PEDAGOGICAL MECHANISM OF PREPARING STUDENTS FOR SOCIAL LIFE ON THE BASIS OF COLLABORATIVE PEDAGOGY

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Abstract: This article provides the research results conducted on collaborative psychology, in particular, pedagogical mechanisms of preparing students for social life on the basis of collaborative pedagogy. The concepts “collaboration” and “social competence” were explained, furthermore, criteria and indicators for improving the educational process were presented. The author explains the phenomenon of integration, characteristics of social competence based on the theory and recommendations in the native and foreign scholars’ researches, relying on the descriptive, distributive, experimental methods in this research work.

Keywords: Collaborative pedagogy, social dialogue, international cooperation, collaboration, social competence, communicative competence.

INTRODUCTION

In the context of the ongoing processes of globalization and the consequent development of cultural, social, economic and political relations between countries, regions and peoples on the basis of mutual cooperation, improving the mechanism of preparing students for social life on the basis of collaborative pedagogy is increasing the need to develop clear guidelines for preparing students for social life today. At the same time, the restoration of their pedagogical relaxation by preparing students for social life is becoming one of the important issues.

The concept of “collaboration” is broad and requires effective joint action to achieve common goals. Collaborative pedagogy is an important step towards the harmonious development of the individual, the collaborative work of teachers not only with students and colleagues, but also with parents and community activists in the education and upbringing of children. Collaborative action with parents,
community activists, non-governmental and non-profit organizations requires their participation in classroom and extracurricular activities, helping to improve the quality and effectiveness of the educational process, solving existing problems together and creating an atmosphere of mutual understanding. A comprehensive study of the activities of pedagogical innovators shows that each of them is a talented educator, who contributes to the development of pedagogical science, pursuing high results.

**MATERIALS AND METHODS**

Collaborative pedagogy, in particular, collaborative teaching and learning have been studied by great many of scientists throughout the world, in particular, in the books “Collaborative Learning Techniques”, “Learning Assessment Techniques” and “Student Engagement Techniques” by Elizabeth F and etc. [4, 5, 6], “Pioneering Perspectives in Cooperative Learning” by Neil Davidson [11], “Collaborative Learning in a Global World” by Miri Shonfeld and David Gibson [10].

In our study, based on the theory and recommendations in the above-mentioned researches, we try to analyze the concept of collaborative pedagogy and to give clearer understanding of it. Furthermore, we rely on the descriptive, distributive, experimental methods in our research work.

The educational-methodical manual "Cooperative pedagogy" by Sh.A.Abdullayeva [1] clarifies the concept of pedagogical cooperation, approaches to cooperation. The conceptual issues of improving the quality of education on the basis of collaborative pedagogy, some technological aspects of the organization of the learning process based on cooperation were discussed in the dissertations “Improving the mechanism of formation of the environment of interaction in the process of primary education” by N.G.Dilova [3], “Pedagogical cooperation in the classroom as a means of activating teaching and student development” by V. Petrova [12], “Pedagogical conditions for effective cooperation between teachers and students in the process of developmental education in primary school” by O. Gataulina [7], “Formation of productive cooperation skills of high school students
in extracurricular activities” by Y. Kostinko [9], “Development of student cooperation in educational activities in the classroom social network” by O. Balashov [2], “Learning pedagogical support for the development of individuality in young adolescents in the process of cooperation” by S. Shibaeva [14], “Improving the quality of education on the basis of collaborative pedagogy” by K. Inakov [8].

Furthermore, cooperative the pedagogy between students was studied by foreign scientists D.Garrison, T.Anderson, W.Archer, J.Dewey, D.Johnson, R.Johnson, S.Ludwig-Hardman, T.Mayes, S.Freitas, Researched by R. Slavin, C. Park, R. Palloff, K. Pratt.

However, the pedagogical mechanism of preparing students for social life on the basis of collaborative pedagogy, their reflexive observation, improvement of communicative competence, scientific and pedagogical aspects of preparation for effective communication technologies and techniques have not been fully studied and adequately addressed in today's requirements.

RESULTS AND DISCUSSIONS

Analysis of the conceptual ideas of pedagogical innovators implementing the ideas and principles of collaborative pedagogy requires special emphasis on the fact that their approach to the education of students has a new, humane system.

Collaborative pedagogy is a system in which teachers and students work together, and in this process, the effectiveness of the activity is demonstrated. There will be an opportunity to achieve new goals.

Collaborative pedagogy optimizes the process of communication with the help of new tools and computer technology and produces information products. Therefore, collaborative pedagogy uses new teaching methods in the development of teaching materials for use in the educational process. To this end, collaborative pedagogy intersects with a number of disciplines. In particular, the theory of social communication, information technology, logic, linguistics, as well as personal observations, experimental results, knowledge of psychology [3].
The concept of "cooperation" is a leading concept of pedagogy focused on modern humanism. Cooperation is, in the most general sense, the interaction of people at work, that is, their joint activity.

G.A. Zuckerman emphasizes that the essence of cooperation is reflected in the interaction of all participants, through which there is an opportunity to achieve the goal of individual and joint activity [15].

