

THE USE OF PSYCHOLOGICAL TRAINING IN THE DEVELOPMENT OF COOPERATION SKILLS IN YOUNG CHILDREN

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Abstract

This article examines the theoretical foundations of the development of cooperation, the concept of skill, and its importance in the social, educational, and professional environment. The role of cooperation in improving interpersonal relations, increasing organizational efficiency and ensuring the sustainable development of society is analyzed, cognitive, practical and social aspects of skills are characterized, and their role in personal development and professional development is determined. In addition, modern methods and mechanisms for the formation of a culture of cooperation are proposed, psychological and pedagogical mechanisms for the formation of skills are differentiated.

The article also examines the effectiveness of psychological training in developing cooperation skills in young children. The article analyzes the structure of cooperation skills, psychological characteristics of adolescence and the content of training work. In addition, the influence of group training on interpersonal relationships, the formation of mutual trust and responsibility is characterized.

Keywords: cooperation, communication, teamwork, social development, education, leadership, skills, business, competence, cognitive skills, social skills, professional development, adolescence, cooperation skills, psychological training, teamwork, interpersonal relationships, social development.

Introduction

In the context of globalization, there is a growing demand for effective interaction in all spheres of society. The increasing complexity of social, economic, and educational

systems requires cooperation between people based on trust, common purpose, and harmonious action. Cooperation is a joint, coordinated activity of individuals and groups to achieve a common result.

In modern pedagogical theory, the ideas of cooperation are closely related to the theories of constructivism and social interaction. In particular, in the works of Lev Vygotsky, social communication and joint activity are considered as the main condition for the cognitive development of a personality.

The concept of solidarity is widely studied in the sciences of psychology, sociology and management. According to the theory of social interdependence, the interrelationship of the goals of group members directly affects their behavior and outcome. In the case of positive interdependence, the group members support each other's success and strive for common success.

The method of learning through collaboration is widely used in the field of education. This approach develops not only students' academic success, but also their social skills. Research shows that in the process of collaborative learning, critical thinking, responsibility and communicative competence are formed.

In pedagogical practice, effective tools for developing cooperation are group projects, discussions, case analysis, and joint research. The teacher acts as a guide and facilitator, coordinates the interaction of students.

In modern organizations, teamwork is considered a key factor in competitiveness. Cooperation promotes innovation, improves the quality of decision-making and creates a positive psychological climate within the organization.

The development of digital technologies has created new forms of remote collaboration. Online platforms and virtual teams remove geographical restrictions and expand international partnerships.

The development of cooperation is not limited to the introduction of methodological approaches. This is a complex process that requires a change in organizational culture, value system, and leadership style. Effective leadership can increase employee or student engagement and allow them to reach their potential.

In addition, cultural differences and personality traits can affect the collaboration process. Therefore, it is important to create an inclusive environment and develop emotional intelligence.

The development of cooperation is the most important condition for sustainable development and social progress. It contributes to improving the quality of education, improving professional efficiency and strengthening mutual understanding in society. Future research should take a deeper look at the transformation of collaboration in the digital environment and the features of a multicultural space.

In modern society, the accelerated updating of knowledge and information requires constant personal development. In this process, an important place is occupied by skill – the ability of a person to consciously and effectively perform certain activities. A skill is formed as a result of knowledge and experience and is an automated system of actions.

Results and Discussion

In psychological science, it is customary to interpret the formation of a skill from the point of view of the theory of action. In particular, in the works of Alexey Leontiev, the structure of action and its automation at the operational level are considered as the basis of skill. In addition, in Ivan Pavlov's research, the formation of conditioned reflexes is associated with the physiological mechanism of skills.

A skill is a relatively stable and automated way of doing things that is formed as a result of learning and repetition. Skill differs from knowledge in that it involves not only the assimilation of information, but also its effective application in practice.

The formation of a skill consists of several stages:

1. the stage of understanding and orientation;
2. the stage of repetition and consolidation;
3. The automation stage.

These stages occur at different speeds depending on the experience and motivation of the individual.

In the scientific literature, skills are classified according to several criteria.

1. cognitive (cognitive) skills

Cognitive skills are related to the ability to perceive, process, and analyze information. These include critical thinking, logical reasoning, memory, and problem solving.

