

WISSENSCHAFTLICHE UND THEORETISCHE FORSCHUNG VON SOZIO-PSYCHOLOGISCHEN ASPEKTEN DER KOOPERATIVEN AKTIVITÄT

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Zusammenfassung: In diesem Artikel werden Meinungen über die Notwendigkeit geäußert, sich auf die wissenschaftstheoretischen Aspekte der sozialpsychologischen Zusammenarbeit im Hochschulsystem zu konzentrieren, basierend auf der Aktivität der Pädagogen-Studenten-Kooperation, um die Wirksamkeit der unabhängigen Bildung zu erhöhen und zu verbessern eine Lösung für das Problem finden.

Schlüsselwörter: Pädagoge-Student, Behandlung, Beziehung, Zusammenarbeit, Person, Aktivität, Objekt, Subjekt, Faktor, Verhalten, sozial, politisch, wirtschaftlich, wissenschaftlich, kreativ, beruflich, Perspektive, Motiv, Stimulus, Mechanismus, Gesetz, Problem, Essenz, unabhängig, Bildung, Effektivität, Interaktion.

SCIENTIFIC AND THEORETICAL RESEARCH OF SOCIO- PSYCHOLOGICAL ASPECTS OF COOPERATIVE ACTIVITY

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Abstract: In this article, opinions are expressed about the need to focus on the scientific-theoretical aspects of socio-psychological cooperation in the higher education system, based on the activity of pedagogue-student cooperation, to increase the effectiveness of independent education and to find a solution to the problem.

Keywords: pedagogue-student, treatment, relationship, cooperation, person, activity, object, subject, factor, behavior, social, political, economic, scientific, creative, professional, outlook, motive, stimulus, mechanism, law, problem, essence, independent, education, effectiveness, interaction.

Introduction:

On the global scale, the issue of bringing up the young generation to adulthood, their education at the level of modern requirements, their development as individuals, and preparing them for perfect learning of professional secrets can be recognized as the main problems. In order to solve this problem in the higher education system, it is particularly important to pay attention to increasing the effectiveness of independent education based on the cooperation of the pedagogue-student. Because studenthood is considered to be the most complex, enthusiastic, hungry for new things, aspiring to master the world, prone to independence, and the formation of social norms in their behavior takes place at a rapid pace. During this

period, it is possible to increase the effectiveness of independent education by teaching students to think independently, improving the environment of professional training, improving their socio-psychological views on themselves and the environment.

Main part:

Today, in the organization of the independent education process in a modern way, existing socio-psychological problems in the interaction of pedagogues and students, conditions for the organization of mutual cooperation, acceptance of each other as individuals, professional knowledge of the teacher, position, taking into account both individual and group approaches to information transmission and reception will further increase the quality of education.

It is known that in the system of higher education, teaching and learning in different district methods depends on the improvement of the comprehensive cooperation of the pedagogue and the student, it can be expressed in the following ways:

the existence of the need to have a unique style of cooperation between teachers and students of modern type higher education institutions;

the continuous growth of the amount of information, the need to make certain modern changes to the forms of cooperation between teachers and students;

the criteria and requirements for the pedagogue's personality, social-political, scientific-creative, and professional knowledge are changing dramatically;

the growing traditional differences between the worldview of students and the worldview of pedagogues;

that changes are taking place in the educational positions of pedagogues and students;

the need to make changes to the methods of pedagogue and student cooperation in ensuring the effectiveness of education;

It is important that the pedagogue harmonizes with a number of factors, such as modern interpersonal etiquette, the student's attitude towards the image of the pedagogue, and so on.

It can be seen from the above cases that it is important to research the socio-psychological factors of increasing the level of efficiency of independent education in the activity of pedagogue-student cooperation.

It is necessary to clarify the psychological aspects of the problem in elucidating the essence of socio-psychological cooperation. It can be seen from socio-historical and analytical sources that have studied this field that at the heart of social cooperation there is a system that embodies human interests, interpersonal relations and the content of individual activity, as well as professional and specialist abilities. This encourages us to shed light on the issue of interpersonal cooperation and cooperative activity from a socio-psychological point of view before studying the methodological aspects of the problem. In the organization of social cooperation, it is assumed that the aspects related to the socio-psychological characteristics of the existing person should be studied from a scientific and practical point of view. The

ever-increasing human factor is one of the political, economic and social tasks of every society based on humanity, creating a system of motivations and incentives to work effectively for the common good, and organizing and managing cooperative activities among people to solve such problems. change is one of the most important problems of socio-psychological research. Before elucidating the psychological aspects of social cooperation, the nature of the problem will become clearer if, of course, attention is paid to some aspects related to its mechanisms and laws related to human psychology. Therefore, it is important to pay attention to the scientific-theoretical research of socio-psychological aspects of cooperation.

