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Collaborative Educational Technology Of Preparing Students For Interethnic Communication

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ABSTRACT

This article describes the collaborative educational technology and its interactive and ethno pedagogical forms of education, aimed at ensuring the cooperation of the class, school community and school, family and cultural and educational institutions in preparing students for interethnic communication.

KEYWORDS

Collaborative educational technology, interactive, ethnopedagogical, ethnotourism, ethno-excursion, role-playing games, cultural and educational institutions.

INTRODUCTION

In the process of communication, students interact and share with each other ways to work together. In this way, feedback is established between them. Cooperation is required by a person's behavior in a particular society. Because any positive connections and relationships are manifested on the basis of cooperation. Cooperation and interaction play a special role in the system of interethnic communication. Collaboration is the pinnacle of mutual care, communication, and friendship. It is important to create learning situations that require different nationalities to interact in order for students to acquire the skills to engage in interethnic communication.

Pedagogical technology, which serves to prepare students for interethnic communication, is selected on the basis of psycho-didactics, social psychology, pedagogical anthropology and pedagogical theories. Based on pedagogical technologies, teachers perform actions that have a certain consistency. These actions are aimed at the implementation of specific pedagogical tasks, which will allow to put into practice a pre-designed pedagogical process.

Pedagogical technologies that serve to prepare students for interethnic communication can be divided into three groups:

- technologies based on teaching methods;
- technologies based on the content of training;
- technologies that allow you to get a guaranteed result.

Educational programs aimed at preparing students for interethnic communication include the content of lessons, tools for its implementation and practical skills.

The purpose of educational work aimed at preparing students for interethnic dialogue is to achieve the acquisition of knowledge about the culture, national characteristics, commonalities, specificity of the peoples living in Uzbekistan. It is not enough to get acquainted with the cultures and traditions of other nations. Students should be able to communicate directly with people of different nationalities. Creating such a

situation is one of the main goals of the educational process. To do this, teachers need to be able to engage students in a process of direct communication and collaboration with people of other nationalities in the classroom and in the extracurricular process, in which they can design and implement specific situations.

As part of the study, we improved collaborative learning technology aimed at ensuring the cooperation of the classroom, school community and school, family and cultural-educational institutions in preparing students for interethnic communication.

The following interactive forms of preparing students for interethnic communication were used in the teaching of social sciences and humanities: interactive, role, folk games, educational projects, problem-dialogue situations.

MATERIALS AND METHODS

Interactive play is an effective pedagogical technology in creating optimal conditions for self-expression and development of the participants of the educational process, organizing games such as "Find your place", "Incomplete sentences", "Tree of decisions", "Let's make friends" By developing students' competencies, they are able to decide their own personal views, engage in discussion, listen to the opinions of others, and respect them.

The game "Find your place" focused on the following issues: "Mutual respect and tolerance - the basis of dialogue and cooperation between peoples", "Working together unites peoples", "If peoples are united, they are invincible", "I am proud to live in Uzbekistan".

The following topics were presented to the students for the game "Incomplete words": "Family is ...", "The importance of friendship of peoples is ...", "Hospitality of the Uzbek people ...", "Uzbek national costumes ...", "I'm proud ..." and so on.

During the organization of the interactive game "Tree of Decisions" students were asked the following questions: "Why do we compare the Motherland with the family?", "Why do we need national holidays?" and so on.

During the "Let's make friends" game, students shared their thoughts on the following topics: "Friendship is ...", "A true friend is ...", "It's hard to be a friend, but ..." and so on.

Together with the class, role-playing games were organized on such topics as "Pay attention", "Understand me", "Possible and impossible", "The tradition of hospitality in different nations."

During the implementation of the educational project using information and communication technologies, the following

tasks were presented: "Our neighborhood", "Prosperous village and neighborhood", "National costumes", "National cuisine", "The contribution of different nationalities in the development of Uzbekistan", "Friendship of peoples of Uzbekistan" "And so on.

The process of preparing students for interethnic communication was based on the following forms of ethnopedagogical education:

folklore holidays: "Harvest holiday", "Navruz", "Sabantoy"; reading conference; press conference with representatives of the arts and sports; Literary evening: "Famous Uzbek poets and writers"; musical night; "National Dress Day"; National Language Day; "Friendship Day";

Action: "Good work", "Be careful!", "We are friends with nature!", "Connect with your smile!", "Our strength is in friendship!", "We will collect exhibits for the National Culture Corner!", "I am with you! I am proud, my Uzbekistan!", "Save the friendship!" etc.;

Exhibition of creative works of students on ethnocultural themes: "We live in Uzbekistan", "The image of my people", "Heroes of folk tales: similarities and differences", "National holidays", "Drawing on the basis of national colors", etc.;

Essay competition: "Uzbekistan is my homeland", "My family", "My mahalla"; drawing on the asphalt: "Hello, friendship!", creative work: "The power of our homeland is in the solidarity of our people", etc.

The process of preparing students for interethnic dialogue based on the cooperation of schools, families and cultural and educational institutions was organized in the following forms: parent training (parent meetings, lectures, seminars, ethno-ethics, individual and group counseling, training, discussions, roundtables), nights, master classes, etc.); organization and

participation in national holidays ("Harvest Festival", "Sabantui", "Aksha Kelu", etc.); participation in equipping the classroom: organizing exhibitions, creative work, photo presentations, projects, stands, mini-museum or national culture corner, preparation of national dishes, etc.; participation in performances reflecting the life of different nationalities; ethnotourism, which provides for the organization and conduct of joint ethno-tours; family reading; attending exhibitions, performances, concerts on ethnocultural themes.

Special attention was also paid to the establishment of cooperation between cultural and educational institutions (museums, libraries, theaters, etc.), which have great potential in preparing students for interethnic dialogue in the framework of school-family cooperation.

In preparing students for interethnic communication, the museum and the general secondary school cooperated in the following areas: excursions, exhibitions, quizzes; Organizing thematic excursions in the framework of the project "I am a guide": "Professions of our parents", "My country in photos", "Architectural monuments in our city", etc.; organization of national cultural corners (Uzbek, Karakalpak, Tajik, Kazakh, Kyrgyz, Turkmen, Russian, Tatar, Korean).

In this process, special attention was paid to the organization of virtual tours. Students were given the opportunity to get acquainted with the history and culture of different nationalities on the basis of materials obtained from the Internet. Thus, on the basis of cooperation between the museum and the general secondary school, the effectiveness of the process of preparing students for interethnic communication was achieved. Museum-pedagogical activity served to develop national and intercultural and intercultural competence of students through the development of creative abilities, communication skills.

The main purpose of all methods that serve to teach students interethnic communication is to acquire the skills to communicate among people of other cultures within the framework of their customs, traditions, morals, to adhere to the principle of not forcibly assimilating their religion, values and way of life.

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