



SPECIFIC FEATURES OF THE COLLABORATIVE APPROACH IN ORGANIZING AND MANAGING PEDAGOGICAL PROCESSES

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ABSTRACT

The article is devoted to the need to improve the activities of subjects based on the introduction of structural approaches to the management of pedagogical processes, in which the practical importance of applying a strategic approach to pedagogical processes in coordinating the activities of all learners as one of the foundations for the effective organization of the activities of participants in pedagogical processes is scientifically substantiated.

KEYWORDS

Structural approach, structural diagnosis, vertical and horizontal relationships, structural components, pedagogical processes.

INTRODUCTION

Ensuring the quality and effectiveness of the organization, management of pedagogical processes depends not only on the knowledge, skills and qualifications of the educational institution, but also on the knowledge, skills and qualifications of the pedagogical staff and other specialists, as well as on the results of their activities.

Because it is considered one of the components of the social system and consists of a set of various structurally and functionally related constituent parts and links that operate in the directions of effective organization of pedagogical processes that serve to educate the young generation, and the effectiveness of the learner's activity is also dependent on its



constituent parts and directly depends on the efficiency of the joints [1].

Therefore, introducing new approaches to the management of pedagogical processes, first of all, improving the activities of subjects (teachers and learners), implementing innovative management technologies and methods, organizing and coordinating pedagogical processes on a scientific basis in accordance with existing needs and the requirements of modern socio-economic conditions to the structural components of innovative activity in the creation of scientific and pedagogical bases for the development of professional competence of teaching staff justification is necessary.

METHODS

The basis of the control implemented in the organization and management of pedagogical processes is expressed through the diagnosis. Based on the application of special tools and methods to control processes, the diagnosis aimed at determining the essence of the events describing the effectiveness of the subjects of pedagogical processes represents a special form of structural diagnosis. The structural diagnosis carried out on the basis of a structural approach in management is aimed at determining the results that must be achieved in the activities of the subjects of pedagogical processes [2].

According to U.I. Inoyatov, the specific aspects of management activities are expressed through functional and structural approaches specific to the existing management practice in the implementation of management functions. In the structural approach, the management mechanism is implemented through the structure of relationships, that is, management actions are based on the organization of management, the study of its individual functions and the order of execution, as well as the analysis of the structure of the

management system. In this approach, the director and his deputies act as regulators (regulators) of "horizontal" and "vertical" relations in the activity of students and teachers, and they have the opportunity to control the interaction of the participants of the educational process and all processes [3].

RESULTS AND DISCUSSION

Therefore, it is necessary to implement a strategic approach in the organization and management of pedagogical processes, and the implementation of a strategic approach to pedagogical processes is of special importance in coordinating the activities of all learners. Because, based on the functional tasks of pedagogical processes (education, independent education, processes of educational relations), achieving the set goals requires the effective cooperation of not only teachers and learners, but also all pedagogical staff, specialists and other participants (parents).

The effective organization of cooperative activities in the direction of the specified goal implies the introduction of cooperative activities based on the coordination of the activities of learners. Effective implementation of cooperative activities requires the establishment of certain procedures in pedagogical processes. Procedures for coordinating the activities of learners (pedagogical processes) are developed according to the directions of functional tasks of subjects.

In our opinion, the structural approach should be based on the direction of the functional tasks performed by the pedagogic staff and students and the ratio between the performed tasks (subject-subject relations). The structural approach is aimed at coordinating the activities of learners on the basis of ensuring the effective implementation of functional tasks according to the organizational structure of



pedagogical processes. The structural approach makes it much easier to ensure the effectiveness of pedagogical processes and is the basis for effectively organizing the activities of learners. The implementation of a structural approach to the organization and management of pedagogical processes not only serves to ensure the effectiveness of the organization and management of educational processes, but also gives internal stability to the general activities of teachers and students. Therefore, the organization and management of pedagogical processes When implementing a structural approach, it is necessary to consider improving the activities of teachers, students and other participants in the areas of functional tasks performed in the direction of organizing and coordinating the activities of students.