Literature analysis. According to R. Plomin and H. Hermans, in fact, three main factors affect the complete and perfect formation of a person: 1) Biological possibilities available in a person - in this case, the influence of the type of temperament on the processes of human interaction is implied. 2) Subjective, i.e., psychological capabilities of a person - in this case, these capabilities create a strategy for the process of interpersonal relations, personally choose to enter into a relationship, and fill and improve them in social life. 3) It is the process of direct interpersonal relations, which are carried out in the social and cultural environment. Socio-cultural environment provides the formation of personality as the main mechanism for interpersonal relations. But all three factors affect each other in an integral relationship. Without this integrity, the complete development of a person does not occur [2; 254].

According to A. Bandura's research, in the course of interpersonal relations, an internal standard and the ability to self-manage gradually appear in a person based on a pedagogical cognitive approach. As a result, in cooperative activities, parents, peers and teachers learn the capabilities of a person (student), activate his mental potential, help him to form a personal standard, check his abilities and express himself. necessary [2; 254-255].

According to the results of the research of Dj. Kaprara and others, following the norms of social behavior creates an opportunity for individuals to cooperate and help each other - it creates mutual sympathy, depression that interferes with the educational process and encourages coping with problematic behavior. It is appropriate to help young people realize their intellectual potential in the process of interpersonal relations. This situation confirms that social and intellectual development is observed to increase not only in this student, but also in adolescents of the same age [2; 274].

According to V. Hartur and M. Stevens, group members should be well-educated in cooperative activities in the educational process. For example, if there is an early teenager in a group of students who has received bad upbringing, if his behavior, of course, has defects alien to social behavior (social norms), as a result, the upbringing, character and socialization of the youth in the group will be affected. can have a negative effect or vice versa [2; 276].

According to Gizela Leibouvi-Vif, the formation of knowledge acquisition in students (maturity in knowledge) is related to the formation of a sense of obligation

and responsibility. If such qualities and experiences are fully formed in them, nothing can be an obstacle to their acquisition of knowledge or intellectual maturity [3; 670].

The unique and important features of cooperative activity are reflected in the group's rules, standards, qualities and qualities that its members must follow. These are also important for teacher-student cooperation in the educational process.

According to A.V. Belyayeva, V.L. Korotkov, and N.V. Tarabrina [13], the qualitative characteristics of bilateral interaction actions in the process of cooperation, certain personal characteristics of partners are determined by interaction, and as a result of dyadic interaction, the dyad creates a position, it is expressed in the constant compromise of partners. The authors show that in the case of a clear manifestation of dyadic interaction, an individual description is created, and the adequacy of the collaborative speech product, according to the purpose of this interaction, is to determine the relationship of positions in the dyad [13; 113-114].

V. Y. Lyaudis [6] distinguishes 4 variable situations in the structure of the educational situation:

1. The organized and operational content of the educational process determines the program of activities mastered by students and the types of cognitive activities formed in them.

2. Work procedures that organize the process of mastering the educational content and generalized methods of educational activities, as well as the transition from one level to another.

3. The system of interaction and cooperative educational activities and relations between the student and the teacher during the educational process.

4. The dynamics of interaction of all the indicated variables during the education period.

Systematic approach, abstract-logical thinking, comparison, factor analysis and comparative analysis methods were used in the research process.

Forms of cooperation between the teacher and the student form the basis of determining the nature of the interaction between the students and the important factors driving the interaction.

In order to shed light on the problem of introducing social cooperation in the research of pedagogue and student cooperation, firstly, the specific aspect of implementing an evolutionary and socio-psychological approach to the problem, in order to gain a deeper understanding of its essence and not to ignore the factors of achieving effective results. we found it necessary to pay special attention to these aspects of the problem.

Secondly, in the research conducted on the implementation of the problem of social cooperation in the educational system, we witnessed that attention was paid to the aspects related to the organizational structure and normative documents of the problem. We tried to focus on the scientific and methodological aspects of increasing the effectiveness of independent education in the pedagogue-student cooperation in the higher education system, which is considered a special field of social cooperation.

Above, in the results of the researches of foreign and Russian scientists, the formation of cooperation activities, the purpose, structure of this activity, forms of its

organization, stages, specific characteristics of cooperation, legalities and responsibility, duties and tasks of cooperation subjects, as well as personality, professional quality and qualities we got acquainted with the information. It is known that the process of education is distinguished by the national, cultural, traditional and territorial characteristics of each nation.

