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COLLABORATIVE EDUCATION IS A FACTOR OF EFFECTIVE ACTIVITY IN THE EDUCATIONAL PROCESS

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Abstract
This article discusses the tasks of ensuring cooperation between universities and schools, the formation of competencies in students, the aspects that need to be considered in the organization of lessons.

Keywords and phrases: knowledge, skills, qualifications, state education standard, pedagogical and information technology, innovation, design, problem-based learning, continuity, modernization and more.

HAMKORLIK TA’LIMI - O‘QUV JARAYONIDA SAMARALI FAOLIYAT OMILIDIR

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Annotatsiya:
Ushbu maqolada hamkorlik ta’lim, OTM va maktablar o‘rtasidagi hamkorlikni ta’minlash, talabalarda kompetentlikni shakllantirish borasidagi vazifalar, darslarni tashkil etishda e’tibor berish kerak bo‘lgan jihatlar haqida so‘z yuritiladi.

Tayanch so‘z va iboralar: bilim, ko‘nikma, malaka, davlat ta’lim standarti, pedagogik va axborot texnologiyalar, innovatsiya, loyihalash, muammoli ta’lim, uzviylik, modernizatsiya, uzluksizlik, va boshqalar.

Аннотация:
в данной статье рассматриваются задачи обеспечения сотрудничества между вузами и школами, формирование компетенций у студентов, аспекты, которые необходимо учитывать при организации уроков.

Ключевые слова и фразы: знания, навыки, умение, государственный образовательный стандарт, педагогические и информационные технологии, инновация, проектирование, проблемное обучение, преемственность, модернизация и другое.

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Introduction

The large-scale reforms being implemented in the republic's education sector are aimed at ensuring a high level of quality in educational institutions, and one of the key factors determining success in this area is collaborative learning. Therefore, our government pays special attention to ensuring cooperation between universities and schools. This is necessary to enhance the effectiveness of the educational process for the formation and development of important personal qualities, and on this basis, to develop pedagogical recommendations aimed at improving the quality of personnel training in the system of lifelong learning.

Collaborative learning is based on the following target areas:

- the organization of relationships based on educational cooperation without a pedagogical requirement;
- an individual approach to students based on humanitarian ideas;
- achieving professional and spiritual unity in the educational process.

The main idea of collaborative learning involves joint completion of learning tasks and joint learning. When applying such educational technology, it is necessary to pay attention not only to the correct completion of educational tasks by students in collaboration with their partners, but also to the formation of educational activity in each member of the group. Collaborative learning is an interactive process in which a teacher organizes effective interaction with a group of students, individually, and collectively in the educational process, implementing mutually supportive collaboration between students. Students work collaboratively in small groups on assignments and collaboratively help themselves and their peers in their groups.[4]

Collaborative learning methods have the following five characteristics:

Students work together on a common task or the activity being studied, and as a result of group work, the topic (material) is well mastered.

Students work together in small groups of 2-3 people.

3. Students adhere to socially accepted behavioral criteria developed by the group to achieve a solution to common tasks or to carry out learning activities.

4. Students are independent. They are able to find solutions to common problems. The teacher organizes and prepares work on educational activities, ensures their high-quality implementation at the required level, organizes the effective use of communication methods and modern information technologies. Lessons and assignments are designed in such a way that students need to help each other.

5. Students' responsibility in the learning process increases.

How does collaborative learning begin?

- working together with each partner in the classroom;
- to work actively, taking the given assignments seriously;
- maintaining a friendly and sincere dialogue with partners;
- accept the achievements of the entire class, including the partner, as their own and rejoice together.

What does collaborative learning give the learner?

- enriches the student's learning process;
- provides students with cognitive (expansion of knowledge about the surrounding world, education in the development of cognitive needs) information;
- stimulates students' interest in learning the material;
- expanded opportunities for students to develop their own personal knowledge and worldview;
- Increases the effectiveness of bilateral information exchange;
- provides students with the necessary knowledge to prepare them for independent life;
- promotes positive relationships between groups of different cultures and socio-economic levels;

cooperation is a state in which the subjects of the educational process, together, create friendship, mutual assistance, and community.

The concept of collaborative learning consists of:

- a collaborative relationship with the student;
- creating positive emotional satisfaction in the student;
- successful implementation of school education;
- development of communication and work skills and abilities;
- convincing students to work together and achieve success;
- the idea of helping the student;
- every student should have the opportunity to freely participate in classwork;
- assessment of students' work with the aim of stimulating them.

The large-scale work carried out in our country to ensure the continuity and consistency of education is yielding positive results. The fact that our students achieve the highest results in prestigious scientific Olympiads and competitions held in the region and around the world testifies to the fact that the noble idea of "Uzbekistan - a great country with a great future" is being realized in life.

