Cooperation Technologies: As an Available and Effective Method in Preschool Education

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Annotation:
This article discusses the benefits of using technology cooperation as one of the widespread innovative technologies.

The communication of children with each other and with the educator is considered as an important factor that ensures the effectiveness of education. At the same time, the need for a special organization of contacts between children is noted. In the process of such interaction, the child masters the ways of business cooperation and meaningful communication with peers, which, in turn, has a positive effect on awareness and initiative in solving a wide range of educational problems.

The integration processes taking place in modern society necessitate the search for culturally appropriate ways to regulate relationships between subjects at all levels, including the personal level. The priority of universal human values, the humanistic principle underlying the modern educational process, requires the development of such types of human relations as cooperation, co-creation, partnership, and the ability to work in a team.

Pedagogical science, considering the personality as the main value of society, assigns it the role of an active, creative subject of cognition, communication, activity and interaction. Cooperation, as one of the values of culture, sets the foundation for important ways of human behavior and activity, provides features for its self-realization, and also allows you to broadcast the experience of positive, creative

interaction.

The works of many Russian scientists (Sh.A. Amonashvili , M.I. Lisina , T.K. Akhayan and others) reveal the active, humanistic nature of cooperation, its dialogic structure, and emphasize the need to master cooperation from preschool childhood. Mastering the experience of cooperation with peers in preschool childhood increases the effectiveness of joint children's activities, contributes to the formation of social readiness for learning at school.

The problem of the development of cooperation between preschoolers has received some reflection in the studies of teachers and scientists. The aspects of the formation of cooperation in labor (R.S. Bure , M.V. Krulekht), in the game (D.V. Medzheritskaya , V.Ya. .A. Rudovskaya and others).

The task of increasing the developmental potential of education, set in the modern Concept of Preschool Education, is directly related to the development of theoretical and practical issues of developing children's cooperation in educational activities in kindergarten, which meets the urgent needs of a wide practice of educating preschoolers and preparing for school. In this regard, it is necessary to search for effective ways to develop cooperation between older preschoolers and peers in directly educational activities in a kindergarten.

To solve these problems, the technology of cooperation is successfully used.

The relevance of the technology of cooperation lies in the fact that it allows you to solve the problem of continuity in the work of the school and kindergarten in the system of implementing developmental education.

The main principles of cooperation technology are:

1. Education is developmental in nature, the educator does not give ready-made models of action and definitions, but stimulates and directs the child's search for a solution to the problem.

2. The technology of cooperation is used on familiar program material, when children are familiar with the ways of solving the tasks.

3. An effective impetus is a problematic situation that encourages the search not only for solving the problem, but for ways of effective cooperation.

4. The search for a solution to the problem occurs with the help of questions and answers from the teacher and children, the goal, methods and actions of solving the problem are highlighted, and then, after it is achieved, the result is summed up, i.e. reflection is carried out.

5. To facilitate the formation of self-control, children are introduced special means of regulation and self-regulation of normative behavior.

When teaching preschoolers the skills of cooperation, the main attention of children is drawn to the development of relationships: the ability to negotiate, exchange opinions, understand and evaluate others and themselves.

This goal can be achieved by solving the following tasks :

To form in children ways of interaction in a pair, a small group.

Develop the ability to use the elements of symbolism to express their actions.

Develop the basics of self-control, mutual control and mutual evaluation based on the results of activities.

Stages of working with children:

The preparatory stage includes work with children of primary preschool age.

First stage. The purpose of the first stage is the development of elementary forms of educational cooperation (this stage of the program was implemented with children of middle preschool age).

Second phase. The purpose of the second stage is to master the rules of interaction with adults and peers in the process of educational cooperation (this stage of the program is implemented with children of senior preschool age).

Third stage. The purpose of the third final stage is to teach children to independently choose the form of organization in direct educational activities (this stage of the program is implemented with children of the preparatory group).

Directly educational activity as a form of education in a preschool educational institution opens up wide opportunities for children to learn the experience of cooperation with their peers due to the regularity and systematic nature of their conduct, the variety of educational content, the possibility of integrating different types of children's activities, as well as the application and implementation of increasingly complex models of cooperation.

