

Pedagogical System Of Developing Affiliative Motivation In Students Based On A Cooperative Approach

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ANNOTATION

This article describes the meaning, place, importance, and advantage of developing affiliative motivation based on a cooperative approach. The need to develop affiliation among students is based on a cooperative approach. It is necessary for students of higher education institutions to actively communicate and understand each other's character so that they can work together on the basis of a cooperative approach during the educational process. For this, it is important for students to properly organize interaction in cooperative activities and to be able to adapt to each other in the process of establishing a relationship. The article describes the types of cooperation and the conditions for the proper organization of the cooperation environment. The development of affiliative motivation in students based on a cooperative approach is an opportunity for the teacher. Because it is important to be able to use it during the lesson. The reason is that it allows the teacher to convey more information in less time allocated for the lesson. Also, the article explains the conditions for the correct and equal distribution of tasks in cooperation, the effective use of various methods of communication in the work of students in small groups, and its advantages. Accordingly, in the article, the types and methods of the cooperative approach are scientifically analyzed, the possibilities of using the cooperative approach in the process of higher education and the results of its effectiveness are explained, the level of significance of the development of affiliative motivation in students based on the cooperative approach is scientifically analyzed.

Keywords and concepts: cooperative approach, education, pedagogue, psychological, student, affiliation, motivation, attitude, association, need, cooperation, communication, personality, development.

INTRODUCTION

If young people are energetic and knowledgeable, and if conditions are created for this in the country, the future of this country is great. It is known from the historical development of countries that rapid development of the country, achievement of certain achievements, well-being of the people depends on the level of attention paid to the education and future of the youth in that country. The most important condition for the stable and rapid development of the country is the education of competent, goal-oriented and active young people who have modern knowledge and skills and can take responsibility for the decent future of the country. For this reason, the recognition of the President that "raising our children as independent-minded, modern knowledge and professions, with a strong life position, truly patriotic people is an issue of urgent importance for us" is another proof that the issue of youth is the main direction of the state policy in Uzbekistan. repeatedly proves[1].

In 2017-2021, a number of new and important tasks related to increasing the activity of young people were set in the five priority directions of the development of the Republic of Uzbekistan, the concept of the development of the higher education system until 2030, and the concept of "Continuous spiritual education".

Chapter I, Section 1 of the Concept of Continuous Spiritual Education begins with these words. "Uzbekistan has entered a new stage of development based on the principle of "from national

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recovery to national growth". The intensity of the new era is making clear and strict demands on the education system as well" [2].

Education helps to develop the human personality in all aspects, to reveal his abilities, and to combine social and personal interests. Therefore, it is necessary to further increase the possibility of development of every educational institution, to help the young people who are inclined to study and establish free relations with each other, to have constant reliable communication in order for the students to acquire knowledge and acquire a profession. Because every person should be able to think and apply these thoughts to his life. Cooperative approach teaches students to be cooperative, like-minded, affiliation is a motivation that creates an opportunity to implement existing ideas through communication, share ideas, make friends and work together.

THE RELEVANCE OF THE TOPIC

was determined by the insufficient study of the foreign experience in organizing the process of applying affiliative motivation in the process of student education, the lack of development of the affiliative opportunity in students to freely express their thoughts, and the lack of full study of their relations.

A BRIEF ANALYSIS OF SCIENTIFIC RESEARCH ON THE TOPIC.

Theoretical and methodological aspects of cooperative approach and motivation, in particular, the role and problems of affiliative motivation D. Johnson, R. Johnson, Sh.A Amonashvili, V.Ya. Lyaudis, L.N. Tolstoy, H.T. Omonov, N.Kh. Khojaev, S.A. Madyarova, E.U. Eshchonov, G.K. Karimova, G.S. Alikhodjaeva, G. Murray, H. Heckhausen, E.H. It is covered in the researches of such scientists as Shagalova, A.Megrabyan, Dj.Atkinson, E.Walkers, Dj.Lensing, R.Haines, V.B.Shapar.

D.Johnson admits that the main idea of cooperation is to create conditions for active learning activities of students in various learning processes[3].

Shalva Aleksandrovich Amonashvili developed and implemented an effective method of cooperative pedagogy in his experimental school [4]. Sh.A. Amonashvili's main goals are:

to enable the formation, development and upbringing of a noble person by showing the child's personal qualities;

glorify the child's soul and heart;

development and formation of the child's cognitive abilities;

to create conditions for obtaining broad and deep knowledge and qualifications;

self-education through ideal education;

Pedagogical scientists H.T.Omonov, N.Kh. Khojaev, S.A.Madyarova, E.U.Eshchonov explained that the main methods of ZPT are cooperative education of students, design of educational processes, design of work with students [5].

D. Johnson, R. Johnson divided the main factors of cooperative attitude into the following types:

reciprocity

sharing ideas

cooperation

discussion[6].

