

Forms, methods and tools to improve the process of developing teamwork skills of schoolchildren in forms 1-4 in general secondary schools

Tatliboyev Shukhratjon Kamol ugli

Tashkent State Pedagogical University, 13.00.01 Theory of pedagogy. Basic doctoral student of the second stage of the direction of History and Theory of Pedagogical doctrines. Uzbekistan

E-mail:shuha-3787@mail.ru

Abstract: The following article deals with the advantages and benefits of working 1-4 grades schoolchildren in teams. The article provides form, tools, and methods of developing teamwork skill in schoolchildren.

Keywords: teamwork, upbringing, individuality, character, goal, educational process.

The schoolchildren working team is the most important factor of upbringing. What is the youth team itself? A youth community is an association that is united based on common goals, is a part of society, and it is subordinated to the goals of that society.

One of the main principles of educating young people is to educate them by organizing a team that has a high ideological direction, a common goal, coherence of actions, and a very harmonious, healthy and goal-oriented team. Such a youth team is the support, helper of the educator, a powerful tool of educational influence.

The connection between the team and the youth is immense, because man is not born as a person; he is born as an individual. People, that is, parents, become individuals in their interactions with other people. This has been proven by scientific studies among children of childbearing age.

If adults do not interact with the child, "talk" to him or her, and play with him or her, he or she will be severely retarded in terms of mental and emotional development.

A person's mind reflects not only the world of natural phenomena, but also the products of the social consciousness in which the person interacts with things accumulated on the basis of human experience. Abdulla Qodiriy, Chulpon, Usmon Nasir studied close relationships and peers influencing factors and the composition of the schoolchildren personality as well.

The desire of a student in grades 1-4 to imitate a literary hero in a game, to participate in discussions, is all a manifestation of the activism of the student's personality.

The formation of a student of grades 1-4 as an individual, the formation of content takes place in the team. From this, he or she first speaks of himself or herself in the language of using a third person. For example, "Bob wants to play". Then comes the understanding of the child's own character traits as a simple form of self-awareness, but it is only in relationships with other members of the youth team that a child's self-awareness rises to the level of understanding their role in the team. Only when he realizes that others will rate him as "good" or "bad" will the child learn to evaluate himself. This is how imitation occurs. The short-term sometimes occurs as a random process, and then as a character trait of the individual due to the sufficiently active influence of the team. Therefore, one of the conditions for successful upbringing is the "formation of the individual in the team and through the team.

Schoolchildren in grades 1-4 learn to take an active part in the life and activities of their peers, the

community, to live in the interests of the community, and to subordinate their behavior to that community. The schoolchildren acquires the experience of community solidarity, development of social orientation, the right relationship between the individual and society only in the community and under the influence of the community. Such qualities cannot be nurtured at all outside the community.

In addition, a team of peers influences the formation and development of all the positive qualities of a person (humility, conscientiousness, perseverance, self-control, etc.). The team exposes laziness, selfishness, blackness, cowardice, lack of self-control, hypocrisy. It helps not to be confused by failure, not to lose self-esteem, depression and self-confidence, and young people feel like they see themselves in the mirror of their peer community. Along with knowing their good and bad qualities and the good and bad qualities of their teammates, they reflect a positive or negative attitude towards them and any qualities.

The specific characteristics of schoolchildren in grades 1-4 vary, and the formation of a team and its activities depend on it, because the direction of the team only finds content in the team. Therefore, team interactions and teamwork experience consist not only of perseverance, but also of team perseverance, not just humility, but team humility. The main aspect of the educational influence of the community is that it manifests itself as a subject of education.

In organizing a team of schoolchildren in grades 1-4, it is important to move from the demands of adults to support the team, to make demands on their members independently and on their own initiative, and to monitor their implementation.

The main task of the team of schoolchildren of grades 1-4 is to establish a socially useful activity of the community, the experience of social life and social ethics. Based on this, a sense of aspiration to goals of high social significance is nurtured; the qualities of a perfect man are formed.

It is not good to patronize the community of primary schoolchildren with greed and gloom, it is necessary to believe in the growing spiritual strength of the formed youth community. The help and advice given by more mature and experienced people are necessary, even fourth graders need an adult friend and mentor, a kind, ideologically trained teacher, and a coach.

The coaching director must ensure that the team is cohesive, very cohesive, as well as a team with a high level of commitment to its ideological direction, healthy team thinking, criticism and self-criticism towards each member of the team. Positive qualities can be content if the community is set a socially useful and at the same time interesting goal. It is very important to set an interesting goal, because teenagers and especially young school-age children are not always interested in it just because the goal is socially significant.

