, conditions for the formation of cooperative groups, as well as the nature and methods of applying the most widely used methods of cooperative education.*

Key words: *cooperation, cooperation, competition, cooperative training, cooperative education, cooperative groups, method.*

Introduction

One of the main tasks of higher education institutions today is to train competitive professionals who are professional and able to express their personal social position and attitude to the studied knowledge, to advance new ideas, ideas, proposals and projects. Such a side-by-side approach replaces traditional forms of education with interactive forms. According to research scientists, the use of an interactive learning model involves modeling real-world situations aimed at solving problems together. The student actively participates in such a learning environment and becomes a subject of interaction. At the same time, the principle of equality of all participants in the learning process is maintained.

A new level of interactivity is inherent in cooperative learning. A clear description of co-operative education was given by the Hungarian scientist, Doctor of Philosophy Sandra L. Renegar: "We know more when we study together than when we study separately" [1]. Cooperative education is a method of education based on the cooperation of students in groups. According to this approach, students achieve success in reading by interacting with each other [2. B. 69].

Cooperative education is a well-structured educational activity in which students are given personal responsibility for individual contribution, participation and learning. Students themselves feel a special need to work in a team and learn from each other. Cooperative teaching is the organization of learning activities in small groups, in which group members work together to achieve the maximum effectiveness of teaching. Cooperation is a collaborative work aimed at fulfilling a common task. Within the framework of cooperative activity, all members of the group strive to achieve a comfortable and useful result, both for themselves and for the whole group as a whole. Hence, cooperative learning is based on the organization of collaborative activities in small groups to achieve maximum effectiveness in the learning process.

The idea of organizing cooperative education is extremely simple. The teacher divides the group into small groups and assigns them assignments. Students work together on an assignment until all members of the group have completed the assigned task. The power of collaboration leads to the fact that all participants in the process strive for mutually beneficial cooperation: each aims to achieve success through the achievements of the other (your success has benefited me, and mine has benefited you); all members of the group unite around a single goal (we all swim or sink in the same boat); the result of everyone's activity belongs to everyone (we couldn't do it without you); a sense of pride and accomplishment (we congratulate you on the successful completion of the task!). In a cooperative learning

¹Professor of Tashkent State Pedagogical University named after Nizami, Tashkent, Uzbekistan.
E-mail: anargul1960@mail.ru

²Independent searcher of Tashkent State Pedagogical University named after Nizami, Tashkent, Uzbekistan,
e-mail: masturanishanova@mail.ru

³Independent searcher of Tashkent State Pedagogical University named after Nizami, Tashkent, Uzbekistan,
e-mail: abralova55@mail.ru

Teacher of Tashkent region Chirchik State Pedagogical institute, Chirchik, Uzbekistan,
e-mail: atabek.sotbarov@cspi.uz

environment, students have positively interrelated achievements. Therefore, students are well aware that achieving their goal depends on other members of the group as well.

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

In the research of foreign scholars, "cooperation" and "competition" are recognized as the goal of student activities. D.B. Miller notes that in a co-operative situation there is a common goal and all students divided into groups are given tasks, in a competitive situation each member of the group is required to achieve the set goal individually [3].

M.A.Mey, L.U.Duba also note the existence of a common goal shared among its participants in the process of cooperation and the establishment of friendly relations between them [4].

M.Mid believes that in cooperation there is a common goal, in the process of competition the result that others are trying to achieve at the same time is sought and achieved [5].

Trying to explain the concepts of "cooperation" and "competition" in relation to the biological aspect of the individual, Cernard concluded that in different situations, people's ability is limited by biological factors, and cooperation emerges as an effective method of overcoming it [6].

H.B. Lewis's study emphasizes the emergence of a psychological approach to the study of the individual as a leading view in the concepts of "cooperation" and "competition". He concluded that cooperation and competition were manifestations of the increase or decrease of the ego in man [7].

In foreign research, special attention is paid to revealing the possibilities of the group form of cooperative. In particular, D.W. Johnson, R.T. Johnson proposed to combine the individual learning activities of students by working together in small groups [8]. D. DeVries and K. Edwards [9] described play methods for organizing a group form of student interaction in learning activities. S.Sharan, Y.Sharan [10] studied the issue of grouping students according to their interests. R.E. Slavin [11] suggested ways to study the material and organize learning activities based on the division of students into small groups (4-5 people) during the lesson.

In the process of developing students' cooperation in learning activities in accordance with the ideas of E. Aronson [12], the organization of their interaction in the group, each participant first works on a certain part of the general task, explains the studied material to each other and other participants in the group. It is required to help them do their part in the assignment, ultimately allowing students to achieve the set goal.