Most importantly, it is ensured that the educational process organized in the system of personnel training is organized in accordance with the requirements of the time. In particular, over the past period, the education system and content in our country have been updated, integrated and modernized State Educational Standards and curricula for subjects taught, including physics, have been developed and implemented in practice, taking into account their logical connection with educational programs. This process was didactically ensured through the creation of modern teaching and methodological complexes for this subject on the use of advanced pedagogy and information technologies in the educational process.

Today's modern technology requires qualitative changes, not pursuit of quantity. In this regard, it is necessary to rely on the experience of developed countries. Seventy percent of them use integrative curricula and textbooks in the education system. In particular, while the UK education system primarily includes integrative subjects, in Korea and Switzerland, collaborative subjects are taught, in Hungary, subjects in the field of culture are taught, and in Ireland, all academic subjects are taught in blocks such as science and technology.[2]

It is necessary to establish and further improve the activities of the "Master-Student" school in order to improve the quality of teaching in educational institutions, provide practical assistance

to teachers, especially those who are just starting out, in the proper organization of the work process, and connect their followers with experienced teachers in pedagogical communities.
To this end, it is necessary to assign university professors and teachers to school teachers, prepare physics textbooks, teaching aids, methodological aids, and lecture texts on physics in collaboration, use them in the educational process of schools, and organize regular mass events - "Professional Mastery Competition," "Professional Referral," "Open Lessons" in collaboration.
It is advisable to implement the following tasks in the field of forming and developing students' competencies in educational institutions: optimizing the content of physics; defining the stages of training based on the content of subjects and the requirements of teaching technology; determining the place and composition of knowledge, skills, and abilities in developing the content of training.
During the period of reforms, along with the achievements of the education system of developed countries and the use of national values, positive work is being carried out to modernize the existing education system on a new basis, that is, to introduce a system of continuous education into practice. The rapid development of science and technology, as well as social relations, and the imposition of new requirements on the content of education require ensuring continuity in education. As a result, the quality of the content and effectiveness of education is ensured, and a foundation is laid for the creation of improved forms, methods, and means of education.
To achieve this, it is necessary: to revise educational standards, curricula, and subject programs and introduce them into the educational process; to increase independent work hours based on the volume of hours allocated to physics in order to develop students' competence; Ensuring continuity and consistency between universities and schools, effectively utilizing the pedagogical skills of university professors and teachers, improving the effectiveness of education, purposefully effectively using existing modern techniques, and creating additional didactic materials, etc.
Universities have great opportunities to provide their services to schools. Universities should not miss out on delivering new educational opportunities to schools based on mutual cooperation.
To achieve this, it is necessary: to identify priority professional areas and relevant professional competencies and qualifications; to be able to transform them into curricula and standards; to bring them to the level of educational institutions; to make the processes more focused on students and teachers; to provide timely and effective responses through assessment, monitoring, and quality control.
At the same time, the following proposals can be made for the development of this field: defining the elements of activity in the structure of the content and technology of training based on the requirements of modernization; defining the stages of training aimed at the formation of competence based on the requirements of the content and technology of training;
- determination of the place and composition of knowledge, skills and qualifications, integration into educational and upbringing complexes, educational and scientific-production associations and associations, ensuring continuous professional growth and professional development of the teaching staff;

- introduction of advanced international pedagogical experience into the physics educational process, establishment of distance learning with wide use of modern information technologies and the capabilities of the international information network Internet;
- ensuring consistency and mutual compatibility of physics curricula at all stages of teaching, regular improvement of physics curricula, textbooks and teaching materials, as well as teaching methods, taking into account international standards and modern scientific achievements;
- introduction of a system of teaching physics of a practical nature at all stages of teaching, creation of new technological forms and methods of teaching;
- studying foreign experience based on the concept of "Knowledge is for everyone throughout their life" in connection with the introduction of a system of continuous education;
- popularization of the best practices in the world through the use of modern foreign methods in the teaching process, conducting seminars and gaining experience;
- in order to improve the quality of students' knowledge, the main directions of socio-economic development implemented in our republic are to focus on the effective use of resources available in our national economy in the production and service sectors;
- improving the quality of the physics learning process, providing students with sufficient qualifications, and raising them to the level of finding their place in the labor market so that they have sufficient competence.

In addition, it is advisable to pay attention to the following: when preparing for each physics lesson, special attention should be paid to determining the internal and external coherence of the given topic and ensuring the continuity of the educational process when introducing it into the educational process; defining the goals and objectives of each lesson in an organic manner, taking into account the knowledge, skills, and abilities of students; selecting the most effective elements of pedagogical technology, taking into account the age and personal characteristics of students when developing a lesson project for each physics subject, and developing methods for their application in the lesson; when designing

In the pedagogical process based on collaborative learning, a personality-oriented (developmental) technology is created based on the aforementioned ideas. The essence of educational technology should not be the development of personality, the creation of theoretical conditions for the justification of educational theory, but rather its assistance in self-education.

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