TECHNOLOGY OF MUTUAL PEDAGOGICAL COOPERATION OF STUDENTS WITH PEDAGOGICAL TEACHERS IN THE HIGHER EDUCATION SYSTEM

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Annotation. This article examines the pedagogical cooperation of teachers-professors and students in the higher education system, based on theoretical and practical information, and modern educational processes as a result of scientific research. At the same time, the use of new pedagogical technologies in the educational process in the preparation of highly qualified personnel in the higher education system is a requirement of the time, and as a result of close cooperation with a free-thinking student, a scientific exchange of practical experience in the formation of a teacher as a mature professional team took place.

The education reform carried out in our country has found its scientific, theoretical, socio-economic, political and legal expression in the Law and the National Personnel Training Program "On Education". "The goal of the national personnel training program is a radical reform of the education sector, freeing it from ideological views and prejudices of the past, creating a system for training highly qualified personnel that meets the high moral and ethical requirements at the level of developed democratic countries" [2, 39]. The implementation of this task requires a radical change in the educational process, its content, form and methods. In particular, the reform stands out for its relevance, the creation of a new system of higher educational institutions, which helps prepare young people for future life and marriage, and to find their place in life. The most important and urgent task facing teachers of our republic is the training of working specialists who take a fresh look at the socio-economic and scientific and technical development of society, are independent thinkers, entrepreneurs, and lay the foundations for a great future. In the process of education

reform, the need for teachers who are able to fully realize this enormous task and skillfully use the modern and most advanced new pedagogical technologies in the world has increased more than ever.

In the higher education system, an important task is to achieve “the creation of a system that is flexible to the requirements of the time and ensures high-quality and stable development of education” [4, 16]. The introduction of updated educational content in our country that meets world standards is not carried out on its own, but thanks to the knowledge and experience of teachers and the creative activity of scientists. Educational reform is a new way of thinking, capable of finding the right path in the intense information flow of our time, capable of effectively using information in the upbringing and training of the younger generation, as well as new pedagogical technologies in the educational process. The task was set to form a creative teacher capable of raising the level of students [1]. After all, the use of new pedagogical technologies in the learning process in the preparation of highly qualified personnel in the higher education system has become a requirement of the time. Accordingly, it is necessary to regularly analyze new pedagogical technologies, be able to determine the appropriateness of methods for selecting the most necessary design tools (teaching methods), and analyze in advance the result that needs to be obtained (achieving the goal) to ensure the integrity of the educational process. It is advisable to introduce new pedagogical technologies in education based on the principles of support, especially the use of the experience of foreign countries, to create a new pedagogical technological system of our own systematized educational process, which can be divided into the following seven criteria.

The use of new pedagogical technologies between participants in the educational process - the teacher and students: developing a plan for educational work, that is, when the teacher draws up a plan for studying the chapter and chapter, in this plan the student and the teacher’s activities should be expressed. It is known that the lesson plans compiled by our teachers determine the hourly distribution of lessons on the topic being taught. Based on this plan, the teacher conducts the lessons, and the students are completely unaware of what type of learning activity will be carried out in which lesson. For the student, every lesson becomes an ordinary lesson. As a result, he will be a passive participant in the lesson. Now, as a result of the use of new pedagogical technologies in the higher education system, interactive (two-way active) activity is created between them, the student begins to think independently and becomes an active participant in the educational process. This, in turn, is one of the principles of the new pedagogical technology, the consistent and planned distribution of educational work between teacher and student, which requires the teacher to consistently manage the educational process.