Professor V. Ya. Lyaudis developed the concept of the effective activity of the teacher with the students and the students together [7].

Tolstoy's ideal school is based on free cooperation, that is, the teacher provides knowledge, which students freely perceive [8]. The main function of such a school is to provide free education. The leading principle in Tolstoy's pedagogical concept emphasizes the need to take into account the uniqueness of children.

In the cooperative pedagogy of pedagogues and scientists G.Q.Karimova, G.S. Alikhodjaeva, the student is the main figure of his educational activity [9]. In their research, they studied how they work as a partner, like-minded, friend, co-creator, co-participant, sympathizer.

The American psychologist G.Murray identified the type of human motivations and for the first time made a list of the necessary motivations for a person[10]. He studied affiliative motivation as a pedagogical-psychological phenomenon. His confession states that affiliative motivation is "making friends and staying attached to them." V. B. Shapar explained that the meaning of the word affiliative motivation is derived from the French word "affiliation" and "to affiliate" in English, meaning to unite, that is, a person's desire to be in the circle of other people[11].

Based on the results of his research, A. Megrabyan introduced the experience of dividing affiliative motivation into components [10]. In the interpretation of G.Murray, H. Heckhuasen studied and he explained that affiliation within the need for communication is permanent, but at the same time, it has a fundamental character[10]. Affiliation is observed in the process of mental phenomenon, desire, motive, inclination, striving for other people, explained in his scientific works.

In the studies of Dj. Atkinson and E. Walker, the level of affiliative need was high in people who had a tendency to act affiliatively[12]. When presented with difficult-to-grasp objects, people with a high degree of affiliative need were more likely to grasp these objects more accurately. It was found that such individuals are more sensitive to the visual factor related to the affiliation or human face stimulus-elements. Dj. Lansing and R. Haynes studied the state of development of written and verbal communication in individuals with a low and high need for affiliation [13].

The scientific novelty of the article is the pedagogical and psychological features of the development of affiliative motivation based on a cooperative approach, cooperation, solidarity, the ability to express thoughts externally, the manifestation of independence of thought, flexibility in thinking, self-confidence, and the ability to ensure a high level of control, and the stability of the level of influence of objective, subjective and pedagogical factors. determined on the basis of provision.

The purpose of the study. It consists in developing suggestions and recommendations for improving the pedagogical mechanisms of developing affiliative motivation in students based on a cooperative approach

Students studying in higher education were selected as the object of the research.

Systematic, comparative-logical analysis was used in the research.

The empirical source of the research was the results of questionnaires.

The main part.

The basis of the cooperative approach is cooperation. Collaborative teaching is intended to teach every student to daily intensive mental work, to educate individual consciousness and independence, to create a sense of personal dignity in every student, to strengthen confidence in one's own strength and abilities, and to form a sense of responsibility in learning.

Methods and tools that help to implement the cooperative learning method:

1. Heuristic conversations;
2. General conversations;
3. Excursions;
4. Creative works written for the development of speech based on observations in classes, materials of artistic works;
5. Demonstration methods of education;
6. Independent works;
7. Oral drawing during the lesson;
8. Includes gestural expressions and others[14].

Collaborative teaching technologies are based on improving the pedagogical process and focusing it on the student's personality. These technologies serve to create a creative environment aimed at the formation of a creative personality, increase the quality and efficiency of education.

The main processes of cooperative learning activities include: cooperative exchange of ideas, conversation, analysis, discussion, negotiation, performing practical tasks, building something, making, solving problems, etc. Pupils in a certain group should be divided into small groups of 3-4 people. In a small group, students must be psychologically compatible with each other. Otherwise, there will be no cooperation between the students of the formed small groups, separate tasks will be

given to each formed group. That is, it is explained that each student is responsible for the task and the main task: to get the desired result[3].

The following organizational forms are used in the organization of cooperative teaching activities: teacher-class, teacher-small group, teacher-large group, teacher-student, student-student (work in pairs), small group-small group, small group-class and others.

Collaborative teaching is a popular expression that expresses instructive and interactive processes in the implementation of mutually supportive cooperation of students, together with the teacher's organization of effective cooperation with a group of students, an individual student, and the whole class in the educational process. Students work collaboratively on academic assignments, in small groups, and help themselves and others in their groups together. In general, cooperative learning methods have the following five characteristics:

1. Students work together on a common task or activity, which is best learned through group work.

2. Students work together in small groups consisting of 2-5 members.

3. Students adhere to socially accepted behavioral criteria developed by the group in order to achieve solutions to common tasks or perform learning activities.

4. Students become creative and independent. Finding solutions to common tasks or organizing work on learning activities will be structured taking into account the fact that students are required to help each other.

5. Students are personally responsible and accountable for the results of their work, or in other words, for studying, learning [15].

