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## THE ROLE OF CO-CREATION IN PREPARING FUTURE TEACHERS FOR EFFECTIVE COLLABORATIVE WORK

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### ABSTRACT

Co-creation is the foundation of preparing future teachers for effective collaborative activities.

Today, the main value of education is the formation of a creative personality. A creative personality can be formed provided that the teachers themselves are creative individuals and a certain teaching technology is created jointly by the teacher and the student. For this, cooperative pedagogy is widely promoted: the works of innovative teachers, articles about their experience, TV shows, meetings, etc. are held.

### KEYWORDS

Pedagogy, methodology, cooperative pedagogy, teacher, student, educational institution.

### INTRODUCTION

The emergence of cooperation is associated with a change in the pedagogical paradigm, which led to a fundamentally different perspective of the main didactic relationship as an interaction of individuals rather than an activity. This change required something

different from the traditional, technological and methodological tools of the educational process. The term cooperative pedagogy has manifested itself in journalistic literature. Pedagogical concepts discussed in the context of problems of collaborative pedagogy



are not, strictly speaking, new. Most of them are closely related to humanistic pedagogy, and this in turn encourages future teachers to work on the basis of creative cooperation with learners in an era of rapid development of current education.

### THE MAIN RESULTS AND FINDINGS

In today's pedagogy, it is recognized as an urgent task that the teacher's entire knowledge, experience, pedagogical skills, the interests, needs, opportunities, and cooperative activities of the learners, should be based on mutual communication, and focused on the implementation of continuous education focused on the individual.

The idea of joint creation was first introduced by T. Goncharova and I. Goncharov put forward. However, this idea is not today's discovery. It has a long history. The ancestor of co-authorship is Socrates. He considered his listeners not students, but friends, with whom he searched for the truth. L. N. Tolstoy and J.J. As a result of his research, Rousseau emphasizes the need to approach the educational process as a co-creative process.

The organization of a person-oriented educational process based on cooperation in preparing future teachers for effective work is the basis of the social order placed before the higher education system today. In addition, satisfying the need of students for self-development, acquisition of scientific and technical achievements, requires the importance of a humane approach to the educational process. The main task of the humanistic approach to the organization of the educational process does not deny the formation of certain knowledge, skills and abilities in the student, but expands and enriches his tasks.

In order for the pedagogical process to have a person-oriented, humane direction, it is desirable that the future teacher should have aspects such as mutual warmth, research, joy and humor.

The teacher should create an environment where the learners feel like co-authors of the teacher's learning, and where possible they should be given free choice. Freedom of choice is one of the easiest steps to develop a creative personality. Because every person is unique and deserves respect, even if he is not exemplary.

Joint creative activity is a like-minded person who creates a "bridge" between the two "shores" of the educational process, not only connects them, but also opens up the possibility of movement in both directions, making such "movement" inevitable and regulating its "pace". Thus, co-creation is not only a reliable means of activating the knowledge activity of students by the teacher, but it is the essence of the educational process, performs the function of forming a system in education, and combines the educational work performed by the teacher and a particular student into a single process.

The modern trends of education development, the increase in professional requirements for the teacher's personality have increased the need for the formation of the creative individuality of the teacher, the realization of his creative abilities, and the development of the individual activity style. Professionally important qualities of a teacher are the lively and confident expression of feelings and attitudes, the combination of imaginative and logical skill in their thinking and behavior to introduce the child to the riches of culture. As a creative person, the teacher should acquire pedagogical logic, develop pedagogical intuition, improvisation skills, and pedagogical artistry.



It is important for the future teacher to learn how to define the tasks of his actions so that the current tasks, technological processes do not disrupt the educational process. Acquiring the profession of a teacher and developing a creative individuality, in turn, is professional and should include the cultivation of a number of personal qualities. Among them are the characteristics based on pedagogical artistry: emotionality, intuition, empathy, imagination, observation, ability to improvise, etc. It can be said that the art teacher is creative in his work i realizes the unique features of his individuality.