One of the most important elements of cooperative learning is the assessment of learning outcomes, both group and individual. Organizing the work of students in small groups is not a new phenomenon in world practice. The use of project groups is an important component of the Dewey methodology. A number of studies on the organization of group work in achieving educational goals have been conducted in countries such as Germany, Canada, Japan, Nigeria, but a large amount of research has been conducted in the United States.

R. Slavin noted that this technology has been widely used in different countries since 1989, but the approaches to cooperative education used by American educators differ from those in Europe, Israel and the United Kingdom. The form of cooperative education used in the United States is a structured learning activity based on improving learning skills, forming concepts, and working with information. This form of cooperative learning often uses heterogeneous groups of four people with regular content over several weeks. In the United States, in contrast to this form, cooperative education also includes unstructured discussion and group projects. The composition of the group changes frequently during the transition from one project to another, and the goal of this learning activity is not to form a specific learning content and skills, but to develop socialization and critical thinking (Robert E. Slavin, 1989).

Currently, both approaches are used in the same way in different countries, but in the United States, the organization of cooperative education pays special attention to the structuring of educational activities and the formation of learning content and skills.

There are several ways to form small groups within cooperative learning:

Informal groups of cooperative learning are temporary groups that are set up to operate a few minutes before the start of the main part of the lesson and throughout the lesson. Involve students in the learning materials provided by such groups; is created to create a conducive environment for learning, to create a positive mood, to facilitate the assimilation of learning material, to organize in the teacher confidence that students can work consciously on learning materials. These groups are often formed to discuss a new topic before explaining it or during the teacher's statement process. Informal groups are organized as opposed to the main problem of the lecture: "Information is assimilated in an incomprehensible way based on the teacher's statement and the student's writing".

Cooperative Education Base Groups are a long-term student body whose primary mission is to support, motivate, and assist students to achieve academic achievement. Base groups create a personal need to get the job done and gain academic experience. The composition of these groups is maintained throughout the course or longer. Group members share personal information about the agenda with each other, meeting outside the audience. If a student has a question or idea, he or she can discuss it with the group. Base groups typically serve as a portfolio of work to share course information.

Formal groups of cooperative education differ from informal groups in that they have their own clear structure, their composition does not change for a long time, and they are focused on performing complex tasks.

When creating small groups, consider the following:

1. Adherence to the principle of heterogeneity.
2. Try to reflect the different learning interests, skills and abilities of students in the formation of groups.
3. Ensuring the diversity of socio-psychological characteristics and psychological compatibility of students.

Cooperative education aims to teach each student to work hard, think creatively and independently, to cultivate conscious independence as an individual, to instill in each student a sense of personal dignity, to strengthen confidence in their own strength and ability, to form a sense of responsibility in education.

Cooperative educational technology prepares the ground for regular and diligent mental work, quality completion of educational tasks, thorough study of educational materials, cooperation with peers and mutual assistance, recognizing that the success of each student in education leads to the success of the group.

Collaboration in the teacher-student relationship, a joint analysis of the course and results of this activity, the idea of sincerity in the spiritual world, mutual understanding, the joint developmental activities of adults and children. Traditional education is based on the participation of the teacher in the pedagogical process as a subject and the student as an object. This rule is shared by the student with an idea of the subject of his learning activity. "Student-student" relations take place in the life of the whole community, which is accepted in various forms of cooperation (cooperation, joint participation, joint care, joint creation, joint management).

Relying on the pedagogy of cooperation in the educational process means the use of person-centered educational technologies, teamwork, pride in the intellectual and moral qualities of their peers, a sense of pride in their place in the team, teaching them to actively learn together with team members. One of the promising, priority areas of student-centered education is to ensure their development in the spirit of universal and national values. Spiritual, national delicacy and physical education should also be a priority in the education of national morality. It provides for the inculcation of moral and spiritual education and national values, universal values in various forms with the help of educational texts, didactic exercises, assignments given in the form of educational material.

One of the important tasks of a teacher is to form a positive attitude towards students in the process of cooperation. To this end, the selected situations should be sensitive, vital, interesting, able to influence the emotional world of students, have the opportunity to form the necessary practical skills for them, help to acquire and consolidate new knowledge, apply it in practice.

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Given the ability of students to think figuratively, it is necessary to acquaint them with the process of formation of joint activities. In the process, students become familiar with ways and means of collaborating. At the end of the classes, which are aimed at enriching the personal experiences of students, it is required to conduct an analytical interview with them in a concluding manner. In this process, students express their views on how to organize their relationships, what rules to follow in the process of communication with classmates. One of the main tasks of the teacher is to ensure the active participation of students in the process of such conversations. The teacher should be able to convince students that it is effective to do any work collaboratively. Only then do students try to work together to resolve certain conflicts when they arise.

