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## A SYSTEM OF RELATIONS IN PEDAGOGY OF COOPERATION

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**Abstract.** This article reveals the essence of the pedagogy of cooperation, the main idea of which is the idea of joint development activities. It also provides a system of relations of cooperation in teaching, methods of forming collaboration groups in the team.

**Аннотация.** В этой статье раскрывается сущность педагогики сотрудничества, основной идеей которой является идея совместной деятельности по развитию. Она также обеспечивает систему отношений сотрудничества в обучении, методы формирования групп сотрудничества в команде.

*Keywords:* cooperation pedagogy, system of relationships, the concept of «we», group collaboration, development activities, fellowship, compassion, co-creation.

*Ключевые слова:* педагогика сотрудничества, система взаимоотношений, концепция «мы», групповое сотрудничество, деятельность в области развития, общение, сострадание, сотворчество.

Using a pedagogy of cooperation in the Republic of Uzbekistan is becoming more urgent. Due to the high content in classes with Russian as the language of instruction, this technology is most suitable for usage in such conditions. After all, what implies a pedagogy of cooperation?

Cooperation in Education is one of the most comprehensive educational generalizations of 80s, caused to life many innovative processes in education. Technology The name was given to a group of teachers-innovators, in a generalized experience that combines the best traditions of the Soviet school (S. Shatsky, V. Sukhomlinsky, A. Makarenko), achieving Russian (K. Ushinskiy, N. Pirogov, L. Tolstoy) and foreign (Zh.Zh. Russo, Ya. Korchak, K. Rodzners, Eric Berne) psycho-pedagogical practice and science.

The concept of secondary education cooperation is treated as an idea of joint development activities of adults and children, held together by mutual understanding, insight into the inner world of each other, the joint analysis of the progress and results of this activity.

As a system of relations multidimensional cooperation; but the most important place is devoted to the relationship «teacher – pupil». Traditional teaching is based on the position of the teacher as the subject and the student – the object of the

pedagogical process. The concept of cooperation is replaced by the position of the representation of the student as the subject of its training activities.

Therefore, two subjects of the process need to act together, to be companions, partners, to make an alliance older and experienced with less experienced, none of them will be above the other.

Cooperation relations «student – student» realized a total livelihoods school teams, taking different forms: community, participation, empathy, co-creation, co-management. This approach draws school to the child's personality, his inner world, where lurk not yet developed skills and abilities, moral potential of freedom and justice, goodness and happiness. The purpose of school – to wake up, to bring to life these inner strengths and abilities, use them for a full and free development of personality.

Formation of a positive self-concept of the individual. Self-concept – a system of conscious and unconscious representations of the person about himself, on which he builds his behavior.

In school, self-concept – the basis of the internal mechanism of stimulating personality. Positive, major self-concept, «I like myself, I am able to, I mean» contributes to the success and effective activities, positive manifestations of personality. Negative self-concept, «I do not like me, I am not able to, do not need» prevents success aggravates the results contributes to the negative side of the personality changes.

The personal approach includes as one of the most important tasks of the formation of a child's positive self-concept. For this it is first necessary:

- see each student's unique personality, respect her, to understand, to accept, to believe in it «all children are talented» – that is the belief of the teacher;
- create the success of the individual situation, the approval, support and goodwill to school life activity, studies have brought joy to a child; «Learning victorious!»;
- exclude direct coercion, as well as the emphasis on the backlog and other shortcomings of the child; to understand the causes of child ignorance and misconduct and to eliminate them without harming the dignity, the child's self-concept («A child is good, bad his actions»);
- Provide opportunities and to help children realize themselves in positive activities, «Every child – a miracle; expect it!».

Practical application of cooperative learning in the early grades is possible only in strict compliance with the teacher all the requirements to it by this method.

Put kids in one room and tell them that they will henceforth work or study together – this is not enough to ensure that there was a command. Groups of students do not get cooperation groups just because someone called them that way.

