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**COOPERATIVE EDUCATION IS THE BASIS OF ENSURING THE  
EFFECTIVENESS OF THE INDEPENDENT EDUCATIONAL PROCESS AND  
THE DEVELOPMENT OF SELF-READINESS OF STUDENTS.**

<https://doi.org/10.5281/zenodo.10397495>

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**Abstract**

*This article describes in detail the advantage of the cooperative education strategy in increasing the efficiency of the independent educational process of students of higher education organizations, the practice of cooperative learning of students based on the principles of peer to peer.*

**Key words**

*independent education, cooperative education, "peer to peer", cooperative learning, "team-pair-solo".*

**Аннотация**

*В данной статье подробно рассматриваются преимущества стратегии кооперативного обучения в повышении эффективности процесса самостоятельного обучения студентов высших образовательных учреждений, практика совместного обучения студентов на принципах «peer to peer».*

**Ключевые слова**

*самообучение, кооперативное обучение, «peer to peer», обучение в сотрудничестве, «team-pair-solo».*

**Annotatsiya**

*Mazkur maqolada oliy ta'lim tashkilotlari talabalarining mustaqil ta'lim jarayoni samaradorligini oshirishda kooperativ ta'lim strategiyasining afzalligi, talabalarning peer to peer tamoyillari asosida hamkorlikda o'rganish amaliyoti batafsil yoritilgan.*

**Kalit so'zlar**

*mustaqil ta'lim, kooperativ ta'lim, «peer to peer», hamkorlikda o'rganish, «team-pair-solo».*

Today, there are a large number of studies aimed at the professional development and maturation of students, the most important of which is aimed at ensuring their knowledge throughout their lives and increasing the effectiveness of

Independent Education in the formation of as qualified personnel capable of meeting the international labor market and modern requirements.

The introduction of the credit-modular system into higher education ensures an increase in the quality of teaching, providing the basis for the Independent Education of students, their active participation in the educational process[8]. In the higher education system, it is impossible to achieve the desired result in the effective training of students without increasing the activity of students in the process of Independent Education. In the context of active education, acquired knowledge, acquired skills and competencies are formed in a systematic and logically completed way, allowing them to be used in various production situations.[5]

So, one of the most fundamental issues that is given importance in the credit module system is the Independent Education of students and their self-preparation.

In order to effectively organize the Independent Education of students, it is necessary to organize the teaching process in such a way that it is desirable to establish that students consciously and actively acquire scientific knowledge and methods of their application, in which they receive joint education on the basis of creative initiative and independence in educational activities.

In turn, the organization of Independent Education of students in this form, that is, on the basis of student interaction, creates the need to use new innovative pedagogical technologies and modern teaching methods. One of these modern methods is cooperative education.

Cooperative education is a method of teaching in which students work in small groups to achieve the goal of general education under the guidance of a teacher.

The promotion of strategies for a joint independent education among students implies that they work together to help each other succeed, not just to be limited to learning materials. Collaborative learning activities require students to work together in small groups or pairs to complete a project or activity, and team up to succeed each other. Robert Slavin [1] reviewed 67 collaborative learning studies in his book "learning the student community: a practical guide to collaborative learning", finding that 61% of collaborative learning classes achieved significantly higher test scores than traditional classes.

Cooperative education is a way to encourage learning through student collaboration, rather than competition [2]. Cooperative education refers to learning based on peer-to-peer educational strategies, rather than learning based on a competitive environment in the traditional educational process. Students learn a lot

by explaining their ideas to others and getting an independent education in an environment that they can learn from their peers. That is, students rely on Independent Education based on their contribution to the learning of others at the same time. They form skills for organizing and planning educational activities, working in cooperation with others, providing and receiving feedback and assessing their knowledge. As a result, in the process of effective independent education, self-preparation of students develops.

The cooperative education strategy is built on the basis of the following principles:

- Personal interdependence. If one of the students benefits for the other group members will feel like a team and move towards one goal on one side.

- Individual accountability. Cooperation in the field of education, students work as a team to create a project and learn together, but at the same time are responsible for the activities of each student.

- Equal participation. Cooperative education strategies seek to equally contribute to the ultimate success of each student in each team or pair. They are actually designed so that students can interact and that everyone at each stage of the activity performs a specific task.

- Simultaneous Interaction. The collaborative education strategy is designed to create simultaneous mutual education behind engaging more students as possible at the same time.

In the cooperative education system, university students will always have the opportunity to get help and advice from teachers and classmates. This strengthens mutual cohesion and serves to build teamwork skills.

In organizing students' Independent Education on the basis of cooperative education strategies, the teacher takes part in the role of observer and guide. The role of the teacher is very important in this [4]. As R. Gillies said, one of the tasks facing teachers, involves building groups and tasks so that students can understand what they should do and how they should behave when establishing a collaborative learning experience in their classrooms [6]. Each member in the group, i.e. students, is held responsible for independent study on the given topic, as well as helping group members learn the information.

This type of educational strategy is especially applicable in distance learning processes. Students from different regions pursue a goal in the process of obtaining independent education in cooperation with the help of modern information communication tools, strengthening the knowledge gained in the audience.

Let's consider this process within the framework of the discipline “application of Information Technology in professional activities”, which is taught in the educational areas of pedagogical higher education organizations.

For example, various online services were provided to students in a way that corresponded to the topics offered on the basis of the program, and students were instructed to independently familiarize themselves with the capabilities of these online services, as well as use it. During the practice of seeking collaborative answers to questions that arise in students, students acted cooperatively in solving specific issues with each other, as well as teach each other through peer to peer learning individual online services attached to them.

The effectiveness of this educational practice is determined primarily by the organization of a technical and psychologically comfortable environment among students[9]. As a way out of the situation technically, modern teachers propose to create a technical ecosystem of Education [3]. Today, there are many modern technological tools for collaborative learning. For example, telegram groups organized by teachers and students for educational purposes in the telegram network, as well as through software tools for organizing virtual conferences such as Zoom, Google Classroom, can achieve students' collaborative education.

The aspect that is required to be paid attention to on the second side is the formation of psychologically friendly education among students. It is necessary to achieve the fact that students perceive each other as a partner in cooperation, and not as a mutual competitor in the process of Independent Education. The contribution of the teacher in ensuring the creation of such a friendly environment is considered significant.

In this, the teacher gives the students the task of performing collective tasks at first. Students who show activity in completing assignments are shown as role models to the remaining students and attached to help others. Through various assignments and instructions given regularly by the teacher, the “team – pair – solo” method of cooperative education was used. In this case, during the installation of the program, students who formed a team-friendly environment from the atmosphere of mutual competition were given tasks for collective resolution and independent study.

They worked together in pairs to review these assignments in a general way. Then, each student was given individual assignments to complete[7]. Through this strategy, using a theory in which students can work cooperatively and solve more problems by getting joint support from the teacher only if necessary, students

reached a level where they can independently solve the problem only in a team, then in a pair with a partner.

As the conclusion, it can be said that in the effective organization of the independent educational process, students – cooperative education makes it a relatively interesting and productive activity by collaborative study of activities that seem laborious to many students, and also ensures that learners can easily understand and learn topics set aside for Independent Education based on the peer to peer principle. As a result, it serves to improve the effectiveness of the independent educational process as well as the development of self-preparation of students.

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