Purposeful use of intra-subject connections and interdisciplinary connections: it

is known that each major and minor unit of learning is based on what has been previously learned. For example: formulas, definitions and theorems are the internal connection of mathematics, while mechanical concepts are in the internal connection of physics, and in vocational education subjects the internal connection is shared with the work in which the student in the course returns to them several times during the lesson. In interdisciplinarity, the following cases can be observed: one should study chemistry and physics or mathematics, mathematics and physics or computer science, humanities and computer science or information technology. It is also important to know the level of preparation of students in these subjects. From our opinions presented above, we can draw the following conclusions, that is, when introducing a student to studying a new chapter, rely on his existing knowledge; if existing knowledge is not enough to study a new chapter, it is necessary to undergo intermediate training. go and only then move on to the next stage of teaching knowledge. Definition of educational units (criteria): educational units consist of concepts, definitions, rules, laws, phenomena, categories, events that the student must master; ensuring a logical connection between them leads to mastery of a given chapter or section. The instructor calculates the criteria that students must master in chapter and section hours and is measured by the student's proficiency assessment threshold. At this time, the teacher does not use the average assessment of the audience, but works on the basis of specific measurements. When creating a curriculum, the teacher determines the units of study that students should know by section, chapter, lesson, and also gives independent tasks to students to work on themselves before studying the section. Control tasks are carried out to determine the student’s performance rating based on the assigned tasks.

Diagnostic analysis: diagnostics are carried out to identify gaps in knowledge, fill them and move to the next level of skill. Diagnostics has the following goals: 1) to diagnose the level of learning of students; 2) prevention of knowledge deficiencies; 3) development of special tasks to eliminate identified deficiencies; 4) establishing hours for performing special tasks; 5) final diagnostic analysis.

Diagnostics is the next stage of educational technology and is one of its main elements. It provides a guaranteed result of the educational process by determining the hour of deficiencies in basic training, determining the level of knowledge of each student, and making adjustments to the performance of the plan. Diagnostic analysis of test survey results solves two important problems: a) which student is experiencing difficulties in which academic block; b) teachers determine what knowledge should be expanded.

Making adjustments: if the result of a diagnostic analysis of the level of mastery of a section or chapter gives an indicator of less than 50, the teacher should make adjustments during the educational process. When making adjustments, the following is carried out: a) development of a methodology for studying topics that need to be

retrained; b) identifying subjects that are difficult for students to master (based on diagnostic analysis); c) establishing hours for making corrections to the curriculum; g) plan to return if necessary.

Correction (removal of deficiencies): The purpose of correction (correction) is to eliminate the shortcomings of acquired knowledge. Defects are eliminated upon completion.

Obtaining the expected result: this element is the central idea of new pedagogical technologies. The new pelagic technology requires guaranteeing the result of the educational process and sets the teacher the task of planning the intended purpose of the process and its effectiveness [5, 6-7]. As can be seen from the above, an important and pressing issue is the study of the content of updated education in conditions of independence, based on pedagogical technologies, with a clear diagnosis and focus on the individual. In order to prevent contradictory requirements for the educational reform of a teacher-professor based on an analysis of his teaching activities, he should constantly study the results of scientific and technical achievements, new pedagogical technologies and apply them in his work. At the same time, the system of methodological work in production and the effective organization of self-training for teacher-students are also important.

The activity of cooperation between students and a teacher-teacher should not only be a means of satisfying the need for mutual communication of the subject of education, but this activity should also become a means of mastering educational material. Students' commitment to education depends on the teacher's ability to create this collaboration. Such cooperation is a form of interaction in which the teacher sees himself not as an object of education, but as an independent and freely acting person. The extent to which students are committed to education depends on the teacher's ability to create this collaboration. Proper organization of the learning environment increases students' interest in science and encourages them to expend all their energy and enthusiasm. Cooperation is deepened by the fact that the teacher turns to students as if asking for help in clarifying any information on the subject being studied. The transformation of students into students and trainees is not only a condition for a successful educational and training process, but also an important condition for raising them as independently thinking, highly potential and comprehensively developed people. Through the process of education and training, the student acquires in-depth knowledge, skills and qualifications regarding education and becomes an individual who receives knowledge and education. Research on the attitude of students to the educational process, the correct organization of the process of interaction between teacher and student, the selection and organization of educational materials, methods for improving the process of acquiring knowledge show the dependence of the results of the educational process on the assessment system.