According to E. G. Ghaziyev, the cooperation between the teacher and the students can consist of three stages (periods), eight components, seven forms and three criteria [13].

It is determined that the following should be included in the cooperative educational activity: motivational-spiritual, tentative search, tentative search, operational-executive, control-corrective, organizational-social, organizational subject, etc.

Forms of cooperation:

- 1) starting the activity;
- 2) independent actions;
- 3) imitative actions;
- 4) support actions;
- 5) self-management actions;
- 6) self-motivated actions;
- 7) are self-organizing actions.

The above-mentioned cooperation between the teacher and the student ensures that the lessons are interesting, encourages mutual cooperation, creative thinking, creates a wide opportunity to exchange ideas, and leads students to creative research.

In her research, V.M. Karimova [5] emphasizes the need to increase the freedom of learners, to use the necessary psychological opportunities for independent and creative thinking in the cooperation between the teacher and students in the educational process and its effectiveness. The author, in order to develop the skills and abilities of independent thinking in pupils and students, first of all, to fundamentally change the teacher-pupil, student-professor relationship, to make the learner an active subject of the educational process. shows that it is necessary. He points out that there are a number of psychological conditions and factors for the proper implementation of this.

First of all, an educator should learn to accept young people as they are - with their talents and abilities.

Secondly, it is necessary for every educational institution to organize a differential approach to young people and take into account their psychological potential.

Thirdly, the introduction of new democratic types of teaching and organizing the mental activity of young people in an educational institution. The main focus is on respecting the personality of the student, his every opinion and growth.

Fourthly, in the educational process, it is necessary to make wide and appropriate use of active preparation methods of psychology in the group, in particular, discussion, dialogue, brainstorming, game methods, and to create conditions for students to express their thoughts more.

Fifth, taking into account the importance of the psychological concepts of "space" and "space" for free and independent thinking, he notes the need to fully take into account the laws of group work and social psychological criteria.

Results and Discussions:

B.R. Kadyrov [12], based on his many years of scientific research, provided valuable information about what to pay attention to, how to start work, and what to pay attention to in the teacher-student relationship and cooperation activities in the educational process, and provides scientific analysis. According to the scientist, the staff of the diagnostic center and the psychological service are of great importance in ensuring the success of the educational processes in educational institutions, in establishing the teacher-student cooperation. Responsible employee of this field:

- in-depth study of the student's individual-psychological capabilities and organization of appropriate educational processes;
- in the process of cooperation in education, choosing and changing suitable and convenient ways of the teacher's work and communication with the student;
- makes a special note of closely assisting educational subjects in adapting education and training processes according to the levels and attitudes of students' mental development and creating the necessary conditions for the manifestation and development of personal and professional expected psychological opportunities in students .

G.B.Shoumarov [9] puts forward a number of valuable ideas and practical recommendations in his research on the problems of psychological services in the educational system. According to the scientist, in order to ensure the effectiveness of today's education, it is necessary to rationally establish teacher-student cooperation in the educational process. For this, first of all, it is necessary to organize the educational process taking into account the individual and psychological capabilities of the student, taking into account the effective mastering of the subject, and creating the necessary conditions for the student's independence and independent thinking. It is emphasized that the teacher should have the necessary knowledge, skills and abilities to organize "teacher-student" cooperation activities.

G.B.Shoumarov specifically points out the need to establish psychological services in educational institutions at the level of established requirements and norms in order to effectively organize teacher-student cooperation in the educational process.

In the studies of A.M. Jabborov [4], social-psychological and national-cultural factors affecting the process of education and upbringing, psychological and ethnic characteristics of the Uzbek school teacher, national-psychological factors of teacher-student cooperation are widely discussed. has been studied extensively.

The author estimates that the success of teacher-student cooperation is determined by the degree to which the personal, professional and national-psychological image of the pedagogue is developed.

According to A.M. Jabbarov, the national-psychological image of an Uzbek school teacher and the main factors determining it are as follows:

- the teacher's polite and respectful attitude towards others;
- teacher's self-control and practicality;
- characteristic of the teacher (the teacher's mind) to his nationality;
- similarity to the teacher's reputation and social type;
- social courage of the teacher [3; 218].

As a result of Z.T.Nishonova's research, the important psychological factor of "teacher-student" cooperation in the educational process is the mechanisms of independent thinking formation. According to the scientist, the successful development of this complex process directly depends on the organization of various forms of communication with students, the convenient combination and harmony of their cooperation and individual cognitive activities.

