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SPECIFIC ASPECTS OF CREATIVE ABILITY DEVELOPMENT IN STUDENTS BASED ON COOPERATIVE EDUCATION

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ABSTRACT

Cooperation between colleges and universities (cooperative education) is important in ensuring the continuing education of young people. They need to be as less stressed as possible when moving from one learning environment to another. Only then will their passion for knowledge not diminish, their level of education will not decrease, and their efficiency will increase. Based on this, we are talking about the formation of creative abilities in students on the basis of cooperative education.

KEYWORDS

Collaboration, higher education institutions, continuing education system, teacher, direction, seminar, lecture, development and formation of creative abilities.

INTRODUCTION

Within the framework of cooperation, educational institutions will create cooperation projects aimed at researching various areas of pedagogy-psychology, pedagogy, and research their results; exchange of information and analytical data on problems in the relevant field, including pedagogy and psychology, social pedagogy; selection of students sent from higher educational institutions to colleges-lyceums for practice based on a competition; support to seminars,

conferences and roundtable discussions organized on the basis of cooperation through professors and teachers, graduate students and master's students; to create opportunities for students undergoing internship to use scientific and electronic library resources for scientific and practical research work; preparing college-lyceum students to study at a higher educational institution in their future field, that is, introducing them to educational conditions and

environment, etc. There are specific organizational forms of education at all stages of continuous education. In particular, the two-level higher education system has its own forms of education, including lectures, seminars and practical training, participation in open lectures of department teachers, preparation and discussion of lecture texts, such as preparation of programs for educational courses are multifaceted directions and forms of higher education. In the higher education system, the lecture is considered both a method and a form of the educational process, and it serves to teach students the basics of science orally, organically and regularly. Thanks to the lecture, the student understands the essence of this science and forces them to think freely and think about the science. Therefore, the lecture becomes a special school for the development of scientific thinking. The lecture should be read in such a way that, under its influence, different views, scientific beliefs, ideas and foundations of national ideology are formed in the students in relation to the task and future of this science. For this, the teacher should be able to enrich and select the content of each lecture with news in science. The lecture will give an effective result only if it is organized based on positive cooperation. For this, one of the ways to effectively implement both educational and educational tasks during lectures is to restore friendly, active relations between the teacher and students. In addition, the effective result of the lesson and lecture also depends on the degree to which the mental state of the pupils and students during the educational process is taken into account. Therefore, for the effective organization of education, the appropriate use of its lessons, lectures and other forms in the teaching process, the teacher's pedagogical skills, pedagogical culture, thorough knowledge of his subject and the student's relationship with students

being able to find a common language is of great importance.

The word "cooperative" comes from two Latin words "co", "together" and opus - "work". Therefore, when answering the question of what cooperatives are, the universally recognized definition in its simplified version at the international level is translated as joint action, cooperation. Cooperative learning is a learning strategy that allows small groups of students to work together on a common task. The settings change frequently, as students can work together on a variety of problems, from math to simple problems such as proposing national environmental solutions. Students are sometimes individually responsible for their part or role in the assignment, and sometimes they are responsible as a whole group. One of the methods successfully used in the teaching of vocational education subjects is to teach groups of students in pairs or small groups. In this method, the main responsibility is placed on students, they are focused on increasing their activity. The experience of pedagogues of advanced countries, as well as our country, shows that due to small groups, a much stronger relationship is established between students.

Teaching in small groups:

- teaches students to work cooperatively, to activate the cognitive process, to be communicative, enterprising, to listen to the opinions of others;
- in the course of joint performance of the assigned task, there is a tendency to discuss the opinions expressed by comrades;
- they learn to clearly formulate questions and justify their answers;

- helps to realize the learner's potential. An opportunity to learn by asking those who do not know is created. It ensures that students enrich their knowledge through mutual cooperation;
- shy students will have the opportunity to demonstrate their knowledge and skills;
- gifted and talented students can demonstrate their abilities, help others, teach them and learn something from them;
- working in small groups, each student learns to feel himself as a part of the group, to show each other's successes.

In order for small group lessons to be effective, it is necessary to follow the following rules:

1. In the process of mastering the lesson material, students should work as a team.
2. Each group must have excellent students, and it is better if the composition of the small group is mixed (girls, boys).
3. A system of awarding the whole group and individual students should be provided.

The research also shows that it is not enough to organize classes for pupils and students in small groups. To achieve the expected result, it is necessary to develop two more components: the mechanism of group motivation and personal responsibility, and the system of its promotion. If there is not enough motivation at the group level, the members of the group will not pay much attention to the mastering of the lesson being taught. There is no universal rule or clear answer to the question of what rules or principles should be used to divide groups into small groups, how groups are formed to be highly effective. When dividing groups into smaller groups:

- a) set educational goals, form, result;
- b) we must take into account the educational method and methods that are intended to be used according to the assigned task and technological map.