The role of the educator and the skills are considered as the ability to make a task interesting for schoolchildren. His or her social opinion is not only understandable, but also close, valuable, able to explain something personally.

The formation of a youth community certainly depends on its organizer, his beliefs and worldview. The youth team also depends on the behavior of its leader and the young people who follow him.

When organizing a team in primary education, it is important to teach them the followings:

- Taking into account the age characteristics of students in grades 1-4;
- Accustom them to team responsibility and mutual support;
- Focus on team building and consolidation;

- It is important to teach the team to understand their duty and sense of responsibility.

Conclusion

For preparing fourth form schoolchildren teamwork, the following should be taken into consideration:

1. To teach them the benefits of working in teams;
2. Every student in the team should be in line with the goals and objectives of their classmates, and teammates;
3. That they should live in harmony with the community;
4. The success of the team is your success;
5. Concern each other in the team, explain that joy is your concern and joy too. Above all, it is important to understand that a real team must be loyal to their Motherland.

In educating elementary schoolchildren through a teamworking, it is important that every child feels like they see themselves in a mirror. Because young people understand themselves only in a real team, distinguish their shortcomings and achievements, negative and positive qualities, follow the example of ideal people in the team, strive to be like them, have the opportunity to educate themselves. Self-discipline, on the other hand, is a moral quality of man. In it, schoolchildren are self-controlled, trying to form good qualities in themselves, free from negative ones. This is a positive effect of the team on the formation of personality.

Educational activities play an important role in the formation of students in grades 1-4 as individuals. Because the activities held among schoolchildren, especially in schools, are one of the important tools in creating a cohesive community of children. In order to unite them as a team, there must first be a common goal. It is desirable to have a common work for the whole class, which is in everyone's interest. It is then necessary to distribute the work among the team and check its implementation on a regular basis. In doing so, everyone should feel that one person is for all. This allows the class to understand what it means to be proud of a class that has done a good job of community service, a school honor (it is now appropriate to hold such events in neighborhoods as well), for class, school, and neighborhood. Joining schools, neighborhoods, nights, mornings, excursions, holidays together helps to build and strengthen a youth community.

The school poster plays a big role in organizing the students in the school as a united team. This is because the coverage of young people (including central, city, and district youth newspapers), mastering lessons, youth interactions with adults, attitudes to work, achievements and shortcomings shape their self-awareness and self-esteem. The ideological and political level of each age, good mastery of knowledge, conscious discipline, the formation of public consciousness, the formation of skills useful to society, and general development are successfully addressed. If youth newspapers are set up properly, it will become an important tool in building a youth community.

The organization of the school community at school, the meetings that take place in the youth community are also of great importance in the formation of personality. Meetings foster a sense of civic duty among young people, teaching them to be critical and self-critical. Discussing the most pressing and interesting issues at the students' meeting will help them to form a stable belief and outlook on life, and will be able to come to a common opinion on the issues under discussion, analyze the facts and opinions and draw appropriate conclusions.

One of the important means of uniting schoolchildren as a cohesive community is to involve

young people in socially useful work. In the process of working together, many morally important qualities are formed in young people. As a result of working as a team, schoolchildren understand how strong the team is, learn to overcome challenges and get the work they started to the end. Social work strengthens young people's sense of responsibility, strengthens their sense of community, teaches them to interact in the community.

Schoolchildren aspirations, ideals, socio-political activities, peace, contribution to the development of the country, the formation of a youth community and the formation of young people in the form of a perfect person are the basis for the formation of a youth community.

It is important to unite the youth as a team, to acquire the knowledge inherited from our ancestors, to learn the secrets of our art and culture, to use the wonderful traditions of the Uzbek people and to break them in the minds of young people.

The best traditions of the Uzbek people are respect for the elderly, hospitality, fear and dread, cooperation, community work, greeting adults, helping the elderly, giving way, putting their hands on their chests, weddings and ceremonies. In addition, to do good deeds, such as helping, and to inculcate them in the minds of young people should be done in the course of our daily lives, in interactions with young people, in the pages of newspapers and magazines, and in the world broadcasts.

