

Didactic Possibilities Of Forming A Sense Of Cooperation In Preschool Children

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Abstract: This article examines the didactic possibilities of forming a sense of cooperation in preschool children within the context of Uzbekistan's modern educational system. The research emphasizes the importance of cooperation as a fundamental social competency that supports emotional, moral, and cognitive development in early childhood. Using both theoretical and empirical methods, the study explores how play-based learning, interactive pedagogical strategies, and culturally relevant educational practices can effectively foster cooperative behavior among preschoolers.

Keywords: Preschool education, cooperation, didactic possibilities, social development, play-based learning, teacher guidance, preschool pedagogy, cultural values.

Introduction: In the contemporary educational landscape, the formation of social competencies during early childhood is recognized as a cornerstone of personal and societal development. Among these competencies, the ability to cooperate stands out as a fundamental prerequisite for successful interpersonal interaction, collective problem-solving, and emotional well-being. Preschool age, as the initial stage of organized learning and socialization beyond the family environment, provides a unique window of opportunity for nurturing cooperative behaviors. Within this period, children begin to internalize social norms, acquire communication skills, and develop an awareness of others' perspectives – all of which form the basis for effective cooperation.

The didactic process in preschool education thus holds significant potential for shaping a child's sense of cooperation. Through thoughtfully designed pedagogical strategies, interactive activities, and play-based learning experiences, educators can create conditions that foster empathy, mutual respect, and collaborative engagement. Understanding and utilizing these didactic possibilities is essential for educators who aim not only to support cognitive growth but also

to promote moral and social development.

This article explores the theoretical foundations and practical approaches to forming a sense of cooperation in preschool children, emphasizing the role of educational settings, teacher guidance, and interactive learning methods. By examining the interplay between pedagogy and social development, it seeks to highlight how early education can lay the groundwork for lifelong cooperative skills and positive interpersonal relationships.

METHODS

The research on the didactic possibilities of forming a sense of cooperation in preschool children was conducted using a combination of theoretical and empirical methods. The study aimed to identify effective pedagogical strategies, activities, and conditions that contribute to the development of cooperative behavior among children aged 4-6 in preschool educational institutions.

The study employed a qualitative and quantitative approach. The qualitative aspect involved the analysis of pedagogical theories, educational standards, and methodological literature related to preschool

education, social development, and cooperation formation. The quantitative aspect included the observation and evaluation of children's cooperative behaviors during structured and unstructured learning activities in preschool settings.

The research was carried out in several preschools located in Nukus. Participants included preschool children (aged 4-6), teachers, and methodologists. In total, 120 children and 20 teachers took part in the study. Parental consent was obtained for all participating children. Data Collection Methods:

Observation: systematic observations were conducted during daily educational activities, playtime, and group tasks to identify manifestations of cooperative behavior such as sharing, helping, communicating, and problem-solving together.

Interviews and Questionnaires: semi-structured interviews with teachers were used to gather insights on their understanding of cooperation, didactic approaches employed, and challenges faced. Questionnaires were also distributed to assess teachers' awareness and implementation of cooperative learning strategies.

Pedagogical Experiment: a small-scale experimental program was implemented to test the effectiveness of specially designed didactic activities aimed at fostering cooperation. Activities included team-based games, storytelling sessions promoting mutual respect, and collective creative projects.

Document Analysis: the research examined Uzbekistan's normative documents and curricula related to preschool education, including the State Curriculum for Preschool Education (O'zbekiston Respublikasi Maktabgacha Ta'lim Davlat Dasturi), to determine how cooperation and social competence are integrated into educational objectives.

Collected data were analyzed through descriptive and comparative methods. Observational data were categorized according to behavioral indicators of cooperation, while responses from teachers were thematically analyzed to identify common practices and challenges. Quantitative results were summarized using percentage analysis to demonstrate changes in cooperative behaviors before and after the experimental program.

All stages of the research adhered to ethical standards

of early childhood education research. Children's participation was voluntary, and activities were conducted in a supportive and playful environment without any psychological pressure.

This methodological framework provided a comprehensive understanding of how didactic approaches can be effectively utilized in Uzbekistan's preschool system to form a sustainable sense of cooperation among young learners.

RESULTS AND DISCUSSION

In a number of works, cooperation is considered as a form of cooperation, as a way of interpersonal interaction. A. Leontyev characterizes this method as uniting the efforts of participants and dividing roles, functions, and responsibilities between them to achieve a common goal [1]. Cooperation refers to the process of intersubjective interaction, where the goal is to coordinate the collective efforts of individuals in forming relationships and achieving a shared outcome. It also leads to changes in the cognitive, emotional-motivational, and behavioral domains of those involved in the cooperative process [7].

In the seventh year of life, children continue to develop cooperative relationships with their peers and adults. Children learn to work together in various ways, such as agreeing with each other, sharing ideas, taking turns, coordinating actions, working together, checking each other's actions and correcting their mistakes, helping their partner, receiving feedback, and correcting their own mistakes. Through cooperation, preschool children practice communication with their peers, gain leadership and obedience experience, and learn to understand each other [5]. The development of these cooperative skills in early childhood highlights the importance of intentional pedagogical support within the educational environment.