We can use a random sign to divide students into small groups:

can be divided according to their location in the audience. According to the study results:

- when organized as a balancing group, students of different levels are united in small groups.
- when organized in the form of a support and development group, talented students are divided into groups with a relatively lower level of study.

Depending on the task to be performed, the pair can be divided into groups of 4-5 or more students. Small groups can be organized in the form of groups that work together for the duration of their activity, groups that work until the completion of one task, groups that work together during several training sessions, and groups whose composition changes. They can be chosen from passive, non-expressive or active students who learn well. The leader can perform various functions, he must supervise the performance of the task by the members of the small group. Leaders should show the individual contribution and role of each member of the group. It is better to try all students - students in the role of leaders. There are several models - options for teaching in small groups. They are focused on improving the results of learning the learning material of the teams. In this case, the teacher briefly explains some material or the lesson and gives an assignment to the students. The task can be a problem, an exercise, an answer to a question, and

other types of control work. The assignment is discussed within the team. Then each team member individually writes a control work on the studied topic. The points of each student are added up and the total team score is determined. It is compared with individual and team scores. Teams will be ranked and encouraged based on the points they have earned. In the second model, a competition (competition) is held. Team members compete with other team members to score points. The third model is also called the mosaic model. This model is best used in larger groups, say 25-30 students. Depending on the number of students in the group, the teacher will assign 5 or 6 students to each team. Depending on the number of students in each team, an assignment is given to study the material consisting of 5-6 questions or parts. One person from each team learns one part or question. Students who received this part or question from different teams gather together and discuss the task. These groups are called expert groups. We mark the main groups with letters of the alphabet and students with numbers. Let's say the group consists of 30 students. The teacher divides them into 5 groups of 6 (A, B, V, G, D). The first group A, the students in it are divided into A1, A2, A3, A4, A5, A6, the second group B, the students in it are divided into B1, B2, B3, B4, B5, B6, etc. Each student receives an assignment to study a certain part of the study material or a question from the main team according to his number, that is, according to the letter. Then a new group is formed in the expert group (by numbers) based on all the numbers 1 or 2 etc. That is, a new team will be created in the form of the expert team A1, B1, V1, G1, D1, the second team A2, B2, V2, G2, D2, etc. The same number of but different team members from each main team gather and discuss the question and task given to them. Then everyone returns from the expert group to their main group.

Each participant of the group will talk about the issue he/she has studied in the group of experts. Each member of the group tries to listen carefully to the opinion of his friends. Because the only way to complete the assigned task is to carefully listen to the thoughts of your comrades, analyze them, and then tell them. In addition, each student has an incentive to complete his task in detail. The reason is that he is responsible for the extent to which his comrades master the given question and task. The fourth model of teaching in small groups is slightly different from the previous models. In this model, each student in a small group first completes the task individually and writes his opinion in the seminar notebook. Then the group will study everyone's opinion together. A single answer is prepared on behalf of the small group, the answers of all groups are heard in the lesson, and the group's results are evaluated.

Organization of lessons in small groups and its main phases.

There is a wide opportunity for exchange of ideas and analysis among students in small groups. Each student's opinion is analyzed by his peers. In this case, every student tries to justify his opinion and tell a story. During the discussion, each student understands his mistake and tests whether he is right, learns to solve the problem in cooperation.

It is appropriate to work in pairs or small groups when:

- exchange of information;
- to collect and share ideas and thoughts;
- analysis of hard-to-solve problems and options;
- It is necessary to solve a complex problem and draw a conclusion. Working in a group is better than working individually.

Reason:

the range of information is wide, because each student has certain information;

- as a result of cooperation, the activity of passive students may increase;
- Many proposals and opinions are sorted out as a result of mutual criticism.

In a lesson held in small groups, the teacher does not stand in the center as the only informant, reviewer, and evaluator. He turns from a subject teacher to a lesson preparer and organizer.

It is necessary to study the topic intensively in small groups. As a result of working with additional literature, trying to master them in depth, it is possible to remember the acquired knowledge for a long time. The success of a lesson in pairs or small groups largely depends on preparation and conduct. Working in small groups includes not only the task, but also the discussion of its result. It is possible to use a blackboard and technical tools. An important aspect of working in a small group is to ensure that the work of the small group, and ultimately the group as a whole, is productive. For this, the teacher must plan the entire lesson process in advance.

1. Preparation:

- set a goal;
- material selection;
- explaining the task to small groups;
- supply with necessary materials;

- the need for the teacher to solve the given task and problem.

2. Providing information:

- what task small groups will receive, how much time will be allocated for its completion;
- What rules to follow will be announced.

3. Work on the assignment:

- after receiving the task, the small group can share the tasks;
- small groups perform their task;
- one student from the small group (reporter) briefly documents the result achieved;

The teacher's role:

- makes a decision;
- organizes and starts the lesson;
- monitors and intervenes when necessary;
- analyzes and evaluates.

We looked at the Basic Rules for applying this method when we talk about the cooperative method of taking lessons in small groups above. One method of cooperative method that focuses on working with a textbook, article, or other text is called “Boomerang”.