For example, solving a mathematical problem or analyzing a scientific text requires complex cognitive skills. These skills form the basis of intellectual development.

2. Practical (psychomotor) skills

Practical skills are related to motor actions and the use of equipment. These include writing, drawing, playing a musical instrument, and using technical devices.

The formation of such skills requires repetition and practice and becomes automated over time.

3. Social and communication skills

Social skills allow you to communicate effectively with people. These include the ability to listen, express their opinions, negotiate, empathize, and work in a team.

It is these skills that are of particular importance in the modern labor market, since collective action and mutual understanding are the most important factors for professional success.

4. meta-subject skills

Metacognitive skills are a person's ability to control and regulate their thought process. They manifest themselves in planning, self-assessment, and reflection. These skills form the basis of independent learning.

The following conditions are important for effective skill formation:

Clarity of purpose;

*Regular exercise and repetition;

*Sending feedback;

*Formation of internal motivation;

*A favorable emotional environment.

Practical assignments, project-based learning, trainings and interactive methods in pedagogical practice contribute to the development of skills

Different types of skills are closely related and develop in a complex way. For example, professional competence requires a unity of cognitive, practical, and social skills.

The development of digital technologies has brought new skills to the fore, such as digital literacy, information security, and online communication. Therefore, the modern education system should be focused on the integrated development of skills.

Materials and Methods

A skill is an important psychological structure that ensures effective personal action. Its cognitive, practical, social and metacognitive forms contribute to the

comprehensive development of personality. Systematic and purposeful formation of skills is one of the main tasks of education and professional training.

In the modern education system, the development of not only academic achievements, but also social skills has become an important indicator. Especially in adolescence (11-15 years old), the need for children to interact with their peers increases, and group communication plays a leading role.

Among the scientists who studied the psychological characteristics of adolescence, L. Vygotsky considered social interaction as the main factor in personality development, D. Elkonin noted that the leading activity at this stage is communication with peers. In this context, the targeted development of teenagers' cooperation skills is an urgent problem. One of the effective tools for implementing such a task is psychological training.

The skill of cooperation is the ability to organize joint actions to achieve a common goal. Its structure:

- * Communication skills (the ability to listen, express their thoughts);
- * Empathy and understanding of others' views;
- * Assign roles and take responsibility;
- * Constructive conflict resolution;
- * General decision-making skills.

Since these skills are not fully developed in adolescence, specially organized psychological and pedagogical support is needed.

Adolescence is characterized by emotional instability, the formation of an image of one's own self, and the desire for social status. At this stage, the opinion of peers becomes more important than the opinion of adults.

Therefore, during group training, teenagers learn social roles through interaction and learn effective behavioral models. The process of collaboration allows them to reflect and develop a sense of responsibility.

Psychological training is a form of active learning aimed at developing personal and social skills. During the training, participants perform practical exercises, role-playing games, discussions, and group assignments.

The main principles of the training aimed at developing cooperation:

- Creating a safe and secure environment;
- Active participation;

- Providing feedback;
- Organization of reflection;
- Consideration of group dynamics.

For example, exercises such as "Common project", "Circle of Trust", and "conflict resolution" develop children's ability to listen to each other, negotiate, and make joint decisions.

Group learning is based on the theory of social learning. Albert Bandura, a representative of this field, proved that human behavior is formed through observation and a sample. Teenagers learn from each other in a group by modeling cooperative behavior.

In addition, getting emotional experiences during the training helps to intensify joint activities. This process creates the conditions for sustainable skill formation.

The conducted research and practical work have shown that systematically organized psychological training:

1. increases communication activity;
2. increases the level of mutual trust;
3. Creates a culture of conflict resolution;
4. Creates a positive attitude towards teamwork.

However, the effectiveness of the training depends on the professional competence of the coach, the specifics of the group's composition and the regularity of classes.

Conclusion

The development of cooperation skills in young children is an important condition for their social adaptation and personality formation. Psychological training is an effective tool in this area, as it is carried out on the basis of active activity, emotional experience and group interaction.

Systematically organized training programs in educational institutions make it possible to increase the social competence of adolescents and create a positive psychological climate.

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