Accordingly, we can say that the process of independent thinking of students is closely related to the activity of cooperation with the teacher. Since teachers establish equal relationships with their students, any task is completed with joy, as a result, the effectiveness of learning is ensured. We should not forget that the formation of student activity in the educational process is not only a mechanism for mastering the basics of science, but is also aimed at developing the general social and cultural abilities of the individual. In our opinion, the educational situation is a variable system that organizes the educational process and consists of two parts: 1) cooperation between the teacher and students; 2) bullying students among themselves.

Collaboration between teacher and students begins with teacher support for students. Gradually it becomes active and turns into educational activities. As a result, the relationship between teacher and students becomes a partnership. Creativity and collaboration are closely related. After all, cooperation is created only through creativity, and creativity finds its expression in this cooperation. Pedagogical creativity should not be understood only as the desire for innovation and experimentation. This endeavor also represents the victory of common sense over formalism. In the absence of democracy, openness and transparency, if during a lesson, at the will of the administration and teacher, the independent thinking activity of students is emphasized, creative cooperation will cease. In the 1st and 2nd year of a bachelor's degree, a special place is occupied by work on tasks that serve the creative thinking of students. The student, based on his life and educational experience, carries out mental activity through oral or written speech in a comfortable environment for him. It manifests psychological preparation for active cooperation with the teacher on unknown aspects of the subject being studied. He strives to conduct independent creative research to provide adequate answers to questions asked on the topic.

In the process of such cooperation, the teacher, along with the development of students' speech, also performs a diagnostic task, i.e. determines the vocabulary, interests, and creative abilities of students. This is very important when working on creative tasks. In the course of vocational education or information technology training, interaction contributes to increasing the effectiveness of education. When communicating with students, it is permissible to direct their interest towards a specific goal and take into account their opinion. During formative communication, the teacher must be able to listen to students' opinions rather than just speak alone. Each participant in the dialogue should be interested in its continuation. First, there is a diversity of opinions; secondly, diversity in the assessment and understanding of the subject; thirdly, the commonality of linguistic means can give an effective effect.

It is very difficult to come to any opinion in the absence of "monolingualism" in communication. In particular, in a number of cases, students do not understand his opinion as a result of the propagandist using complex and unfamiliar terms when

explaining the issue. If dialogue does not occur during the educational process, it is considered that the teacher has not found the necessary form of conveying the material to students. To establish cooperative relationships with students, teachers and professors must comply with the following requirements: it is necessary to respect the student's personality, take into account his interests and capabilities in the communication process; it is necessary to monitor the presence of any abilities in each student and help them to manifest themselves, and it is also necessary to instill in the student a sense of confidence in their abilities and abilities; the teacher must act as an equal partner, establishing friendly, friendly relations with the student; it is necessary to increase students' confidence in the future by celebrating students' successes, sharing their concerns and encouraging them; Strict adherence to ethical rules in the interaction process helps to enhance the reputation of the teacher.

Thus, from the feedback on the cooperation between teacher and student, the following conclusions can be drawn: 1) the use of problem-based learning, independent work methods, interactive methods of didactic games and new pedagogical technologies in the lesson improves the relationship between teacher and student, this is an important factor in setting up; 2) teaching independent thinking is positively influenced by the fact that students, without directly accepting the teacher's opinion, independently discuss and draw conclusions when acquiring knowledge related to science; 3) when solving problems, the teacher's respect for the opinions, attitudes and views of each student ensures the effectiveness of cooperation.

Creating comfortable conditions for free communication between students and the teacher, that is, ensuring that students can freely express their thoughts without fear of making mistakes, giving them the opportunity to correct their mistakes, teaching them to think independently, thereby ensuring that mistakes are not repeated, creating the basis for free discussion of each topic, being an accomplice in the success of students, helping to solve their problems, turns the teacher and student into reliable colleagues.

Thus, when preparing highly qualified personnel in the higher education system, the use of new pedagogical technologies during the lesson is an analytical activity that determines the constant improvement of the teacher's pedagogical skills, therefore it is appropriate to consider it as a subject of professional development. We believe that as a result of the effective use of pedagogical technologies by teachers, it is important to use the above criteria in successfully solving the problem of training highly qualified personnel in the higher education system, taking into account the requirements of educational reform.

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