This method is aimed at studying the student-students in the course of the lesson, working with a variety of extracurricular literature, texts, keeping the studied material in mind, being able to speak, to learn to freely state their opinion, to evaluate their knowledge during the lesson. The purpose of applying the method is to

master the material distributed to the student - students individually and in groups, to achieve their understanding of its content through conversation, discussion.

The "boomerang" method is a cooperative teaching method and will be similar to taking lessons with small groups. In this case, during the course of the lesson, students are instructed to work with the text that they need to learn. In this case, initially the text of the general topic is divided according to the number of subgroups, and the same text is distributed to all members of the subgroups. If we divide the group into 5 subgroups, then 5 subgroups will have 5 different texts on a common topic, each student-student will have a text that has fallen into its own subgroup. Student activities are organized, as we have already seen above working in cooperative subgroups. Another type of small group activity is also referred to as the "Zig-zag" method. In this, the above is done not initially, giving the same text to all members of the subgroup, but at the second stage of organizing the activities of the subgroups in order to study the topic of the text allocated to the group, by also distributing it among the members of each group. For example, the first or second verses of the text are distributed to one student, the 3-4 verses to the second, etc. The members of the small group are an expert group on the text they hit.

Currently, the educational system of Uzbekistan is entering the space of the world educational system. This, in turn, requires the implementation of a very important and responsible task as one body, one soul of the state and society in the cultivation of highly qualified, competitive, highly spiritual personnel, until the ambitious goal can be achieved.

It is natural for education to be in state control. In the Constitution of Uzbekistan, each citizen is designated as having an educational right. The adopted state laws differ from the previous ones in that new rules, principles of public education, on the basis of which the content, forms and methods of education were developed on the basis of advanced experience achieved in this area, state educational standards were created and an educational process was carried out on their basis.

In the current era of globalization and the fast-track information system, preparing the reader to have an independent opinion by forming youth, creativeness qualities, making them come up with new initiatives, and not indifferent to the events around them, treating them fairly and making the right conclusions, is a problem of today.

We witness that the "21st century – intellectual age", or "age of intelligence", or "age of informed society", all occur as a result of the activities of advanced creative people living in it, that is, a creative person, in accordance with the progress of the personality society. In the age of informatization, the flow of information regularly increases, and the natural problem corresponding to them and their solutions also change rapidly. Therefore, it is necessary that a member of the staff, a person, that is, a specialist, who is suitable for this society and will be an active participant in it, also know the methods of dividing the information received into systems for the search, collection and use of scientific information, choosing optimal options for thought and technical (technological) solutions specific to the problem.

A person manifests himself through his abilities. These abilities are his personal characteristics, allowing him

to effectively engage in certain types of activities. Abilities arise on the basis of certain natural talents. Talent is the innate, anatomical-physiological characteristics of the nervous system, which form the individual-natural basis for the development of abilities.

Usually, the following types of ability are distinguished: intellectual (mental, thinking-related), artistic, organizational, communicative (communicative), etc. The sum of various highly developed abilities is called giftedness. It is also possible to reflect on talent and geniality, which are certain levels of Skill Development. Talent is mature abilities, in which human activity is distinguished by perfection, originality. Genius is the highest level of ability and talent development. Geniality is related to the creation of qualitatively new, irreplaceable patterns of creation, finding ways of creation that were not previously known.

Today, activities aimed at creating creativity, creativity, innovation are understood as creative activities.

The word creativeness (from the English word “create” – creativity, creativity) is the creative abilities of a person, which are far from the talent level of creativity, the traditionalism of an individual or the usual scheme of thinking, characterizing the readiness to create principled new ideas, as well as overcoming problems in a special way, perceived as an independent factor of talent.

American scientist D. Wexler describes “creativity is such a type of thought that it assumes to an individual that several solutions arise from one problem or issue at once, and helps to realize the qualities of originality, uniqueness in the essence of things and phenomena, in contrast to template, boring thinking”.

Being a creative person, and in our example, being a creative reader – having an advantage in today's world, for example, standing out within other readers, being an interesting interlocutor than others, leaving the difficulties encountered in life in an unusual way.

The development of creativism in each student is individual. The factor of systematicity in the development of creativity is the socialization of Education. The early manifestations of creativism are unique to each person. However, various prohibitions in the environment in which he grows, is brought up, is educated, social templates lead to a blockage (closure) of creative activity. For the development of creativity in the reader, it is necessary to give a positive impetus, freeing them from psychological pressures.

CONCLUSION

In conclusion, in modern organizational forms of professional education, the organization of education, the main requirements for the lesson and its application, the organization of classes divided into pairs and small groups, modern organizational forms of professional education and non-traditional educational technology differ from traditional educational technology, create conditions for the development of students' cognitive capabilities, special attention is paid to their independent. The structure of the lesson will be variable, and methodological developments in traditional pedagogy will be formed for the teacher to take classes, while non-traditional education will offer the student to develop a draft educational process that describes the forms and content of educational and cognitive activities.

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