Z.T. In the trainings developed by Nishonova [7], group forms of educational activities were implemented. This, in turn, ensures high activity and independence for each student in education. In particular, a favorable situation will be created for free assimilating students, every subject will have the opportunity to satisfy the need for self-expression. Commenting on the teacher's responsibility in cooperation, the author says: "Organizing students' collective thinking activities in the educational process places high demands on the teacher, but his role does not decrease, on the contrary, it becomes more complicated, there is a need for direct guidance for mental development. In particular, it requires careful preparation and skillful organization of cooperation before debates" [6; 280-281].

B. Otanov [11], speaking about the organized type of cooperation and interaction between students, points out that it is appropriate for educational activities to follow the following criteria:

1) to adhere to the consistency of content in organizing education and to form the purposeful activity of a person at all stages of education;

2) the criterion of the adequacy of the level of self-management in all the functional components of mutual action and educational activities at the stage of mastering the subject essence of cooperative activity.

3) the criterion of redistribution of management and executive functions between the teacher and the student in relation to all parts of the cooperative educational activity. The position of the participant of the educational process in these relations exists in two forms:

a) attitude to the participants of the educational situation (attitude towards the teacher, students and oneself as a participant).

b) attitude to the activity (the process of cooperation in the activity being mastered).

4) change of levels of self-management in the activity being mastered as a process of managing one's own behavior, i.e. change of interaction between the requirements of the situation and the participant's behavior.

According to B. Otanov, in obvious situations of educational activity, the distribution of tasks between them is as follows:

According to the author, anxiety disappears in cooperative activities, the psychological environment stabilizes, and self-esteem improves. The breadth of

cooperation, mutual cooperation, mutual support, high level of interest in activities, productivity of activities, and interest in activities among students in the experimental group are significantly different from those of the participants of the control group.

A.I. Rasulov [8] stated that the interaction and cooperation between the teacher and the students is based on the pedagogical psychological roles of "teacher-student", between them "subject- "object" type of relationship has the ability to determine its nature in advance, because it shows the existence of limitations in the interaction between subjects in education. The student feels this "first" and accordingly evaluates the personality of the teachers. This leads to the evaluation of the teacher as an equal partner and expert in the process to a certain extent.

In the research of A.I. Rasulov, the following personality and individuality characteristics were found in the interaction of teachers with students: average level of neuroticism, weak depression, high level of conscientiousness, stagnation, caution in behavior, conformity, high value of communication, direct emotional and a tendency to intuitive reasoning, an average indicator of femininity is shown.

In the scientific works of E.Azamkhozhayeva [1], the age characteristics and dynamics of the behavior, which is the driving force of cooperation, were studied. According to him, no mental activity (activity, behavior, behavior) can be successfully carried out without entering into interpersonal relations, without creating mutual internal compatibility and proportionality. Interaction is a multifaceted complex of the dynamics of the hierarchy of internal and external connections, based on objective and subjective factors, based on the essence of the needs of interpersonal cooperation (communicating, controlling behavior). According to E. Azamkhojayeva, the teacher should pay special attention to a number of factors in order to ensure the successful implementation of cooperation activities.

SH.A. Eshmetov [10] in his research studied the specific psychological aspects of the oriental master-student relationship and cooperation. According to him, the process of acquiring any pedagogy, regardless of whether it takes place in an educational institution or directly in production, requires interpersonal relations, first of all, cooperative relations.

Conclusion:

Effective cooperation of the teacher with the student, first of all, as a result of the compatibility of mutual expectations in their social imagination, this compatibility has the character of harmony. In the relationship between the teacher and the students, the interaction formed in the process of dialogical relations plays a greater role in relation to the external social factor. Such a situation requires the introduction of a system of social-psychological exercises aimed at improving cooperation and developing eastern forms of dialogue-style behavior that are compatible with our mentality.

Although the problems of "teacher-student" cooperation in the educational system have been comprehensively studied in the above-mentioned scientific research conducted by the psychologists of the Republic of Uzbekistan, but in the higher education system The issue of pedagogical and socio-psychological

characteristics of cooperation of subjects in the process of independent education, which is an important mechanism that determines the student's scientific and creative capabilities, leads him to goodness and ensures his perfection, was not included in the tasks of research.

A modern scientific method for theoretically and empirically studying and analyzing important problems related to cooperation activities, issues of interpersonal relations, as well as socio-psychological features of teacher-student cooperation and important factors affecting cooperation in the conditions of independent education. we think that it is necessary to conduct research.

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