Cooperation of older preschoolers in the process of educational activity is a type of interaction in the conditions of solving an educational task by children that requires combining efforts, involving the coordination of participants at the level of goals, planning, regulation and achievement of a common result. The process of cooperation is characterized by the emotional involvement of preschoolers in the actions of a partner, an understanding of the need for mutual discussion of positions and actions in order to achieve a more effective joint result, communicative activity, consistency and naturalness in interaction.

Cooperation between preschoolers and peers during GCD will develop effectively if:

➢ if in the process of conducting GCD, the educator puts forward tasks that require children to find a joint solution, and an active interest is created in the cooperation of preschoolers with each other.

➢ a phased pedagogical technology is used, which provides for the possibility of sequential mastering by preschoolers of increasingly complex models of cooperation in different types of classes and the freedom to choose a model of cooperation with peers in solving the tasks set by the teacher.

The following models of cooperation can be distinguished:

➢ joint-individual model - it assumes that after the adoption of a common goal in a pair or subgroup, each child - a participant in the activity will perform his part of the common work individually.

➢ a joint-sequential model - it involves the adoption of not only a common goal, but also the consistent performance of actions by children, when the result of an action performed by one child becomes the subject of the activity of another (the production conveyor operates according to this principle).

➢ a joint-interacting model - it assumes, on the one hand, that children have a certain experience of working together, on the other hand, it opens up new opportunities for mastering the skills of

planning, coordinating and evaluating both intermediate and final results (first, children work in pairs or subgroups, and then interact between them to achieve a common result).

The structure of direct educational activity (GCD) using the technology of cooperation with children of senior preschool age:

1. At the first stage, children are offered a problem situation that encourages children to find a solution not only to the problem posed, but also ways to organize for a successful solution. The role of the educator:

➢ help to highlight different points of view and fix them (i.e. verbally or symbolically indicate all points of view);

➢ regulate the emotional mood of children, introducing new or recalling the rules of the discussion;

➢ if there are no points of view, offer your own (possibly incorrect).

Summarizing several points of view of the children, the educator unites and offers to check who is right through real actions: "let's try to do it and see which of us was right"

2. The second structural element is the determination of the form of organization of children and the teacher with children to solve the problem. The technology of cooperation involves two types of interaction of children with each other, work in pairs, activities in microgroups .

3. The third structural element is the direct execution of the task, the teacher can join the activities of children in a pair with a child, in a group, or independently at the blackboard, on a separate material.

4. The fourth structural element - the organization of monitoring and evaluation involves monitoring and evaluation activities.

Mutual verification and mutual evaluation is carried out when children work in groups, in pairs, independently. Each operation and the way it is performed are analyzed.

An important step in my work is teaching children self-esteem.

Self-assessment suggests that a child who knows how to learn should be able to evaluate his achievements in the following way: to determine the areas of his knowledge and ignorance, to see in his ignorance and inability not a zone of his powerlessness and helplessness, but the prospect of his further improvement.

The educator teaches children this, showing samples of their own value judgments, when generalizing the statements of children.

In the process of GCD, preschoolers are also taught other types of assessment:

➢ before completing the task, the teacher offers the children to assess the possible level of complexity of the task (difficult, easy) or a predictive assessment.

➢ after completing the task, the child sums up the final assessment (for example, the work was predicted as easy, but turned out to be difficult).

At the end of the GCD, there was usually a retrospective evaluation carried out after the task was completed. With its help, it is estimated how a group or a couple worked (friendly, quickly, correctly completed the task, etc.).

And a general final assessment is carried out, where the teacher finds out what was studied in the lesson, what were the difficulties, what was liked more, etc. Children independently determine what tasks they need to work on in the next lesson.

Thus, in the process of implementing the technology of cooperation in the GCD process, preschool children master the necessary skills of interaction with each other and with the teacher, the skills of self- and mutual control of the results of activities, the ability to defend one's opinion, point out the mistakes of others and correct them is formed.

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