

POSSIBILITIES OF ORGANIZING THE EDUCATIONAL PROCESS BASED ON PEDAGOGICAL COOPERATION

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Abstract

The article highlights technologies for using pedagogical cooperation in the learning process, identifies the conditions for pedagogical interaction between teacher and students, and reveals the specifics of organizing the educational and cognitive process in primary classes based on the joint activities of teacher and students.

Keywords: pedagogical cooperation, educational and cognitive activity, integrated approach to pedagogical cooperation, didactic situations, content of education, skills of joint activity, communication, diagnostics of the level of development.

The teacher occupies a special place in the organization of the educational and cognitive process based on pedagogical cooperation. Therefore, school pedagogical teams need to carry out scientifically grounded systematic work to prepare every teacher for the implementation of the pedagogy of cooperation in the educational and cognitive process.

The educational process based on pedagogical cooperation and its management require the subjects of this process to create the following conditions:

- Design and organization of the educational and cognitive process;
- Ensuring real pedagogical interaction between teacher and student;
- Management of the educational and cognitive process and implementation of control;
- Integrated approach to pedagogical cooperation.

When organizing the educational and cognitive process based on pedagogical interaction, first of all, attention should be paid to the use of advanced pedagogical technologies:

1. Teachers who use inactive reproductive methods in their activities should be oriented toward the pedagogy of cooperation based on establishing friendly relations with students.
2. Teachers who mainly use traditional teaching methods should be given the goal of achieving creative contacts with innovative teachers who think freely and have mastered modern technologies based on pedagogical interaction with students in the cognitive process.

The specificity of organizing the educational and cognitive process in primary classes based on cooperation lies in the fact that pedagogical interaction is carried out between the teacher and groups of students. In this case, it is important to ensure the successful solution of tasks facing both the teacher and the group of students.

General tasks are solved in the following sequence:

1. Coordination of the educational activities of student groups based on pedagogical interaction.
2. Study and diagnostics by the teacher of students' abilities during pedagogical cooperation.

3. Analysis and improvement of teachers' activities aimed at organizing the educational process within the framework of the pedagogy of cooperation.

To implement this process, the teacher must prepare students to solve educational tasks through pedagogical interaction. For this purpose, students should be grouped taking into account approximately equal or similar levels of knowledge, learning skills, and abilities.

For teachers who prefer reproductive methods (mentioned above), it is first necessary to create conditions for expanding the scope of their activities through cooperation with students. As a result of using the capabilities of each teacher in the direction of pedagogical cooperation, their professional activity becomes integrated and systematized. Different facets, parameters, and forms of interaction are revealed in the teacher's pedagogical arsenal.

Establishing pedagogical cooperation between teacher and student requires setting specific goals for the subjects of the educational process (those who teach and those who learn). The teacher faces the following tasks:

1. Formation of specific learning goals based on pedagogical interaction, taking into account the interests of students and their ability to enter into cooperation; focus on acquiring knowledge in the process of joint activity, organization of a personality-oriented educational and cognitive process based on national and personal values of students.

2. Introduction of humanistic concepts into the content of the educational process, modeling of student development as an integral part of the content of education, and determination of technologies for acquiring knowledge in the process of pedagogical cooperation.

3. Expansion of the teacher's creative capabilities in accordance with the requirements of the modern educational process based on pedagogical interaction; use of the problem method, lessons of collective creativity, design, games, and activities with mutual communication and other pedagogical situations.

The tasks of innovative teachers in organizing the educational and cognitive process with a focus on mutual cooperation are as follows:

1. Elimination of obstacles that hinder communication and interaction between teacher and student, formation of mutual understanding skills among students and all participants in the educational process, and education of students in the spirit of equality.

2. Independent introduction of additional components into the content of education by the teacher and students during their interaction; joint comprehension of the introduced components by the teacher and students.

3. Gradual complication of creative tasks and exercises performed by students, based on diagnostics of their level of development; formation of creativity skills, independence, desire for cooperation and friendship in students, and development of their educational and creative abilities.

In the process of joint activities with students, primary school teachers must solve a number of tasks, including:

1. Conducting pedagogical analysis of all stages of cooperation with students and the results of the educational and cognitive process, clearly defining the goal, content, and pedagogical means, and ensuring their effectiveness.

2. Scientifically and didactically substantiating new educational elements introduced into the content, methodology, and technologies of teaching.

3. Based on the obtained results, planning their pedagogical activities for the future, ensuring the dynamics of its improvement and development.

If a teacher is mentally tuned to introducing changes and innovations into their activities, this aspiration will necessarily manifest itself in the management of the educational and cognitive

process built on pedagogical interaction with students and will be reflected in the following transformations:

- Assimilation by the teacher of the criteria for organizing and managing the educational and upbringing process based on pedagogical cooperation;
- Application of a model of pedagogical interaction in the educational and cognitive process that ensures the professional and personal development of the teacher;
- Knowledge and use of methods for diagnosing the level of development of students in the educational and cognitive process based on mutual cooperation between teacher and students;
- Mastery of skills and abilities in designing the educational and cognitive process based on the pedagogy of cooperation.

An educational and cognitive situation aimed at implementing pedagogical interaction is, by its nature, a constantly developing process in which the will, aspirations, consciousness, and activity of both the teacher and the students are optimally manifested.

Some observations show that familiar educational situations, techniques, and methods become significantly more complicated over time. Therefore, both teachers and students must be psychologically prepared for pedagogical cooperation.

To achieve this, the following conditions must be met:

1. Improve and implement forms and methods of pedagogical interaction between teacher and students.
2. Develop the professional and pedagogical level of training and the culture of communication of the teacher.
3. Apply a creative approach to the educational and cognitive process based on pedagogical cooperation, using appropriate didactic situations for this purpose.
4. Stimulate the effective activities of the teacher in organizing and implementing the educational and cognitive process based on pedagogical interaction with students.
5. Form in the teacher a culture of managing the educational and cognitive process based on pedagogical cooperation.
6. Provide opportunities for the development of students' skills in joint problem-solving that arise in educational and cognitive situations.

To implement the above directions with the introduction of new types of pedagogical activity, teachers must be ready to organize the educational and cognitive process based on cooperation with students. Such preparation involves solving a number of pedagogical and didactic tasks:

- Enrichment of the content of education, creation of an atmosphere of friendly and trusting relations between the teacher and students, and among students themselves;
- Creation of conditions for achieving results in joint educational and cognitive activities, provision of mutual assistance and support in mastering educational materials, and comprehensive encouragement and stimulation of an atmosphere of interaction and cooperation;
- Development of students' interests and desire for search based on dialogue in the educational and cognitive process;
- Use of students' personal experience in the study of program material and mastery of knowledge.

Of great importance for achieving pedagogical and didactic goals in the educational and cognitive process based on pedagogical cooperation is the creation in lessons of appropriate situations for communicative activity, as well as the selection of educational tasks and exercises.

Along with studying the didactic features and principles of organizing the learning process based on pedagogical cooperation, the teacher should determine the methodology of joint

educational activity, form students' skills in working in a group or team in an atmosphere of friendly relations, and develop students' intellectual potential.

The role and significance of the educational and cognitive process based on pedagogical cooperation lie in the fact that this approach guarantees the continuous creative development of students, the formation of humane relations and democratic principles in them, which, in turn, increases the effectiveness of the educational process.

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