

OPPORTUNITIES OF APPLIED PARTNERSHIP STRATEGIES IN TRAINING ACTIVITIES OF EDUCATION

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ABSTRACT

This article discusses the specific didactic capabilities of using collaborative strategies based on operational approach in the learning process. It also outlines the modern pedagogical approaches to the use of collaborative learning strategies in the educational process, the didactic strategy and the proportionality of the chosen methodological tactics, and the conditions for implementation.

Keywords: Collaborative activities, active approach, partnership strategies, didactic strategy, methodological tactics, interpersonal relationships, quality of learning process, friendly relations, strategic planning, conflict, process subjects, professional competence, healthy pedagogical thinking, creative and social activity, reproductive behavior.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In the 21st century, world-class education has been recognized as a key factor in promoting sustainable development, and the concept of "qualitative education and promotion of creative abilities" is defined as the urgent task of determining the concept of international education until 2030. This requires the development of the content of collaborative work between teachers and students in the learning process, raising the teacher-student relationships with collaborative activities to a qualitatively new level, and identifying the modern pedagogical approaches to the use of collaborative strategies based on a participatory approach in the learning process. Particularly, in the learning process, there is a special need to focus on the creative components of collaborative strategies, based on innovative approach, and to build skills for integrating social phenomena in the world.

Today, the interaction and the strategies for the implementation of these activities are not only educational, but also socially separate pedagogical value. In order to carry out this task in the educational process it is necessary to pay attention to the peculiarities of the subject. Because, collaborative activities are equally important for the development of our society and its perfection.

Collaborative co-operation in the learning process is crucial for all aspects of society's life. In particular, such as education, cultural and economic relations, international relations are. The peculiarity of cooperation among members of society is directly related to the history, culture and economic development of the country in which they live, and the role they play in the global community. All members of the community need to communicate in daily activities. This communication is manifested in the context of interpersonal relationships with respect to the individual qualities of members of society. It is directly linked to the level of interpersonal relationships in various areas of collaboration, based on an effective approach. It is reflected in the cultural, moral and ethical level, mentality of members of a particular society. Interpersonal relationships and ethical norms are the result of the socialization of each person, the formation of certain attributes. These qualities are formed in the family, in educational institutions, in the

community. It is based on solidarity, friendship and mutual compassion. Individual interplay involves cognitive situations, emotionally-evaluating and controlling parts. The interests of team members are important in personal relationships. At the same time, learning and learning needs of every person are important in this system.

Effective co-operative co-operation is based on collaborative work of learners. The puppet pupils have a psychological character. This is because the adaptation of each person to the way of life is manifested in the interpersonal social relationships. It can be seen as a product of what students do in a particular learning environment. The peculiarity of a particular student is its character, behavior, and behavior. This affects the students' joint work.

V. Dyachenko emphasizes that inter-personal relations and co-operation emerge in certain educational situations. Individual collaboration is shaped by specific strategies in such educational situations. Collaborative activities have a significant impact on student behavior, outlook, moral attitudes, behavioral attitudes, and educational activities [2; 47-b.].

According to R. G. Safarova and others, it is necessary to solve a number of tasks in order to successfully solve the problem of the formation of interpersonal communication and co-operation skills in the learning process [3]:

- to form a sense of respect for students and adults in students;
- to develop students' experience of careful attitude towards their peers and adults;
- to encourage learners to develop national and universal values, build a sense of mutual respect and trust;
- to make the students behave differently about the behavior and opinions of others around them [3; 73p.p.].

In previous views, attention is drawn to the equality of the subjects of the educational process. For example, well-known expert V.B.Bieler [4] believes that the development of interethnic relations should be based on enriching the content of education with the idea of culture. Because, based on the principle of dialogue of cultures, there are a number of situations:

1. The transition from the idea of a educated person to a civilized person;
2. A comprehensive understanding of the ability to communicate as a means of communication as well as the ability to fully understand [4; 131-p.p.].

Today, education is an important factor in helping everyone to understand the world. A. Giddens [5] believes that by means of education, personality becomes socially, culturally, economically, politically. It has the potential to enrich its political, cultural level [5; 473-p.p.]. The essence of this approach is reflected in the development of cultural literacy. This is one of the ways to measure the outcomes of learning, which requires the following trends and mechanisms of cultural literacy:

- formation of a firm view of the existence;
- understanding the current state of the planet;
- realizing that it is impossible to perceive the universe in the same way;
- understanding and respecting the culture of other nations;
- understanding of the possibility of choice.