In the process of cooperative education, the teacher must lay the groundwork for students to make friends, understand each other, and communicate. It is important that students do not speak loudly to each other, have a good relationship with each other, be able to behave in necessary situations, and control their behavior. Due to the lack of life experience in students, it is difficult to establish businesslike, friendly communication between them. At the same time, the teacher must develop and apply measures to involve students in collaborative activities, in-depth analysis of their individual characteristics and comprehensive study.

In creating a situation of cooperative learning, the teacher must first and foremost use the game method effectively. To do this, both the teacher and the students must be armed with the necessary personal qualities and skills. Then they can find a positive solution to the situation.

In the process of cooperative education, students are in a good mood, smiling, compassionate, uplifting, joyful, friendly, communicative, helping each other in difficult moments, forgiving, responsible, honest, tolerant, tolerant, understanding. At the end of the lesson, students feel that they know each other well, are close friends, have information about themselves, show good qualities, determine the attitude of others, have the opportunity to evaluate themselves from the outside, have a positive atmosphere of cooperation, confidence in themselves and their classmates. can be observed.

In the process of cooperative education, teachers should also strive to effectively address a number of the following tasks. Such tasks include:

1) to create favorable conditions for students to say kind words to each other, to ensure that they respond to questions in a creative way;

2) create opportunities for students to sincerely understand their classmates;

3) overcoming the cold relationship between a group of students;

4) to create an atmosphere of mutual respect among students, to ensure their rights and freedoms.

Collaborative analytical activity of students develops effectively in the process of analytical exercises and problem-solving tasks. Students engage in dialogue, discuss problems, analyze situations, evaluate the actions of themselves and their classmates, share experiences, express their different perspectives, and activate their creative powers.

In order to use cooperative teaching methods in the educational process, the teacher should:

- determine which topics can be studied using collaborative teaching methods and schedule these lessons;
- prepare recommended assignments for students on this topic and instructions for their implementation;
- design the type, course structure and course of the lesson using collaborative teaching methods;
- create test assignments to monitor students' knowledge of past and new topics.

When using these methods, it should be borne in mind that in addition to the correct performance of educational tasks by students in collaboration with their partners, the activity of team members, the formation of cooperation, adherence to the principles of communication culture.

Thus, team members perform two tasks at the same time:

1. Academic task - to achieve the intended purpose of the educational task through knowledge and creative research;

2. Socio-psychological task - to have a high culture of communication during the lesson, to follow the rules of etiquette;

The teacher monitors the completion of both tasks at a high level.

In order to use cooperative teaching methods in the educational process, the teacher has acquired knowledge, skills and abilities related to the specifics of this technology, independent work of students, effective organization of debates and discussions, and students work independently and creatively on textbooks, popular literature, skills of concise and clear statement, substantiation and substantiation of ideas, logical thinking, active participation in educational debates and discussions should be formed.

One of the important tasks of a teacher is to form a positive attitude towards students in the process of cooperation. To this end, the selected situations should be sensitive, vital, interesting, able to influence the emotional world of students, have the opportunity to form the necessary practical skills for them, help to acquire and consolidate new knowledge, apply it in practice.

Effective methods of cooperative education include: the method of educational tournaments; a method of collective support for individual learning; American Mosaic Method; cooperative mutual learning method; group research method; "Koop-koop" method; laboratory method; research method.

Training tournament method. The main characteristic of this method is that in a singles tournament, after learning new material, students from different teams with the same mastery rate meet. As a rule, such tournaments are held once a week after studying a large amount of training materials. The order of the tournament is as follows: students from different teams are divided into the following groups according to the level of mastery: strong - the first subgroup, average - the second subgroup, low - the third subgroup. Each group receives 30 numbered cards with questions on the reverse side spread out on the table. Each student in the small group, in turn, selects a card and answers the questions written on it. The answer can be given orally or in writing. Other members of the group evaluate his answer, for example, correct (1 point) and incorrect (0 points) on an alternative scale. When a contentious situation arises, students ask the teacher for help. On average, each student receives three cards. Therefore, the teacher will need to prepare 90 cards of three different levels of difficulty to complete the round. At the end of the tournament, students return to their team and the accumulated points are accumulated. The team with the most points wins.

Teaching Method for Achieving Collective Success. The order of application of this method can be as follows: lecture - group work on the text - individual independent work. Before each session, the teacher makes a brief commentary on the topic based on the individual tasks performed by the teams. The report should be clear and practical at the same time. It is recommended to use demonstration, modeling and learning experiences for this.