Pedagogical creativity can be characterized not only as the effective use of pedagogical knowledge, skills and abilities in activities, but also as the use of artistic logic in the correct solution of pedagogical tasks, which ensures the improvement of the creative potential of a person through the system of emotional and imaginative mechanisms. It is important to understand the modern requirements for a future teacher, the specifics of the stage of preparation for professional activity, the need to define one's own creative individuality as soon as possible and the methods that lead to this. A person who is able to design himself, define and change his life strategy, this goal cannot be achieved without teachers who have a creative personality. After all, for the teacher's efforts to be effective, his knowledge, methodical skills and successful selection of educational technology are not enough. The student should perceive the teacher as a bright and unique person.

On the page of pedagogic publications, the term cooperation of the teacher with the student, based on his creative individuality, often appears, replacing the previously widespread expression of the creative personality. This is probably related to the realization that the decisive factor in school renewal is not only

the personality of the teacher, his readiness to act creatively, but also a bright, unique personality, unique and unrepeatable, and cooperation based on co-creation in pedagogy cannot exist without a personal, individual image.

The individuality of students based on creative cooperation with the teacher is a special quality, the level of development of the person and the orientation of the person (values, motivation, attitude), personal qualities (individual manifestation of mental qualities and processes), cognitive sphere (the content, levels and operations of thinking). is manifested in aspects. It helps to overcome established stereotypes of habitual actions, forms freedom of perception. The goal of the teacher should be the desire to feel and reveal his creative individuality, the unique features of his personality, the uniqueness of his pedagogical practice. It is the identification and development of pedagogical creative individuality in future teachers, the dissimilarity of samples, individual-specific methods of pedagogical activity that contribute to its final success, ensures the effectiveness of the teacher's activity, allows to solve educational tasks more efficiently and to create satisfaction with their work.

The peculiarity of joint activity is that students cannot always set a clear goal, formulate a problem, choose working methods and tools, identify contradictions, etc. In cooperation with adults (parents or teachers), these difficulties can be overcome through joint efforts. The technology of joint activity of students and adults is one of the most effective technologies that contribute not only to education and training of students, but also to increase the educational culture of parents and teachers through organized information-educational cooperation.



The effectiveness of any lesson depends, first of all, on the teacher's level of preparation for it, as well as on the skillful selection and application of the lesson methodology. Based on this, it is necessary to teach future teachers to conduct activities in mutual cooperation with students, to carefully prepare for the lesson in advance, and to choose the correct teaching methodology.

Teaching methodology means a set of methodological rules and teaching methods used by the teacher in the course of the lesson in order to ensure the harmony, clarity and consistency of the development of educational issues and the achievement of educational goals.

It is not difficult to see that all the listed signs of joint activity are directly related to the educational process in the educational institution.

The psychological structure of joint activity includes a number of components: common goals; motives; actions and results. The common goal of joint activity is the central component of its structure. A goal is an ideally presented common outcome to which a group of individuals strives. The general goal is divided into more specific and specific tasks, the step-by-step solution of which brings the collective topic closer to it. In connection with the joint activities of teachers and students, the common goal is to achieve high results for students.

A mandatory component of the psychological structure of joint activity is a common motive (direct motivational force) that urges a group of individuals to it. The reason for this may be, for example, the desire of the teacher to impart knowledge to the student, and the desire of the student to receive it. Of course, the motivational field is complex and requires separate study. The next component of joint activity is joint

actions, that is, its elements aimed at performing current tasks of joint activity.

The salt of joint activity finalizes the overall result obtained by its participants. Activity style in a broad sense is a system of stable methods, methods that are manifested in different conditions of its existence.

The educational institution is the student's first community, the natural environment of his development, where the foundations of the future personality are laid. A "pedagogical triangle" (teacher - student - parent) exists from the moment a student enters an educational institution. Achievements in the education and development of students also depend on the development of relationships between teachers, students and their parents. The educational institution becomes not only an object, but also a subject of interaction. It is he who is responsible for raising and teaching students, the student should become a socially active participant in the educational process.

## CONCLUSION

The quality of education, training and development of students ultimately depends on the coordinated efforts of teachers and parents. A teacher's interaction with parents is a very complex process that requires special training and appropriate guidance. Especially today, when the transition to a new paradigm of education begins - a paradigm of person-oriented interaction, which requires new approaches, forms and methods of joint activity of teachers and parents. Based on the above, it is appropriate to rely on education based on mutual active cooperation in preparing future teachers for pedagogical activity.

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