Forming partnerships based on a friendly relationship must be based on an intellectual understanding of the views of others. Only then will the students get the opportunity to work with others. To do this, simultaneously, students should be educated in the spirit of tolerance and understanding of others' attitudes.

Learners must be able to embrace the ethical considerations, ideas, attitudes of their partners

internally and make it a component of their own activities. To achieve that result, it is necessary to identify specific components of a friendly relationship. They are as follows:

- Understanding and accepting the communicative style of the interviewer;
- Understanding the thoughts and feelings of the interviewer;
- to naturally accept the opinions of a speaker.

According to B. Sadullaev [6], it is extremely important for students to understand the need for co-operation based on friendship. Formation of a developed comprehensively advanced personality is the basis of pedagogical activity of the teacher. That's why teachers are facing a challenge to accelerate the learning process and look for new ways to guide their students. With this approach, the teacher can improve the quality of the teaching process and the level of students' readiness. That's why today, teachers are looking for effective and guaranteed outcome-learning methods and technologies [6; 155-p.p.].

The content of the education chosen on the basis of partnership principles will be directed to the trainees. Learners will be able to grasp the ideas of their peers and adults in the process of interaction based on mutual communication. In the process of interaction, a complex system of interpersonal relationships is created. In social life there are different forms of interpersonal relationships, which are friendly relations, mutual competition in positive character, non-interference, competing in friendly spirit. All of these are typical for adolescents. On the same basis, teenage learners are encouraged to build friendships based on friendship. It is of particular importance to use didactic strategies in forming partnerships based on mutual relations in secondary education institutions.

Didactic strategies include the teacher's art of guiding the pedagogical goal. In making the necessary decisions in collaborative pedagogical processes, the mechanism of separation and elaboration of student development activities should be developed by pedagogues. Partnership strategies also mean the identification of the development goals and objectives, based on pedagogical conditions and circumstances. Strategic planning of teaching and learning process is an important tool in the teacher's pedagogical management. One of the most important tools in this system is SWOT diagnosis, which is based on the abbreviations of four words - Strength - Strength, Weakness - vulnerability, Opportunitires - Opportunities, Threats - threats, strengths and weaknesses of the student, and analysis of contradictions in this process describes it.

Accordingly, the didactic strategy means the management of the learning process and the software, based on the goals and objectives of the education. According to the theory of education, the didactic strategy identifies the way, methods and means of instruction, as well as the order of exercising all the tasks associated with managing the educational and practical activities of teachers and students.

The didactic strategy includes: the organization and formation of the learning process, its contents, course, construction, specific learning objectives, expected outcomes, and solutions. In addition, the objectives of the strategy include assessment of forms, methods and tools of teaching, identifying the role and significance of students in their activities [7; 13-p.p.].

Like a didactic strategy, methodological tactics also require the fulfillment of a number of conditions that ensure the success of the learning process and the success of the problem-solving solution. It is important to understand the content of the training objectives based on the logical and mental functioning of the main sources, the reliability of the main sources, the condition of the process subjects, the learning outcomes of the student group, the comparison,

comparison and the reasonableness of the learning materials, The second step is to use logical coherence, to fill in the learning materials, and to enrich Ayesha. It also emphasizes the fulfillment of the tasks at all stages of the training, the expected outcomes of the planning, methodological skills, professional competence, healthy pedagogical thinking, its understanding of the essence of the learning process and its psychological and pedagogical justification.

The didactic strategy and the duplication of the chosen methodological tactics for its implementation are determined by:

- Realistic assessment of the results of the joint learning process;
- identifying tasks that arise during the collaborative learning process;
- demonstration of ways to overcome the contradictory nature of the current situation;
- Ensuring interdisciplinary continuity and involvement in the learning process.

As you know, speech is an important tool of pedagogical dialogue and cooperation. Without developing the pupils' speeches, it is impossible to prepare them for interpersonal communication and collaboration and bring them into daily social activities. Therefore, human speech as a means of communication and cooperation is constantly increasing. Therefore, at the earliest stages of the teaching process, teachers should strive to increase students' speaking abilities.

Collaboration through mutual relations is the only way to cultivate a culture. When the pupils go to school, the first thing they do is to have a systematic approach to learning. To do that, the teacher should involve learners in a new form of learning partnerships.

