

The Educational Training Technology of the "Social Equipment and Matters"

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Abstract— In the Republic of Uzbekistan, the National Program of Personnel Training includes all-round development, adoption of socially political, legal, psychological, pedagogical, and other conditions for the conscious choice and subsequent mastering of educational and professional programs, to educate citizens who feel responsible for the society, the state, and the family.

Index Terms— social factors, socialization, collaborative teaching methods, collaborative training in small groups.

1 INTRODUCTION

The achievement of this goal, in its turn, will be reflected in the organization of students' workshops and group work. The National Program of Personnel Training focuses on the education system's "high professional and professional culture, creative and social activity, the ability to independently orient in social and political life, to formulate a new generation of professionals capable of promoting and solving perspective challenges" [2, 34p]

Our President Sh.M.Mirziyoev's remarks are: "Our young people have an independent, thoughtful, intellectual and spiritual potential and mobilize all the strengths and capacities of our state and society in order to grow up and become full-grown people in the world at any given level." as well as the attention being paid to the comprehensive development of the youth of independent Uzbekistan. [1, 14p]

Socialism is the process of formation of a human being under the influence of culture, communication, and the interaction of one another, and the concept of socialization is a process of mastering the exemplary behavior, psychological mechanism, social norms and values required for the successful development of society [3, p. 174]

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2.1 Socialization is the development of man

In the course of social-philosophical, psychological, and pedagogical research, the following are the typical features of the person's socialization:

- 1) social factors (mega factors, macro factors, mezzo-factors, micro-factors), realities and their influence in the process of transition from one period to another in socialization (J.Piaget, A.V. Mudrik);
- 2) The relationship between the social and, inter alia, the relationship between the parent and the child and the emotional union of the child are important in the development and personality of the child (Z. Freyd);
- 3) The person is managed by certain schemes and cognitive structures; Therefore, his adaptation to this scheme and cognitive structures implies the essence of socializing (J. Piaget);
- 4) A person acquires the elements of scientific knowledge and personality culture through social influences and, on the basis of them, he / she is mentally and ethical - this is one of the most important aspects of the person's socialization (T. Persons, R.Beyla);
- 5) socialization is not unique to childhood but covers all periods of

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human life (Z. Freyd, T. Persons, R.S. Nemov). [4, 8-9p]

The essence of socialism is more in line with the definition given by A.V. Mudrik: "Socialization is the development of man and self-change in the process of adopting and accepting culture." [5, 7p]

2.2 Ideas of the collaborations

It is well known that socialization is a society's acceptance of values in the society and access to the society on the basis of social, civil and personal marginalization [6,43p] The individual's socialization is a process of understanding himself as a person in society.

The process of socialization of children occurs first of all, by means of which the goal directed towards a specific goal is to manage the process. At the same time, the use of collaboration technologies in the socialization of a person is important.

The idea of collaborative learning was presented by Prof. R. Slavin (1990) from the University of J. Hopkins in the United States, R. Johnson of the University of Minnesota, D. Johnson (1987), Professor of the University of California J. Aronson (1978), Professor of Tel Aviv University in Israel Developed by Sh.

The main idea of collaborative learning is to study not only collective tasks, but also learn how to collaborate. Cooperative learning encompasses each student in daily intensive mental work, creative and independent thinking, education of conscious independence as a personality, creating a sense of personal dignity in each student, strengthening confidence in his / her strength and ability, and the formation of sense of responsibility in education.

3 TEACHING METHODS

In order to use co-operative teaching methods in the teaching process,

- identify which topics can be learned using collaborative teaching techniques and schedule these lessons in schedule;
- Preparation of teaching assignments and instructions on their

subject;

- designing the course, course structure and course process using collaborative teaching methods;
- Have to prepare test tasks to control student knowledge on past and new topics.

When using these methods, it should be borne in mind that while the students do the same with their colleagues, it is important that the activity of the group members, the co-operation of the group, and the culture of communication culture are discussed.

There are several ways in which collaboration technology can be used:

- In Community Education (R. Slavin) students are divided into two equal groups. Both teams perform the same task. Team members collaborate with their teaching assignments, drawing attention to the acquisition of the knowledge, skills and skill required by each student.

4 TEACHING TECHNOLOGIES

R. Slavin, who is one of the co-authors of the teaching technology, said that it is not enough for students to give instructions on how to work together. Students need to have a real cooperation, a sense of happiness for each student, a sense of self-reliance, a favorable socio-psychological environment. In determining the quality of students' learning in this technology, they are compared to each other's results, not with each other. Only then will students learn how to benefit from the team, and feel responsible and seek more knowledge, skills, and skill.

- Joint training in small groups (R. Slavin). In this approach, small groups consist of four students. The teacher will first explain the subject, then the independent work of the students will be organized. The student assignments are divided into 4 parts, each student fulfilling a part of the assignment. At the end of the homework, each student is thinking about the part that he / she

has done and teaches his / her comrades, and then a general conclusion is drawn up by the team members. The tutor listens to every subgroup information and tracks knowledge by using test tasks.

4.1 "ARRA" METHOD

Students' small groups can be organized individually in the form of games (tournaments, competitions).

- The "ZigZag" or "Arra" method of collaborative learning. In pedagogical practice, this method is briefly called the Arra method. In this method small groups consist of 6-8 students. The topic of the course is divided into a logical completion section (block or module). Students are required to complete the study assignments on each part. Each student group fulfills one of these assignments and becomes an "expert" in that section. Then groups are reorganized. In each of these groups, each section (block or module) has to be a "specialist", and these "experts" in turn, in turn, share the knowledge they have acquired, just as "Arra" teeth come together. In these groups, the learning material is processed in a logical sequence. It should be noted that in this lesson the students are divided into two groups.

4.2 TEAM OF EXPERTS

The first group is a team of experts.

Since the teaching material on this subject is consisted of four logical thinking points, 32 students attending the class will be assigned to a group of four experts, four equal to four, using 4 different color cards before starting the course. They carry out their own teaching assignments and become "experts" in that area.

The second group is a group of "experts". At the back of each of the colored cards, figures from 1 to 8 shall be entered and the sum of the numbers on all color cards shall be equal to the number of students in the audience.

The "Experts" meeting was organized by 8 teams based on the back of the cards, which included four students with 4 different cards of the same number. It should be noted that in each of these groups there must be a "specialist" of each section (block or module).

In this meeting, "experts" share the knowledge they have acquired in the sequel, as if their "saw" teeth came together. In these groups, four parts of the learning material are processed in a logical sequence. Then tasks on learning materials will be integrated, and questions and answers will be discussed between the groups.

Collaboration in the "teacher-reader" relationships is the idea of a joint analysis of the outcome and outcomes of this activity, the sincerity of each other in the spiritual world, understanding of each other in a spirit of understanding, and the collaborative development of children and adults. Traditional education is based on the teacher's involvement in the pedagogical process as a subject, and the reader as an object. This rule is shared with the reader about the subject of his / her learning activity. The pupil-reader's relationships take place in the general community activity, which takes into account different forms of cooperation (cooperation, participation, co-operation, co-creation, co-management).

5 CONCLUSION

We have to make the following suggestions to students on deeper and more proficient learning:

- Efficient use of collaborative technologies in teaching the theme "Social Factors and Means" provides a comprehensive and deeper understanding of social processes in students.
- Teaching the theme "The factors and means of socialization" should be taken into consideration, in the long run, of the processes of socialization.
- Teaching subjects and subjects on the basis of cooperative learning technologies will help to ensure the objectivity of social and pedagogical processes.

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