

THEORETICAL BASIS OF WORKING IN SMALL GROUPS IN PEDAGOGY

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Annotation: *This thesis presents the theoretical foundations of working in small groups in pedagogy, the priority directions of science development, and the pedagogical foundations of using small group methods in teaching science.*

Keywords: *type of education, form of education, case study, blended learning.*

INTRODUCTION

Today, in order to solve non-standard, non-traditional and more complex problems in mathematics, students are not taught in depth about the problems of making models. It was developed by the professor of the University of Minnesota - R. Johnson, D. Johnson (1987), the professor of the University of California - SH. Sharon (1988).

Collaborative teaching developed by American scientists, mainly for the formation of students' knowledge, skills and competences recorded in the State Education Standard and the science program, collaborative teaching recommended by Israeli and European scientists, more processing of educational material by students involves the development of design activities, educational discussions and debates. These ideas complement each other, enrich didactically and require each other [2].

MATERIALS AND METHODS

The idea of cooperative teaching appeared in didactics in the 1970s. The technology of cooperative education is widely used in educational institutions of Great Britain, Canada, Germany, Australia, the Netherlands, Japan, and Israel.

Collaborative teaching is to teach every student to daily intensive mental work, to think creatively and independently, to educate individual consciousness, independence, to create a valuable sense of personal value in each student, to have his own strength. and aims to strengthen confidence in one's abilities, to form a sense of responsibility in studying.

Cooperative teaching technology allows for independent and serious intellectual work, complete and high-quality completion of educational tasks, thorough assimilation of educational material, cooperation with peers, realizing that the success of each student in learning leads to the success of the group. and prepares the ground for mutual assistance.

RESULTS AND DISCUSSION

In cooperative learning technology, there are several methods of organizing cooperative learning of students [3]:

1. Teaching in teams (R. Slavin) students are divided into two teams of equal number. Both teams perform the same task. The members of the team perform the educational tasks

in cooperation, and each student focuses on mastering the knowledge, skills and abilities provided by the subject.

R. Slavin, one of the authors of cooperative learning technology, said that it is not enough to give instructions to students to complete tasks cooperatively. It is necessary for students to cooperate in the literal sense, to rejoice at the success of each student, to sincerely help each other, and to create a comfortable social and psychological environment. In this technology, when determining the quality of students' knowledge acquisition, they are compared not with each other, but with the daily result of each student with the previously achieved result. Only then, students, realizing that the result achieved during the lesson will benefit the team, feel responsible and strive to learn more, acquire knowledge, skills and abilities.

2. Collaborative teaching in small groups (R. Slavin, 1986).

In this approach, small groups consist of 4 students. The teacher first explains the topic, and then students' independent work is organized. The educational assignments given to students are divided into 4 parts, and each student performs a certain part of the assignment. At the end of the task, each student reflects on the part he has completed and teaches his friends, then the group members make a general conclusion about the task.

The teacher listens to the information of each small group and evaluates the knowledge with the help of test questions. Educational activities of students in small groups can be organized in the form of a game (tournament, competition) and individually.

In the research on the cooperative activity of the teacher and the student, the main attention is paid to the study of the development of the interaction, the process of group organization of teaching is described.

There are 8 forms of cooperation in the field of pedagogy and psychology. They consist of [4]:

1. entry into activity;
2. independent actions are performed by the teacher and the student in cooperation;
3. the teacher initiates the action and involves the student in it;
4. imitative actions (the student who takes a lesson from the teacher acts on the basis of this example);
5. supporting actions (the teacher helps the student to choose an intermediate goal and methods of achieving it, and monitors the final result);
6. self-management actions (the teacher participates in the assessment of the final result, indicating the common goal);
7. self-expressive actions;
8. self-organizing actions.

Interactivity is the interaction between the teacher and the student. In the process of transitioning to the improvement stage of cooperation activities, there is an increase in the level of self-evaluation from the evaluation of the action of interaction. This process is one of the most important factors indicating the dynamics of cooperation.

The "Let's study together" method of cooperative teaching was developed in 1987 by professors D. Johnson and R. Johnson of the University of Minnesota. Students are divided into small groups of 3-5 people. Each group performs a certain part of the task to be performed in the lesson. As a result of the complete completion of the tasks of the groups, the comprehensive assimilation of the educational material is achieved. The main principles of this method are awarding the team, individual approach to students, creating equal opportunities for success.

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