We can answer the question why cooperative teaching is necessary as follows:

Collaborative learning allows you to achieve the following results:

enriches the student's learning process;

educational tasks given to students are distributed among them and provide a set of mastered cognitive information;

makes students eager to learn the material;

expands students' opportunities to form their own personal knowledge and outlook;

increases the efficiency of two-way exchange of information;

provides students with the necessary knowledge to prepare for independent life;

promotes positive interactions between different cultural and socio-economic groups.

There is a system for classifying and implementing activities based on collaborative learning methods, and below are some examples of these activities:

three-step interview;

roundtable discussion;

make a list;

organization of problem solving;

one-minute jobs;

pair comments;

send a problem;

evaluation line;

a rare unit;

team box;

a two-part diary;

mutual questioning[16].

Cooperative teaching technology helps students to work independently and diligently, complete educational tasks fully and qualitatively, and fully master the educational material, realizing that the student's success in learning leads to the success of the group.

The correct organization of pedagogical cooperation, together with the effective learning of educational material by students, is the basis for the creation of a unity of attitude between them.

Affiliative motivation consists of a set of motives such as the desire to know, the desire to communicate. Accordingly, affiliative motivation is not only one motive, but also consists of several motives as its components [15].

Affiliation (communication, communication) is understood as a component of psychological effects that encourage both parties to be satisfied with each other as a result of establishing communication between people, to meaningfully organize the communication process and to engage in it. The need for communication is built on the basis of fundamental human qualities such as the desire for community and cooperation[13].

Communicating with people is very important for people with a high affiliative need. They prefer a trusted friend rather than experts as their partners and colleagues in work processes.

The need to develop affiliative motivation requires the need for relatedness in people. Accordingly, the need for affiliation is divided into four types.

1. Affiliative need (need for association).
2. The need for rejection (denial of objects, avoidance)
3. The need for leadership (protection)
4. The need for support (seeking help, protection) [17].

As the potential of the subject falls into a state of dangerous stress, the desire for affiliative motivation increases. Close relationships between familiar people lead to a decrease in the level of anxiety, and therefore at the same time prevent and alleviate both physiological and psychological stress. The weakening of affiliative motivation creates feelings of loneliness, alienation, and leads to deception and failure of plans (frustration)[11].

A person seeking affiliation will have to perform many tasks. First of all, there is a desire to enter into a relationship, and in order to do so, he strives to appear more attractive to his partner. In addition, when he agrees with both sides as an equal partner, that is, he comes to the fore as an affiliative partner, a partner who not only "seeks affiliation", but also fulfills a certain need of a person establishing a joint relationship. When determining the level of affiliative motivation, it is necessary to take into account individual differences and their causes. Otherwise, there is a high probability that we will see a failed relationship, that is, an ineffective affiliation[10].

RESULTS OF EMPIRICAL STUDY

In a survey conducted among students studying mathematics and physics, pedagogic psychology of Termiz State University, 57% of mathematics and physics students reported the need to master affiliative motivation based on a cooperative approach, 15% said that the process of implementing affiliative motivation based on a cooperative approach depends on a partner. 41% of Pedagogical and Psychology students indicated the necessity of affiliative motivation based on a cooperative approach, 41% showed that the process of implementing affiliative motivation based on a cooperative approach depends on a partner, 41% showed no difference. Analyzing students' responses to survey questions, students studying in specific subjects have the opportunity to find solutions and use different methods when they work on different problems and examples together. In addition, they showed the need to develop affiliative motivation on the basis of a cooperative approach, because of the need to perform tasks.

The need for the development of affiliative motivation based on a cooperative approach among students studying psychology in pedagogy was low. It was found that they have a high level of consensus, avoidance of cooperation, and a tendency to express their opinion in a group without peers. It can be concluded that the students of pedagogic psychology believe that it is possible to achieve results by cooperating with peers, group mates, achieving good results by performing tasks together with them, and working independently.

CONCLUSIONS

the development of affiliative motivation based on a cooperative approach is first of all manifested as a result of their joint study and joint action, active communication;

based on a cooperative approach, the cooperative activity in the structure of affiliative motivation helps to expand the scope of communication, enriches a person psychologically;

the state and content of the need for cooperation directly depends on the educational system and socialization conditions.

People always have a need to cooperate and communicate with each other in the process of activity.

The need for affiliation is considered universal and common to all people regardless of gender and ethnicity;

an opportunity is created for passive learners to become active in the process of cooperation with active students;

students with a high need for cooperation will easily absorb information and have a high tendency to communicate with people.

Affiliation is built on the basis of communication between people in constant interaction with positive emotions.

We can make the following **practical suggestions** by studying students' attitudes towards the cooperative approach:

in order to develop a cooperative approach, during the lesson, the teacher creates an opportunity for students to become partners and thinkers;

organizing students to work in small groups during their educational activities so that they can work together and achieve a common goal;

to increase the need to develop cooperation by giving students tasks to be performed in cooperation;

it is necessary to ensure equality of all in the group and equal distribution of tasks.

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