The organization of student-centered partnerships creates the potential for reproductive activities for the subjects of learning, and they begin to explore new ways to interact and engage in curricular activities. The collaboration between the teacher and the pupils creates the ability of trainees to differentiate situations that require the use of ready-made specimens, leading them to situations that encourage them to create new samples. As a result, the students will be able to independently determine the conditions for new tasks.

Observations helped us to identify trends in the learning process. It is clear that in the process of co-operation, the level of initiative has diminished in all students. It was clear that this was directly linked to the distribution of responsibilities between the teacher and the students. The consistent mutual respect between the teacher and the students is based on the principle of mutual respect and listening, and the acquisition of a partner's position in the teacher requires independent work to be done in this context. In this case, teachers should encourage their students to perform their duties independently.

The main problem of the curriculum is that students do not have enough experience to evaluate their individual abilities, not their inadequate assessment of teacher behavior.

Collaboration with learners during a personalized learning process requires collaboration between teachers and students. Teachers 'and pupils' work in the learning partnership is correctly set when the teacher does not build relationships with them on the basis of mutual movements based on productivity rather than on volunteer behavior.

The strong interaction between the teacher and the students arises when they act in the same way that things are common to them. Only then will the cooperation between them be of the same content.

Learning situations are not a mere act of interaction between the teacher and the students, but rather as a mere coincidence of their personal relationships. Under such circumstances, the learning process can not be solely self-analyzed, and should be viewed as a product of the teacher and the students, as well as the students' social relationships. Teachers' and students', as well as their students' joint training activities, are a manifestation of a number of commonalities that arise in the pedagogical process. Learning Partnerships involve learning through multiple steps. During the learning process, there is a single intellectual field among the subjects of the learning process.

The curriculum is a combination of three directions. They said:

1. Pupils' work with teachers and other students. Throughout the learning process, learners' attitudes develop, and their teacher's system of actions is in place. This, in turn, helps coordinate the effectiveness of student learning and the nature of the course and the learning process.
2. Teacher and student activity are focused not only on learning, but also on the formation of the system of relationships, the formation of learning partnerships and forms of communication. Enabling learners to develop their learning skills and their personality, personal and productive work of academic collaborators are. In such a situation, it is best to think about the collaborative learning partnerships. Such training activities are characterized by the following: Students' co-operation with teachers and other learners creates favorable conditions for them to use all aspects of interpersonal relationships in their learning content. This is naturally achieved through educational collaboration in the learning process. These changes have their own logical bases. They are: from training to teacher training, distributed in groups. These data indicate that students' creative activities need to be developed. Such a creative activity is only possible when the students, teachers, and students have a certain pedagogical process of collaborative learning.
3. Learning partnerships and communication can be seen as pedagogical situations that encourage students to engage in all stages of education. Shared movements and the resulting teacher-teacher are seen as the most important means of achieving a guaranteed result as an important form of interpersonal relationships in the readership system. At the same time, when the pupil does not master the system of still-learning, their educational partnership and interpersonal relationships play an important role in shaping and coordinating their learning. For this reason, one of the major challenges faced by students in learning partnerships is to help pupils to gain specific skills, to foster their work, to direct their activities together, and thus to educate the social essence of collaborative work. In this regard, there is a specific situation that promotes learners' learning. As a result, this situation is related to knowing and executing actions. They do not go through a narrow range of communication, but rather think and act on a specific goal. This creates a sufficient basis for the pupils' understanding of the social essence of their particular nature.

As a leading type of curriculum, it is possible to identify situations that enable learners to develop. These situations lead the teacher and students to a high level of activity and demonstrate the valuable and diverse aspects of their relationships and guide them towards achieving the goals. This can be achieved by setting up educational partnerships [8; 82p.p.].

Training curriculum should include all three components of the learning environment. Together with the learning process, it is important to promote reproductive action. For this purpose it is necessary to create a model of adaptation. The process of learning curriculum for the pupils is a process from the change of writing to the writing of written thoughts. Such changes are not only evident at the level of learners, but also in large-scale results. Including:

- develop students' learning activities;
- Changes in their minds, minds;
- Recruitment and retrieval of the tasks that are independently solved;

- Students' perceptions and attitudes toward each other;
- a new pedagogical and psychological environment is created in the course of educational partnership.

Thus, it was pedagogically substantiated that all the components of the learning environment have a leading role in the joint work of teachers and pupils. As a result of the partnership, students will be able to deviate from the work to the model and take productive training.

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