References:

1. Zakharov V. Perversion of the Great Russian history. –Adopted from Gumelyov L.N. “Black legend” book. Friends and foes of the Great Steppe. - M., 1994. –P.589
2. Trubetsky N. About the Turanian element in Russian culture. -In the book: Russia between Europe and Asia: Eurasian charm. - M., 1993.-P. 59-76
3. Savitsky P.N. From a letter dated November 29, 1965. The book: L.N. Gumelyov Black legend. Friends and foes of the Great Steppe. -M., 1994.-P.540
4. Gumelyov L. N. Ethnogenesis and the Earth's biosphere. -M., 2006 and others, works.
5. Postareva T.V. Formation of ethnocultural competence. //Pedagogy. - M., 2005, № 3. -P.53.
6. Testov V.A. "Hard" and "Soft" learning models. // Pedagogy, 2004, № 8.-P. 36.
7. Prishvin M.M. Create the future world. -M., 1989. –P.28
8. Amonov Ulugmurod Sultonovich. Abdurauf Fitrat is one of the earliest researchers of uzbek folklore. “Academicia” An International Multidisciplinary Research Journal, India. June 2020. <https://www.indianjournals.com/ijor.aspx?target=ijor:aca&volume=10&issue=6&article=096>
9. Akramova Surayo Renatovna Harmony of the content of Uzbek-Tajik translations of Jamal Kamal's Poems. <https://cejsr.academicjournal.io/index.php/journal/article/view/342>
10. Баҳодир Маъмуров. Акмеологик Ёндашув Асосида Бўлажак Ўқитувчиларда Таълим Жараёнини Лойиҳалаш Кўникмаларини Ривожлантириш. Том 1 № 1 (2020): Таълим ва инновацион тадқиқотлар. <http://interscience.uz/index.php/home/article/view/15>
11. Башорат Жамилова, Мохигул Каххорова. Болалар детектив насридаўсмирлар руҳияти тасвири. Том 1 № 1 (2020): Таълим ва инновацион тадқиқотлар. <http://interscience.uz/index.php/home/article/view/37>
12. Давронова Дилдора Саидовна. Оилада ёшлар ғоявий-сиёсий маданиятини шакллантириш тизимига инновацион ёндашув муҳим ижтимоий масала сифатида.

- <https://cyberleninka.ru/article/n/oilada-yoshlar-oyaviy-siyosiy-madaniyatini-shakllantirish-tizimiga-innovatsion-yondashuv-mu-im-izhtimoiy-masala-sifatida>
13. Давронова Дилдора Саидовна. Педагогические возможности воспитания идейно-политическое культуры современной молодежи в семье. Евразийский союз ученых. <https://elibrary.ru/item.asp?id=27440471>
 14. Лукмонова С.Г. Цифровые образовательные ресурсы в педагогической деятельности [Digital educational resources in teaching] // XXI International scientific review of the problems of philosophy, psychology and pedagogy. <https://scientific-conference.com/h/sborniki/yuridicheskie-nauki2/2249-media-security-trend.html>
 15. М. Б. Файзуллаев, Н. Шарапова, А. О Мухаммадова. Валентность Каузативных Глаголов Психического Состояния. Том 1 № 1 (2020): Таълим ва инновацион тадқиқотлар. <http://interscience.uz/index.php/home/article/view/36>
 16. Махмудов Мэлс. Дидактик Лойиҳалаш – Замонавий Таълимда Самарадорлик Кафолати. Том 1 № 1 (2020): Таълим ва инновацион тадқиқотлар. <http://interscience.uz/index.php/home/article/view/14>
 17. Рўзиева М. Ё. Туркий халқлар фольклорида ранг ифодаловчи сўзлар ва уларнинг семиотик таҳлили. Том 1 № 1 (2020): Таълим ва инновацион тадқиқотлар. <http://interscience.uz/index.php/home/article/view/34>
 18. Рўзиева Моҳичехра Ёқубовна Ўзбек халқ кўшиқларида ранг символикаси. Дис. Автореферати. 2017. <http://library.ziyouet.uz/uzc/book/85761>
 19. Халилова Р. Р. Повышение культуры речи будущего учителя, как педагогическая проблема. № 1. - 2015. - S. 23-30. <https://cyberleninka.ru/article/n/povyshenie-kultury-rechi-buduschego-uchitelya-kak-pedagogicheskaya-problema>
 20. Халилова Р.Р. Прагматические принципы интернет- коммуникаций / Р.Р. Халилова // Инновационные подходы в современной науке: сб. ст. по материалам LXXXIX Международной научно-практической конференции «Инновационные подходы в современной науке». – № 5(89). – М., Изд. «Интернаука», 2021. <https://www.internauka.org/authors/halilova-ruhsora-raupovna>
 21. Шаумарова З.А. Classification of single-parent families and their social-psychological-pedagogical // ACADEMICIA: An International Multidisciplinary Research Journal ISSN: 2249-7137 Vol. 10 Issue 5, May 2020 Impact Factor: SJIF 2020 = 7.13. P. 1233-1237. (10.5958/2249-7137.2020.00332.8)