
The Significance of Preparing Future Teachers to Organize Cooperative Pedagogical Activities

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Abstract: In this article one of the important features of the person-oriented educational process is to organize a communication space between the teacher and the student, to involve them in cooperative activities. In the organization of higher pedagogical education based on modern requirements, the preparation of the future teacher for cooperative pedagogical activity occupies a special place. The organization of cooperative activities in the process of continuous education serves to ensure the quality and efficiency of education. As a result, a developmental learning environment is created for both the teacher and the student. The development of teacher-student relationships is envisaged within the framework of personalized educational technologies.

Keywords: Pedagogical cooperation, person-centered education, future teacher, continuous learning process.

In organizing higher pedagogical education based on modern requirements, the preparation of the future teacher for cooperative pedagogical activity occupies a special place. Today, the organization of education in accordance with the national cultural development concession is aimed at ensuring the intellectual development of the individual. In this model, it is important to bring the future teacher into the environment of cultural communication. The organization of cooperative activities in the process of continuous education serves to ensure the quality and efficiency of education. As a result, a developmental learning environment is created for both the teacher and the student. Raising higher pedagogical education to a new level of quality in the Republic of Uzbekistan is carried out with the aim of comprehensive development of students, in which taking into account the needs of the teacher's professional development is a priority. One to achieve such a goal the need to perform a number of tasks is increasing.

1. Organization of the higher pedagogical education process on a scientific basis, considering the comprehensive development of the future specialist. This includes deepening the scientific basis of teacher-student cooperation, achieving deep mastery of the conceptual foundations of personalized education by future teachers, arming future teachers with personalized and collaborative technologies, gradually developing the intellectual fields of future teachers, expanding the opportunities for future teachers to receive quality education, support personal and professional interests.

2. To develop the competences of future teachers to engage in dialogue with students, to create conditions for future teachers to gradually master the knowledge of personal psychology. For example, preparing future teachers to establish a friendly relationship with students, achieving regular updating and supplementing of scientific information included in the content of education, creating favorable conditions for future teachers to deeply absorb knowledge related to the theory of organizing cooperative activities.

3. Organization of future teachers' mastery of innovative technologies of cooperative pedagogical process. Relying on learners' existing knowledge of innovative technologies and their application. The process of preparing future teachers for cooperative pedagogical activities should be characterized by: regular enrichment and improvement of educational content and technologies aimed at cooperative pedagogical activities, relying on modern concepts of teacher-student cooperation in defining educational content, training programs and modules that serve to prepare future teachers for cooperative activities such as systematic presentation, development of the pedagogical thinking of future teachers aimed at the implementation of cooperative pedagogical activities in connection with the social order placed before education.

Cooperative education process has a number of unique features. The content of the training process for future teachers should be regularly updated based on modern pedagogical approaches. For this, students are required to thoroughly acquire professional knowledge, acquire a new professional mindset, and master the methods of organizing cooperative pedagogical activities. Implementation of technologies for the organization of cooperative pedagogical process is envisaged as the mechanisms of organizing high-quality higher education. For this, it is appropriate to develop new modules of the educational process, in which priority should be given to the preparation of the future teacher for the organization of the cooperative pedagogical process. The educational module aimed at preparing future teachers to organize cooperative activities should include the following in its content:

a) systematic inculcation of future teachers with modern knowledge, concepts and technologies related to increasing joint activity;

b) designing educational situations that ensure that future teachers use the acquired professional knowledge in their practical activities. It is also important to ensure that future teachers acquire fundamental knowledge of cooperative pedagogy, to create conditions for future teachers to carry out activities in cooperation with students, and to motivate them to learn independently. It is of particular importance to consider the knowledge provided in the educational process to develop the professional thinking of future teachers. For this purpose, first of all, students' interest in professional knowledge is assumed. At the same time, it is necessary to form the need to search for technologies that will create the skills to implement cooperative pedagogical activity in them. The concept of person-centered education is applied in all educational systems in the world, in which priority is given to teacher-student cooperation. The development of teacher-student relationships is envisaged within the framework of personalized educational technologies. In modern approaches to pedagogy and psychology, special attention is paid to the organization of the cooperative educational process. From this point of view, it is more important to equip future teachers with the theory of cooperative learning than to think about it. First of all, it is important that future teachers have experience in organizing a collaborative pedagogical process. For this, future teachers are required to thoroughly master the methods of organizing the educational process based on the principle of humanism. In order to organize the higher education process based on the principle of humanitarianism, it is necessary to comprehensively master the professional interests and needs of students. Only then will future teachers have the motivation to master the theoretical knowledge of the teacher-student relationship based on mutual cooperation. Not only theoretical knowledge, but also practical experiences are important in preparing future teachers for the organization of cooperative educational process. Today, ensuring students' cooperation with teachers and peers is one of the important issues of socio-pedagogical importance. Therefore, in order to prepare an effective solution to this problem, it is important to create the scientific basis for preparing future teachers for the cooperative pedagogical process.

Today, in Uzbekistan, special attention is paid to the organization of a cooperative pedagogical process focused on the individual at all stages of continuous education. The reforms carried out in the higher education system require the search for solutions to a number of problems related to the emergence of a new educational paradigm, the future teacher's acquisition of professional skills. As a result, future teachers will have the motivation to independently design their activities, create author's programs, and demonstrate their professional knowledge. In the system of higher pedagogic education, professors and teachers are required to cooperate closely in order for subjects of the educational process to acquire knowledge, practical experiences and technologies related to pedagogical cooperation. As a result of mastering the knowledge and experience of pedagogical cooperation, future teachers will have the competence to engage in interpersonal value relations. In addition, they acquire practical skills related to the management of students' development processes. As a result, they will be able to get to know the conditions related to the organization of cooperative pedagogical processes. To date, innovative methods and mechanisms for organizing collaborative activities have been developed in the field of pedagogy. In the process of acquiring the competence of organizing cooperative activities, future teachers will be able to develop intellectually. As a result, the cognitive activities of future teachers will develop and they will have the experience of applying their practical skills in their activities. In order to develop cognitive activities of future teachers, their perception, attention, memory, way of thinking and practical actions are directed to cooperative activities. The development of professional skills of future teachers is demonstrated when there is a need to acquire professional knowledge. That is why it is of particular importance to determine the needs of future teachers to acquire professional knowledge. This creates favorable conditions for the development of professional skills of future teachers. As a result of the organization of the educational process in cooperation, the professional knowledge of the future teachers in this direction will be developed. It is possible to show that future teachers engage in cooperation with their peers and professors. Collaborative pedagogical directions aimed at the professional development of future teachers serve to develop the skills of joint discussion of self-development educational tasks, discussions, dialogue, and mutual support. Having the experience of organizing a cooperative pedagogical process requires the future teacher to have the ability to search for innovative technologies, master the principles of team work, and acquire new knowledge in this direction. In this case, future teachers are required to learn the specific aspects of organizing a cooperative pedagogical process.

1. interaction of students and teachers;
2. orientation of the educational process to the student;
3. ensuring the independence of learners during the educational process;
4. such as creating conditions for students to express their thoughts freely.

As a result, students are able to master knowledge thoroughly. Professional creativity in a future teacher arises as a result of mastering pedagogical knowledge. That is why it is of particular importance to systematically present the knowledge of cooperative pedagogy to future teachers.

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