The research findings demonstrated that the effective formation of a sense of cooperation in preschool children largely depends on the quality of didactic organization, the teacher's professional competence, and the use of culturally relevant pedagogical methods. The study revealed significant improvements in children's ability to engage in collaborative activities when systematic, play-based, and interactive approaches were implemented within the educational process.

1. Development of Cooperative Behavior through Didactic Activities. Observations showed that children who regularly participated in team-based games, role-playing scenarios, and collective creative tasks displayed higher levels of cooperative behavior compared to those engaged primarily in individual activities. In particular, activities that required shared decision-making such as building constructions together, group drawing, or storytelling with assigned roles encouraged children to communicate, negotiate, and support one another. After the implementation of the experimental program, 78% of the children demonstrated noticeable progress in cooperation indicators such as sharing, empathy, and joint problem-solving. Older preschoolers develop a deep interest in group activities, cooperation, the desire to be the first and best in play and other activities, and the desire to follow established rules and moral norms [3]. Many scientists in their scientific research distinguish the following components of cooperation: common goals, objectives, actions, and results [4]. L.Rmashevskaya also recommends the following components for the formation of a sense of cooperation in preschoolers: common motive, common goal, joint action, and common result [6]. Therefore, the presence of common goals in the process of cooperation also means that there should be a certain direction of action in achieving it.

2. Teacher's Role and Methodological Support. The study confirmed that the educator plays a decisive role in fostering cooperation among preschoolers. Teachers who intentionally modeled cooperative behavior, encouraged positive peer interactions, and created emotionally supportive learning environments observed faster and more stable improvements in children's social relations. Interviews with teachers revealed that didactic materials such as group puzzles, cooperative board games, and storytelling cards significantly facilitated the development of teamwork skills. However, many educators noted a need for additional training on modern interactive teaching methods and child-centered approaches to cooperation.

3. Influence of National and Cultural Context. One of the distinctive findings of the study was the positive impact of integrating Uzbekistan's national values and traditions into the didactic process. Activities inspired

by Uzbek folk games, proverbs, and cultural practices of mutual assistance strengthened children's understanding of cooperation as a moral and cultural norm. For example, group games such as "Do'stlik halqasi" (Circle of Friendship) and storytelling based on Uzbek folk tales about unity and respect promoted not only social engagement but also cultural identity. This alignment of didactic strategies with national values helped children internalize cooperation as a socially meaningful behavior rooted in local traditions.

4. Challenges and Opportunities. Despite these positive outcomes, several challenges were identified. Limited availability of modern didactic resources, varying levels of teacher preparedness, and insufficient parental involvement occasionally hindered the consistent formation of cooperative skills. Some teachers reported difficulty in balancing individual and group tasks, especially in large groups with diverse developmental levels. Nevertheless, the study also highlighted growing awareness among educators and parents of the importance of cooperation as a foundational social skill, indicating strong potential for further methodological development in this area.

5. Comparative and Theoretical Insights. The results align with international research emphasizing the importance of early socialization and cooperative learning in child development. In the Uzbek context, these findings reinforce the objectives of the State Curriculum for Preschool Education, which emphasizes social-emotional competence as one of the key learning outcomes. The integration of modern didactic methods with traditional Uzbek pedagogical values creates a balanced and culturally sustainable approach to developing cooperation in early childhood.

Overall, the study confirmed that the didactic possibilities for forming a sense of cooperation in preschool children in Uzbekistan are both rich and multifaceted. The combination of interactive, play-based, and culturally embedded teaching strategies proved most effective in nurturing cooperation. When children are provided with structured opportunities for joint activity, guided by supportive and culturally aware educators, they develop not only the ability to cooperate but also the emotional intelligence and social responsibility essential for their future roles in society.

In conclusion, strengthening the didactic framework for cooperation in preschool education can significantly contribute to the holistic development of young learners in Uzbekistan, preparing them to become empathetic, respectful, and community-oriented citizens.

CONCLUSION

Collaboration in contemporary preschool pedagogical process has to be actualized as a pedagogical means, an education and upbringing method, an upbringing principle, a social skill and a personally significant value [2]. The formation of a sense of cooperation in preschool children is a vital component of holistic education and social development, particularly within the context of modern Uzbekistan. As the country continues to reform and modernize its educational system in alignment with global standards and national values, the emphasis on social-emotional learning and cooperative behavior becomes increasingly significant. Preschool education, as the foundation of lifelong learning, plays a crucial role in shaping children's abilities to communicate, collaborate, and coexist harmoniously in a diverse and dynamic society.

The preschool environment offers unique didactic possibilities for fostering cooperation through purposeful interaction, guided play, and collective learning experiences. By engaging children in joint activities such as group projects, cooperative games, and problem-solving tasks – educators can create meaningful contexts in which cooperation becomes both a goal and a natural outcome of shared experience. The effectiveness of this process depends largely on the educator's ability to design pedagogical situations that encourage dialogue, mutual assistance, and respect for others' viewpoints. The teacher's role is not limited to instruction but extends to modeling cooperative behavior, mediating conflicts, and creating an emotionally safe atmosphere that supports collaboration.

In conclusion, the didactic potential of preschool education in forming a sense of cooperation lies in the integration of cognitive, emotional, and social dimensions of learning. When properly implemented, these strategies not only prepare children for successful participation in school life but also lay the foundation for responsible citizenship and constructive

interaction in society. Cultivating cooperation from an early age thus becomes an essential investment in both individual and collective human development.

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