

**SPECIFIC FEATURES OF FAMILY, NEIGHBORHOOD, SCHOOL
COOPERATION IN INCREASING THE STRONG MOTIVATION OF STUDENTS TO
RECEIVE EDUCATION**

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***Annotation.** In the article, the problem of establishing cooperation with the family, neighborhood, school in increasing the strong motivation of students to receive education was studied, the Joint Action, cooperation, mutual friendship activities of the reader and the public based on mutual agreement were analyzed from a pedagogical and psychological point of view.*

***Keywords:** pupil, school education, motivation, family, neighborhood, school cooperation, synergetics, pedagogical cooperation, didactic task, joint activity.*

Today, the problem of establishing cooperation with the family, neighborhood, school in increasing the strong motivation of students for education is one of the most urgent issues and the theoretical foundations of this cooperation are being studied within the framework of pedagogical synergies. Pedagogical synergetics, that is, teacher-pupil, teacher-family interaction, is especially important in increasing the strong motivation of students to receive education. This is a theoretical approach to the independent organization of its activities, and this theory is a new worldview associated with the phenomenon of the organization of activities.

Motivation is formed and formed on the basis of need. The stabilization of the need ensures the effective formation of motivation. Due to the fact that the action is the composition of the activity, it is guided by the purpose and motivation of the activity. Sometimes the cases of replacing the concept of motivation with the terms “emotion”, “goal”, “ustanovka” are also threeraydi. Goho is characterized by the concepts of motivation, drive, motivating.

As pedagogical cooperation, that is, synergetics, enters pedagogy as a new concept, it is directly connected with both philosophy and sociology. Because, the collaborative activity of a person is carried out in a way connected with the life of a particular society. Currently, cooperation is emerging as a result of a change in personality thinking. The composition of the concepts that make up the partnership symbolizes the modern thinking of man. Cooperation in this process leaves the initial state, which is characteristic of its application.

The term synergetics, which represents pedagogical cooperation, has recently entered the Uzbek language. It means a joint action, cooperation, mutual friendship, based on mutual agreement. Experts note that synergetics is a comparative study of the structural foundations of cooperation and solidarity, the dynamics of development and the destruction of old structures.

Synergetics is not only a pedagogical, but also an object of Science Research. Accordingly, he studies the basic laws and principles of joint activities between individuals. It includes theoretical approaches to the independent organization of its activities in cooperation in the educational process. Therefore, synergetics, that is, the theory of collaborative activity, is manifested as a general scientific

research program. Analysis of approaches to pedagogical cooperation shows the need to pay attention to several cases. Partridge:

1. The fact that the phenomenon of " pedagogical cooperation " is a new phenomenon for didactics;
2. A significant phenomenon in the framework of pedagogical cooperation is the fact that it is an opportunity to independently organize its activities, which does not have its own scientific pedagogical interpretation. Therefore, the fact that as a single, universally accepted term does not attract the attention of specialists;
3. The fact that the science of cooperation is extremely complex, it is not always convenient and common for basic pedagogical situations;
4. The fact that as a result of sufficiently rapid evolutionary development, a new field of knowledge does not give the opportunity to systematically transfer the accumulated scientific data. This is because the concepts do not allow for the logical construction of a fixed system;
5. According to its characteristic strength, collaborative research is carried out in various fields of Science, each field has its own system of terms.

Experts have managed to create its classification according to various aspects of cooperation. In particular, they also provided a cognitive model of cooperation. This model represents creative interaction associated with the practical activity of the individual. There is also a knowledge-based model of cooperation. Within this framework, it is possible to conditionally distinguish a number of cognition models. Included mechanical model, reliable-statistical model, environmental model, non-linear synergistic model etc.

The scientific community does not give the same interpretation of the existence of pedagogical cooperation. While a group of experts are expressing their views on this pedagogical paradigm within the framework of fundamental approaches, experts from the second group do not feel any other aspect of non-existent variability within the framework of pedagogical cooperation. Scientists of the third group interpret pedagogical cooperation and solidarity as a slogan combining the activities of the teacher and the reader. Such approaches arise in a way that is associated with a number of specific aspects of pedagogical cooperation. Bunda also pays attention to aspects of pedagogical cooperation related to psychology and sociology. The reader can be conscious and independent only by helping to understand the rules and norms of action in nature and society. This opens the way towards a new holistic vision. As the first significant task in the current social situation, it is envisaged that the student will be able to implement his / her activities, develop himself / herself, achieve his / her social, emotional, moral, cultural, physical capabilities. In this way, the theory of cooperation manifests itself as the methodological basis for knowledge and prediction, management of the universe. The theory of cooperation is aimed at knowing the General Laws of evolutionary cognition of any universe, the evolution of open and disproportionate systems. Through the use of the idea of cooperation, firstly, complex formed systems have many situations that are inherent in their nature and the way they develop. Secondly, the theory of cooperation testifies that not all systems formed in a complex way are unique. Thirdly, the theory of cooperation manifests itself as a mechanism of emptiness self-organization and eliminates excessive situations.