Group created for collaborative learning – is more than the sum of individuals. This is – a team whose members are committed to achieving a common

goal, namely to ensure that each junior high school student is fully implemented all their skills and achieved the highest possible success in the study subjects. This group has several important characteristic differences.

Consider the characteristics of the group, which can be called a group of cooperation:

1. Positive interdependence. Each team member is responsible for himself and for each of their comrades. The main focus is on the actions of the group.

2. Personal and collective responsibility. Everyone is responsible for ensuring that all studied only as «excellent» and the well-to do any work.

3. Privacy Protection. Team members work together on a project, contributing to the success of each other. They support each other and help each other to learn as much as possible.

4. Social skills and skills to work in small teams. The focus is on the development of teamwork skills. Team members master the social skills and use them in their work. The leader can be any (depending on the situation).

5. Discussion of the results of collective work. The group discusses the quality of its work and the effectiveness of cooperation. Much attention is paid to the continuous improvement of team skills and educational success.

This cooperation is impossible without the strictest discipline, without strict compliance with certain requirements and complete rules, especially in the elementary grades. The main elements of cooperation – this is not a loose set of recommendations to the teacher who wants to organize a group for collaborative learning. This set of requirements that are only in strict compliance able to create the conditions for successful cooperation.

Consider the characteristics of this technology in detail.

The positive relationship. «We» instead of «I».

Purposeful, systematic formation of group collaboration begins with the introduction into the consciousness of the participants the idea of positive interdependence. Members of the group must clearly grasp one simple truth – that their common fate awaits. They either together «resurface» or together «will go to the bottom». It makes a positive interdependence younger students «roll up their sleeves» and work the way you want to ensure that the overall result was better than the one which everyone could achieve alone.

A method of forming the positive interdependence of incentives include:

– Celebration of the overall success, when all members of the group receive a grade below a certain criterion;

– The addition of bonus points to estimates that if all group members receive evaluation not below a certain criterion or if the sum of their ratings not lower than the predetermined value of the teacher;

– Using, in addition to assessments, and other awards – the liberation of homework, special congratulatory ads (Grade 4), various distinctions (Grade 3), candy (Class 2), etc.;

– Group assignment of a title (such as «excellent») for the collective efforts of its members; but as long as all the students and their parents will not be clear enough ideas about what is a cooperative learning, benefit from this form of promotion should be very cautious.

Thus, we can conclude that the technology can be easily adapted to pedagogy of cooperation under any form of learning, moreover, by using this technology can solve some of the problems that exist in the schools of our country at the same time, without compromising the quality of education, but rather increasing it. Of course, you need to draw on the experience of our colleagues from other countries, both near and far abroad, who use this technology for many years, in order to avoid errors in the way of implementation of this technology. In this age of information technology and high data transfer rates, just need to work all the structures of training, both within the school and outside of its information space, it will give an incentive to enter the new higher level of the entire education system of our Republic.

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### ЦИФРОВАЯ ТРАНСФОРМАЦИЯ: ТЕХНОЛОГИЯ «ПЕРЕВЕРНУТОГО» ОБУЧЕНИЯ НА I СТУПЕНИ ОБЩЕГО СРЕДНЕГО ОБРАЗОВАНИЯ

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Аннотация. «Перевернутое обучение» является одной из моделей смешанного обучения. Проведение уроков с использованием технологии «перевернутого» обучения позволяет организовать виртуальное самообразовательное пространство учащихся на I ступени общего среднего образования, тем самым не вытесняя традиционное обучение, а эффективно интегрируясь в него, делая обучение более доступным, мобильным и результативным.

*Ключевые слова: цифровая трансформация, смешанное обучение, перевернутое обучение, блог-урок.*

В Национальной стратегии устойчивого социально-экономического развития Республики Беларусь на период до 2020 г. сказано, что «социальная парадигма развития исходит из того, что локомотивом экономического роста является человек, обладающий квалификационными и трудовыми возможностями, социальной активностью и мобильностью. Для перехода к ус-