

## Cooperational (Cooperational) Competence of Future Primary Teachers: Teamwork Skills

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**Abstract.** *In this article, the opinions about cooperation (cooperation) competence: teamwork skills of future primary school teachers are presented.*

**Key words:** *education, upbringing, knowledge, thinking, individual educational trajectory, virtual education, creativity, competence, technology.*

**Introduction.** *Cooperation* is a collaborative effort aimed at achieving a common goal. In cooperative learning, all members of a group strive to achieve a result that is convenient and beneficial both for themselves and for the group as a whole. Thus, cooperative learning is based on organizing cooperative activities in small groups to achieve maximum efficiency in the learning process.

The idea of organizing cooperative learning is extremely simple. The teacher divides the group into small groups and gives them a task. Students work together on the task until all members of the group have completed the task. The power of cooperation leads to the fact that all participants in the process strive for mutually beneficial cooperation: each aims to achieve success through the achievements of the other (your success benefited me, and mine benefited you); all members of the group unite around a common goal (we are all in the same boat or sink); the result of each person's work belongs to everyone (we couldn't have done it without you); a sense of pride and a sense of collective victory (we congratulate you on your successful completion of the task!). In a cooperative learning situation, there is a positive interrelationship of student achievements. Therefore, students understand that achieving their goals also depends on other members of the group.

**Literature review.** *The goal* of cooperative learning is to make each member of the team more successful and stronger as an individual.

In the studies of foreign scientists, “cooperation” and “competition” are recognized as the goals of student activity. D.B. Miller notes that in a cooperative situation, there is a common goal, and all students divided into groups are given tasks, while in a competitive situation, each member of the group is required to individually achieve the set goal in a holistic manner.

M.A. May, L.U. Duba also note the existence of a common goal shared between its participants in the process of cooperation and the establishment of friendly relations between them.

M.Mead believes that in cooperation, the achievement of a common goal occurs, while in the process of competition, the result that others are trying to achieve at the same time is sought and achieved.

C.I. Barnard tried to explain the concepts of “cooperation” and “competition” in relation to the biological aspect of the individual, and came to the conclusion that in various situations the capabilities of people are limited by biological factors, and cooperation appears as an effective method of overcoming it.

**Discussion.** In the research of H.B. Lewis, it is emphasized that the concepts of “cooperation” and “competition” are the leading point of view of the emergence of a psychological approach to the study of the individual. He concluded that cooperation and competition are manifestations of an increase or decrease in the ego in a person.

In foreign studies, special attention is paid to revealing the possibilities of the group form of cooperation. In particular, D.V. Johnson, R.T. Johnson proposed combining the individual educational and cognitive activities of students with joint work in small groups. D. De Vries and K. Edwards described game methods for organizing group forms of joint activity of students in educational and cognitive activities. S. Sharan, I. Sharan studied the issue of grouping students according to their interests. R. E. Slavin proposed methods for studying educational material and organizing educational and cognitive activities based on dividing students into small groups (4-5 people) during the lesson.

According to the ideas of E. Aronson, in the process of developing students' cooperation in educational and cognitive activities, organizing their interaction in a group requires that each participant initially work on a certain part of the general task, explain the studied material to each other, and help other group participants complete their part of the task, ultimately allowing students to achieve the set goal.

Cooperation competence has the following structure:

1. *Acceptance of the common goals of the team:*

☐ Joining the common goal of the team, working together with the team, being able to include the results of one's work in a collective decision, being able to manage emotions in collective work;

2. *Mutual social action:*

☐ Participation in discussions, being able to agree, being respectful of each other, listening to and accepting the opinions of others, coordinating one's actions with the actions of other team members, willingness to help them;

☐ *Being ready to take responsibility for the overall result;*

3. *Fulfilling one's obligations:*

☐ Having one's obligations and being ready to fulfill the task in order to work effectively in a team;

☐ Responsible fulfillment of the task assigned to one's responsibility in order to achieve a high-quality result, achieving an acceptable result;

4. *Independence and initiative:*

☐ Ability to work independently and take initiative within the framework of the assigned task;

☐ Ability to involve group members in the task and provide them with moral support and motivation.

It should be noted that each time the teacher invites students to complete a task with group members, he has the opportunity to develop their ability to work in a team. This can be greatly helped by repeating the basic rules of teamwork with students:

☐ Speak in turn and listen to each person individually;

☐ Study all the proposals made;

☐ Do not give offensive comments to classmates' proposals;

☐ First, turn to team members, then to other students or the teacher for an explanation;

☐ Agree on an agreed distribution of tasks for all team members;

☐ Assign responsibilities for a specific task at your own discretion.

In general, teamwork, effective joint action and the ability to cooperate are among the meta-subject outcomes of the educational standard. The connection between the State Educational Standard

(National Curriculum) and the skills of the 21st century, including the “4K” competencies, is also important, therefore, below we will analyze in detail how critical thinking, creative and imaginative thinking, communication and cooperation correspond to the requirements of the State Educational Standard.

## FORMATION OF COMMUNICATIVE COMPETENCE

**Conclusion.** Communication and cooperation in the implementation of any action in a team are easier to describe than other components of the “4K”, because these skills are more externally manifested and easy to observe. Effective communication is associated with the development of a person’s communicative competence - “the ability to express and interpret thoughts, feelings and arguments in oral, written, reading and comprehension forms, as well as their effective dissemination in various social and cultural spheres (education, work, home and leisure). Communicative competence is manifested in the student’s ability to ask questions to classmates and answer them in an understandable way, to ask for clarification if necessary, if the message or comments lack clarity, and to explain his/her own thoughts, ideas and proposals.

The structure of these competencies/skills is presented as follows.

### 1. *Readiness for communication:*

☐ lack of fear when entering into communication, readiness to organize communication, answer and ask questions of others.

### 2. *Purpose, essence of communication and adaptation to the interlocutor:*

☐ ability to use verbal and nonverbal methods of communication (gestures, facial expressions, intonation) during communication in different situations, taking into account the emotional state of the other party.

### 1. *Suggestive (persuasive) communication:*

☐ use of verbal (vocabulary and rules of speech) and nonverbal (means of various actions, gestures) means to achieve the goal of communication.

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