When approaching from the point of view of the theory of cooperation, there will be no content in the educational process. Accordingly, emptiness is the main subject of cooperation. Emptiness, coincidence, violation of organization are not only destructive, but also embodied in the possibilities of unification, Constructivism in itself in certain situations.

It helps to recognize the possibility of organizing its activities with the help of the conceptual and ideological basis of self-organization, the power of the individual. In Bunda he will reach the account of the use of his internal capabilities. The new conceptual framework of cooperation helps to know the phenomena that have a certain complexity. They can include in the sentence non-objectivity, evolutionism, Open Systems, Society, its various components, as well as the educational system.

The problem of educating students and the process of forming a system of values requires special attention, because exactly the students stand before the choice of vital and professional.

The study of the achievements and experience of folk pedagogy, morality in the field of family education and the formation of a system of values is the foundation for the design of the future of the modern younger generation. The problem identified can be successfully solved on the basis of the accumulated experience of national and foreign pedagogy, the use of innovative pedagogical technologies in accordance with modern requirements, logical modernization.

An important aspect of pedagogical activity is the family upbringing of students. Great teacher V.Sukhomlinsky noted that improving family education, strengthening it – is an important social problem, the solution of which affects the development of society, the spiritual image of young people. All school problems also stand in front of the family, the basis of all the difficulties that arise in the process of school education occurs in the family. He believed that on the basis of the spiritual health of the family, the pedagogical wisdom of the school will be built [89; 51-b.].

In recent times, changes have taken place in the Modern Family at the global level, which is subordinated to its socio-pedagogical functions. This process is associated with the general social, economic trends in the development of production relations, features of the consumer structure, etc.

The new conditions formed in the socio-economic environment have caused many problems in the family upbringing of the younger generation in the process of preparing for the construction of their own family, have shown that there is a need to formulate and strengthen the system of values of the individual, including family spiritual and moral values.

Particular attention should be paid to the impact of negative consequences of “mass culture” in the education of the modern younger generation. Because this leads to the overabundance of negative factors such as the predominance of material values over spiritual values in the system of modern youth values.

Increasing the strong motivation of students to receive education makes it possible to determine the level of actual involvement of young people in social relations associated with the future state of society, to determine their adaptation abilities, to characterize innovative opportunities [21; 68-b.].

In modern conditions, as a consequence of family problems, a number of problems are visible, among which it is possible to distinguish between inadequate form of moral and moral literacy of parents, inadequate sense of responsibility of the younger generation before society, nation and state. The analysis of the sources showed that the scientists distinguish between the main functions of Family Education:

- To educate a physically, morally and morally healthy child, to provide the necessary social and economic conditions for the full realization of the child's development opportunities.
- Continuity, duration and variety of educational impact.

- Create an atmosphere of emotional protection, kindness, the development of the child's emotions and perception, the creation of conditions for his or her self-realization.
- Family spirituality-the acquisition of moral values, ideals, cultural traditions, moral forms of interaction between close people and in society, culture of conduct, correctness, fairness, dignity, pride, humanity, caring for close people, upbringing of kindness, empathy.
- Sexual education.
- Educate the reader on the sense of patriotism in the quality of a conscious citizen.
- Separation of aesthetic taste and perception, beauty and khunuk in life and art, formation of the ability to respect the good in the behavior of people, provision of conditions for creative practical activity.
- Ensuring spiritual unity of Generations, family traditions, maintenance of family norms, study of family genealogy.
- To involve students in folk traditions, customs and rituals, to educate national consciousness and self-awareness in them.

Summarizing the above, it can be concluded that family education is an integral part of the national education system as a form of socialization of children in an environment of interaction of several generations, aimed at the harmonious development of the individual.

All the stated aspects of Education have a direct impact on the content toptirishga the aspiration towards education in students. Moral relations in the family affect the whole life of a person, because their influence is strongly associated with emotions, in which the foundations of a person's moral attitude to the environment, labor, society as a whole are formed.

In conclusion, it is necessary to emphasize the special importance not only of Family, School, neighborhood, responsibility, but also of educators, parents, the general public in increasing the strong motivation of students to receive education. It will also help to study the current situation in the organization of this process, to establish the necessary measures for the systematic conduct of practical action on this path.

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