When implementing a structural approach to the organization and management of pedagogical processes, teachers and students as subjects of the pedagogical process should be considered. It is taken into account that the resolution of subject-subject relationships is of particular importance in ensuring the effectiveness of educational processes. One of the factors that must be taken into account in the structural approach is the size of the distance between teachers and students, that is, hierarchy. Because the greater the distance (number of levels) between the teacher and the students, the greater the level of hierarchy in the pedagogical processes, and the greater the level of hierarchy, the lower the effectiveness of the students' activities.

Also, in ensuring the effectiveness of pedagogical processes based on the implementation of a structural approach, teachers It is advisable to focus on minimizing the level of hierarchy between the teacher and the learner. In a strategic approach, the effectiveness of pedagogical processes depends not only on the level of hierarchy between the learners and

the professors, but also on the level of hierarchy between the learners themselves.

When designing the processes of implementing a structural approach to the organization and management of pedagogical processes, it is important to take into account the need for the holistic development of pedagogical processes as a systemic object and the need to improve its unique model, as well as the importance of the influence of the constituent parts on efficiency, as well as the factors that most affect the development of the processes of education, independent learning and educational relations under the same, equal conditions.

The implementation of a structural approach to the organization and management of pedagogical processes is significant in that it is focused on influencing students in a clearly defined manner according to the algorithm of their activities, while rejecting such management methods as strong, compulsory and comprehensive influence on the activities of students, and becomes the basis for the holistic development of the activities of all students.

Therefore, the need to organize management based on a structural approach in order to achieve efficiency on the basis of ensuring the mutuality and dependence of the functional tasks of pedagogic staff and learners in the integrated pedagogical system as subjects of the pedagogical process in organizing, managing and achieving the set goals shows that this approach is one of the unique features of this approach.

Another characteristic of the organization of management based on the structural approach in the overall coordination of the activities of the pedagogical system is the importance of the correct use of management technologies in the organization of the activities of subjects, according to their content and function. That is, in organizing and managing the



activities of learners as subjects of the educational and training process, it is necessary to use technologies and teaching methods that correspond to their functional tasks and directions of activity, as well as to the specific aspects of the educational environment in the pedagogical system.

As a mechanism for organizing high-quality higher education, it is envisaged to introduce technologies for organizing a collaborative pedagogical process. For this purpose, it is advisable to develop new modules of the educational process, in which it is advisable to allocate a priority place to preparing future teachers for organizing a collaborative pedagogical process. A training module aimed at preparing future teachers for organizing collaborative activities should include the following [6]:

- a) systematic instillation of future teachers with modern knowledge, concepts and technologies for improving collaborative activities;
- b) design of educational situations that ensure the application of the acquired professional knowledge by future teachers in their practical activities.

Ensuring that future teachers master fundamental knowledge of collaborative pedagogy, creating conditions for future teachers to carry out collaborative activities with students, and forming their motivation for independent learning are also of great importance.

It is of particular importance that the knowledge provided in the educational process should include the development of professional thinking of future teachers. For this, first of all, it is intended to interest students in professional knowledge. At the same time, it is necessary to form a need to search for technologies that will form the skills of implementing collaborative pedagogical activities in them.

The concept of person-centered education is used in all education systems in the world, in which teacher-student cooperation is given priority. Within the framework of person-centered educational technologies, the development of teacher-student relationships is envisaged. Scientific approaches to the organization of a collaborative educational process in our republic and the effective use of person-centered educational technologies in this process are analyzed in the works of R. Safarova, B. Abullayeva, B. Mamurov, N. Muslimov, N. Dilova, G. Yusupova.

Modern approaches to pedagogy and psychology pay special attention to the organization of a collaborative educational process. From this point of view, it is of particular importance to arm future teachers with the theory of collaborative education. It is important for future teachers, first of all, to have experience in organizing a collaborative pedagogical process. For this, future teachers are required to thoroughly master the methods of organizing the educational process based on the principle of humanism. In order to organize the higher education process based on the principle of humanism, it is necessary to comprehensively and deeply study the professional interests and needs of students. Only then will future teachers have the motivation to master theoretical knowledge of teacher-student relationships based on cooperation. In preparing future teachers for organizing a collaborative educational process, not only theoretical knowledge but also practical experience is important. Today, ensuring that students engage in cooperation with teachers and peers is one of the most important issues of socio-pedagogical importance. Therefore, in order to develop an effective solution to this problem, it is important to create a scientific basis for preparing future teachers for the collaborative pedagogical process.