Cooperation reflects the main features of joint activities. These include the unity of purpose, the collaboration of the participants, the division of the whole process into separate interrelated parts, their distribution among the participants, the coordination and management of individual activities, the existence of a single end result.

The pedagogical essence of cooperation becomes more clear on the basis of S.L. Rubinstein's psychological law on the relationship between activity and personal development [13]

Therefore, the importance of these forms of education is high, and the organization of the entire pedagogical process on the basis of collaborative pedagogy serves to improve the quality of education.

The task of creating opportunities for radical improvement of the system of preparation of students for social life through the introduction of advanced methods of cooperation pedagogy in Uzbekistan through the use of modern pedagogical and information and communication technologies, ensuring their achievements in world civilization and extensive use of world information resources, international cooperation and corporate services is actual. Therefore, it is necessary to prepare students on the basis of collaborative pedagogy with full potential to fully meet today's requirements.

Improving the pedagogical mechanism of preparing students for social life on the basis of collaborative pedagogy. The problem of preparing students for social life is scientifically and pedagogically substantiated by studying the existing scientific and pedagogical sources on the problem, by preparing students for social life on the basis of cooperation pedagogy.
By developing the concept of collaborative pedagogy, students will be able to improve their methods of preparation for social life and study their pedagogical and psychological features, as well as develop a system of scientific and methodological recommendations to improve the methodology of preparing students for social life.

The problem of preparing students for social life is scientifically and pedagogically based on the study of existing sources of collaborative pedagogy. On the basis of collaborative pedagogy, the logical-functional structure, pedagogical model, priorities, innovative technologies of preparing students for social life are being developed.

It should also be noted that the preparation of students for social life on the basis of collaborative pedagogy should be studied as a mechanism of cooperation between the community, family, higher education, effective factors and key areas.

There are the following criteria and indicators for improving the educational process:

- Communicative attitudes of the subjects in the process of dialogic relations;
- Mutual respect;
- Mutual trust;
- Mutual understanding;
- Value-oriented interaction of subjects in a conscious sense of responsibility;
- The ability to set a common goal, to plan ways to achieve it, to implement the prescribed measures, to jointly monitor the achievement of the goal and to identify new goals and objectives based on the results obtained.
The communicative-activity-oriented phase allows for the harmonization of the interaction of teachers and parents, as well as the specificity of the pedagogical tasks of the family and the school, to realize that their pedagogical potential is high. Therefore, at the communicative-activity-oriented stage, special attention should be paid to the joint design and implementation of integrative pedagogical activities of teachers and parents within the standard requirements of the educational institution, as well as the mutual solution of problems of teachers and parents.

At the cognitive stage, the integration process requires the following knowledge about the phenomenon of integration:

- its structure, content, as well as the conditions for the effective implementation of this process;
- mastering the theoretical foundations of pedagogical integrative activity by teachers and parents;
- formation and development of ideas about the system of creating pedagogical support of family and school integration;
- learning of effective techniques and technologies of education by teachers and parents.

An important stage of pedagogical support of family and school integration is related to reflection, where teachers and parents analyze the effectiveness of their pedagogical activities, identify difficulties, risks that may arise. It should be noted that the reflexive experience can be tailored to teachers and parents individually or in a group, that is, in a specially organized learning environment. The results of the reflexive stage are reflected in the identification of the need for continuous independent learning, understanding of the possibility of developing a personal pedagogical culture, understanding of the importance of the process of pedagogical integration.

“Competence” refers to the skills and competencies in a specific area of activity that are applied in the context of a particular competency. Competence, on the other hand, refers to the ability of students to translate knowledge, skills, and
competencies into practical work experience, to apply them in the day-to-day process.

Social competence has the following characteristics:

1) the ability of the individual to take responsibility, to participate in joint decision-making and implementation, to be tolerant of different ethnocultures and religions, to understand the needs of society;

2) basic competencies necessary for successful interaction in the modern business world;

3) ensuring equality between the tasks facing everyone in everyday life and the existing practical skills;

4) social competence - a complex concept that reflects the active civic position and intercultural cooperation itself.

CONCLUSIONS

Based on these specifics, the study interpreted social competence as a set of competencies in the field of social interaction, expressed in reliable and constructive behavior that characterizes the existing system of movement in society, based on personal experience. Hence, social competence is a description of the integrated social qualities that allow a person to express their activity in society and the subjective experience of the individual.

The description of social competence also reflects the socially significant social qualities that a person displays in the process of interaction. The degree of formation of social competence in a person depends directly on his subjective experience. Subjective experience is formed as a result of active practical understanding of the laws of the objective world and social practice through reflection in the human mind.

In conclusion, the formation of social competence in terms of a process approach represents a set of interrelated activities. The process of cooperation aimed at the formation of social competence includes: the definition of goals and expected results, the interaction of these goals with the needs of society and the individual; selection of necessary resources, methods and means to achieve results; monitoring
process, correction, analysis of the results obtained on the formation of social competence.

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