Students then work on a basic outline in a team, helping each other to understand its content. Basic abstracts are reproduced in advance and each team receives a copy of it as needed. Students can ask each other questions about

situations they don't understand. The teacher is allowed to ask questions only when no member of the team is able to answer the given question. After mastering the basic syllabus, each member of the team does individual work. At this stage it is forbidden to help each other, each member of the team works independently. The main peculiarity of this method is reflected in the system of evaluation of individual work. Assessment is based on a comparison of the variability of the results: students can bring additional points to their team if their grade for the work done is on average higher than the work previously assessed. The team with the most points at the end of the studied topic is the winner: they are encouraged and the winners are written on a special board.

The American Mosaic (Jigsaw) method is implemented as follows: teams of 4-6 people are formed on a heterogeneous basis. The new learning material is divided into 4-6 parts, which are distributed to each member of the team, and each student learns the part assigned to him independently. Then, different team members who have studied the same part of the training material gather for a 10-15 minute discussion. They then return to their team and each of them explains the content of the given part of the training material to the other members of the team in a logical sequence. The level of mastery of each student's learning material is assessed on the basis of the results of individual independent work on all new materials. The team with the most points wins.

The cooperative peer-to-peer method is based on regular mutual support and encouragement of students through mutual supervision of independent work, joint homework, sharing the material studied, correcting mistakes together, joint preparation for exams. The basic rules of cooperative education are followed in mutual learning. This method is used in various forms of organizing the work of study groups: formal (formed on the basis of specific criteria for solving specific learning tasks), informal (formed on a voluntary, friendly or group basis), basic (formed for long-term learning tasks during the semester).

Group research method. The peculiarity of this method is that the teams, formed on the basis of the informal sign, study specific issues related to the topic in order to prepare group reports and present them to the whole class. Topics are distributed among the teams in such a way that all training materials on the new topic are covered during the presentations. Within the team, each student collects materials, researches the assigned part of the problem, presents it to the group, and prepares a group report based on the collected materials. Based on the prepared reports and presentations, each team will receive a group assessment.

"Koop-koop" method. The content of this method is very close to the group research method, but differs in only one aspect: each member of the group not only presents the material prepared by him in the team, but gives them a mini-report. Once the final report of the team has been formed, the group speaker will first make a presentation for the team and then make a presentation for the class (taking into account the changes made by the group members and the teacher). In addition, students do individual independent work on all topics. The final grade of the group includes individual scores for general and independent work for the report.

Laboratory method. If there are, for example, 32 students in a group, then students are counted from 1 to 8, then "first", "second", "eighth" subgroups are formed. The teacher's goal is to create a friendly and effective learning environment for grouping on a random basis. That is why the organization of work in these groups should begin with the identification of the interests of team members, the search for a common goal, the formation of a desire to work in a team. This method is recommended for the training of teachers who have started working in a cooperative learning environment.

Research method. The peculiarity of this method is the formation of a group of students seeking to solve any practical task or to implement a practical project. Implementing this method requires the development of problem-solving tasks and giving small groups full independence in research activities. That is why it is allowed to form a group freely. The purpose of these groups is to conduct mini-research that requires a creative, inventive approach, collect empirical materials, statistical analysis of research results, determine the novelty of the results, formalize the research in the form of reports and, finally, the main results of research under a special expert council. implementation of the process of "protection" of the rules.

Based on the generalization of the above points, the following main features of cooperative education can be identified:

1. Positive interdependence: Team members are required to rely on each other to achieve their goals.
2. Personal accountability: All members of the team are responsible for the part of the work assigned to them, i.e. the success of the team depends on the individual work of each of its members.
3. Appropriate collaborative skills: Students are encouraged and motivated to develop the following skills and competencies: mutual trust, leadership, decision-making, communication, conflict prevention.
4. Group processing: group members jointly define the goal, constantly evaluate the team's performance, identify and eliminate shortcomings in teamwork to improve its work in the future.
5. Heterogeneous groups: Each student benefits by working with other members in the group.

It should be noted that forming groups and assigning them relevant tasks alone is not enough to achieve success. The main thing is to achieve a rational organization of the process of independent learning of students. Therefore, the promotion of independent learning activities of students is more important than the organization of work, the creation of conditions and methodology.

The results of the study showed that cooperative education technology has a number of opportunities for the development of students' skills and abilities, as well as the formation of a system of professional competencies:

- 1) achieve high academic achievements;

2) decisions based on deep reflection, sound arguments, deep understanding of the essence of the issue and critical thinking;

3) high motivation to know, to learn;

4) ability to see the situation from all angles;

5) have a positive relationship with partners, regardless of social status, mutual understanding;

6) positive attitude to the teacher;

7) psychologically healthy environment;

8) high self-esteem;

9) accelerated formation of social competencies.

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