Today, special attention is paid to the organization of a person-oriented collaborative pedagogical process at all stages of continuing education in Uzbekistan. The reforms being implemented in the higher education system require finding solutions to a number of problems associated with the emergence of a new educational paradigm and the acquisition of professional skills by future teachers - leadership. The need for future teachers to gain experience in approaching the student as a fully-fledged subject of the educational process is increasing. As a result, future teachers will have the motivation to independently design their activities, create author's programs, and strive to demonstrate their professional knowledge. In the higher pedagogical education system, professors and teachers are also required to closely cooperate in order for the subjects of the educational process to master knowledge, practical experience and technologies related to pedagogical cooperation. As a result of mastering knowledge and experience related to pedagogical cooperation, future teachers will develop the competence to enter into interpersonal value-based relationships. At the same time, they acquire practical skills related to the management of students' development processes. As a result, they will be able to get acquainted with the conditions associated with the organization of collaborative pedagogical processes. To date, innovative methods and mechanisms for organizing collaborative activities have been developed in the discipline of pedagogy. In the process of acquiring the competence of organizing collaborative activities, future teachers will be able to develop intellectually. As a result, future teachers' cognitive activities will develop and they will gain experience in applying practical skills in their activities. In order to develop the cognitive activities of future teachers, their perception, attention, memory, thinking and practical actions will be directed to collaborative activities.

As a result of organizing a collaborative learning process, future teachers develop their professional knowledge in this area. Among them, it is possible to indicate the cooperation of future teachers with their classmates and professors. Collaborative pedagogical areas aimed at the professional development of future teachers serve to develop the skills of joint discussion of self-development educational tasks, discussion, dialogue, and mutual support [8]. Gaining experience in organizing a collaborative learning process requires the future teacher to be able to search for innovative technologies, master the principles of teamwork, and acquire new knowledge in this area. In this case, future teachers are required to learn the specifics of organizing a collaborative learning process [7]:

- interaction between students and teachers;
- orientation of the learning process to the individual;
- ensuring the independence of learners in the learning process;
- such as creating conditions for students to express their thoughts freely.

Pedagogical cooperation forms feelings of mutual respect, tolerance, sympathy, support, encouragement, and joint overcoming of difficulties in future teachers. Future teachers should not understand pedagogical cooperation as a form of joint activity; it is an effectively organized cooperation, but also serves to form feelings of mutual understanding, support, satisfaction, and a desire for thorough mastery of educational materials in both teachers and students. These feelings serve to ensure the effectiveness of the teacher's pedagogical activity. In the professional development of future teachers, studying knowledge on cooperative pedagogy and gaining experience in using it is of particular importance. As a result, the quality of creativity is formed in future teachers. Professional creativity in a



future teacher arises as a result of mastering pedagogical knowledge. Therefore, the systematic presentation of knowledge on cooperative pedagogy in future teachers is of particular importance.

As a result of preparing future teachers to organize a collaborative pedagogical process, the following tasks will be solved in the future:

- students in the classroom effectively master educational materials, acquire basic and subject-specific competencies as a result of collaboration;
- an environment of active dialogue is created between students and students, and between students and teachers.

CONCLUSION

As a result of future teachers' cooperation with students during pedagogical practice, the skill of joint search for knowledge is formed. Pedagogical cooperation ensures success in fulfilling specific educational tasks. In this case, future teachers act together with students as subjects of joint activity. Therefore, future teachers are required to have the skills to model the results of the implemented joint activity, to design it in advance, and to search for new forms and situations. As a result of future teachers' ability to organize collaborative pedagogical situations, they have the opportunity to master all forms of cooperation. Therefore, pedagogical cooperation serves as a key factor in the development of future teachers' professional competences.

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