# STAGES OF FORMATION AND DEVELOPMENT OF THE STUDENT GROUP. THE ROLE OF THE STUDENT GROUP IN THE EDUCATIONAL PROCESS

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**Abstract.** A team is a group of students who strive for a common goal and are united for joint activities. Its general principles are: setting requirements, educating activists, organizing prospects in educational, labor, socio-political and mass cultural activities, forming a healthy public opinion, creating and strengthening positive traditions. This article describes the stages of formation and development of a student team. Information is provided about the role of the student team in the educational process.

**Keywords:** student, education, upbringing, team, friendship, class teacher, interest.

In a team, the skills of caring for each other, mutual assistance, striving to think not only about oneself, but also about others, putting the interests of the team above one's own interests are formed. A sense of camaraderie and friendship is formed in the team. The relationship between students in the team is characterized by a sense of mutual responsibility, equality of all members in completing tasks. Because in it, students interact closely with each other, act together, and participate in solving the goal set by the whole team.

Although each class is a small team and has its own activists, this team is associated with unity of goals and the organization of common work. Therefore, each teacher begins educational work by clearly determining the level (stage, period) of development of team relations in the class. The class teacher periodically determines the level of development of the team so that he does not hinder the development of the team with his own work style.

The theory of education defines the development of a team in three stages. Initially, it is explained by the fact that, as a result of the efforts of the teacher, certain requirements, order, and discipline established in the classroom are met with the support of a small part of the students by the class teacher. At the same time, the work carried out on the formation of a team is very interesting.

In general, the main results of student education depend on how successfully this work is carried out. If a team of students is not created, the student will leave school without any regrets. Later, he will not even remember his school years. The awareness of his role in shaping the position of a growing person, a citizen in life, and determining his life path is a prerequisite for the active and determined work of the class teacher on the organization of a children's team.

The stages of team development are as follows:

-The initial period of working with a team of students, when the team has not yet been formed, there are no pedagogical requirements of the team for the individual, each student is responsible for himself. At this stage, children are scattered, they do not have a single opinion and activists on whom the class teacher can rely. Therefore, negative events are not openly discussed at this stage.

At this stage of development, the teacher's requirements should be firm, serious, consistent. These pedagogical requirements are important due to the presence of a socially significant goal, a harmonious, mutually responsible relationship between teachers and students.

The pedagogical requirements that the teacher sets for the students should be serious enough, appropriate to their age and capabilities. He must be kind and compassionate, and at the same time, he must make the students understand that strict adherence to the norms of behavior is the success of the team. On the basis of setting pedagogical requirements, the teacher gathers around him activists - the best members of the team. Active students are team members who are interested in learning, always try to maintain the reputation of the class and school, and support the teacher's requirements. Thus, the most important task of the teacher at this stage is to form and educate activists, who are the core of the class team.

-Working diligently with activists to organize educational work, uniting them and teaching them to work in interaction. It is necessary to demand strict discipline from activists more than from other members of the team, to teach them to set an example for other students in their studies and in discipline, as well as in public work. To do this, the tasks of frequently gathering activists, holding advisory meetings on important issues, talking about the work and prospects of their school, solving everyday issues together with them, and selecting children capable of leadership among activists are performed. It is intended that the benefits provided to activists be fair and that they are supported by students, and that students feel that this is the result of their services to the team.

Weakening requirements for activists, undue praise create an uncomfortable situation in the classroom. Teachers focus activists' attention on working with team systems. Activists, relying on the primary team, attract many students to school life. At this stage of development, the activists are still loose and unstable, but despite this, the

teacher relies on them to solve educational tasks. An important task of the class teacher at this stage is to teach them to work with active team systems, to further strengthen the team. At this stage, the teacher's requirements are combined with the requirements that the activists express to the team. The teacher uses the activists as a means of involving all students in socially useful activities, helps to develop team unity, the activists give tasks to the students, and carry them out under his control.

-It is characterized by the flourishing of community life, the formation of mutual relations in the community, and the strengthening of the circle of influence of the community on the individual. As a result of social activity influenced by activists and self-management systems, the community develops. In the process of fulfilling one or another pedagogical requirement, students gain experience in working as a community. At this stage, the teacher's opinion enters into a latent form. The teacher's personality is influenced by the class community. As a result of such pedagogical influences, both the student's personality and the community are educated. The pedagogical requirements that the teacher places on each individual are more impressive and noticeable than the tasks that he places on the community. At this stage, two interrelated issues are resolved: the emergence of public opinion and traditions. At this stage, the formation of mutual friendship between students is of great importance. The teacher's attitude towards students should also be extremely friendly and sincere. By this period, the class teacher becomes familiar with the character, interests, and needs of the students, and better understands their mental state.

The development of the team is explained by true self-management, multifaceted team activity, and team relations with moral value. The process of educating a person in such a team awakens the desire to develop will, self-awareness, a sense of duty, improve similar moral qualities of the individual, self-critical assessment of shortcomings and their correction, realize one's own worth (develop a self-education plan, acquire self-education tools, accept self-responsibility, self-control), and implement self-education in socially useful activities. In such a team, the positive qualities of the individual are fully manifested. The team is highly demanding of the individual.

The most effective way to educate a team of students is to set requirements and set a goal based on their common interests. The requirements will give a positive result only if they are pedagogically well-developed:

1) The pedagogical requirements for the student should be combined with respect for each member of the team. This is an important part of pedagogical etiquette, which every class teacher must remember. More requirements are made to the best students in the class, that is, the team, thereby expressing special trust and respect.

2) The team of teachers sets the requirements taking into account the specific conditions of a particular class. Each year, it is determined what requirements it is

appropriate to set for students in a particular quarter, half-year or academic year. It is necessary to demand from students not what has been achieved, but what has been set as a task.

3) The requirements are clear and the possibilities for their fulfillment are taken into account. Students must clearly understand what is required of them. It is very important to have a vision when educating a team of students. If the team does not have an interesting, clear goal, it will be impossible to find a way to organize and unite it.

There are two main ways to set future plans:

1. The teacher himself sets the main pedagogical task for the students. In this case, he shows ways to solve these tasks and tries to interest the team members.

2. Team members propose interesting activities, the class teacher supports this initiative and helps to find ways to implement it. As the team of students grows and strengthens, medium and long-term prospects are set for the team. For example: making toys for a kindergarten adopted by the father, holding a harvest festival, organizing a summer trip around the beloved country, etc. In order for the team to always strive forward in its activities, it is necessary to set new, interesting prospects for it. Traditions play an important role in the formation of a team of students.

Nothing can strengthen a team like tradition. The formation and preservation of traditions is an important task of educational work. Existing traditions can be conditionally divided into two groups:

a) everyday life traditions;

b) holiday traditions. Everyday life traditions include various types of mutual assistance between students during their academic activities, labor activities - caring for young fruit seedlings, feeding animals, helping the elderly living alone, and other activities.

Holiday traditions include Navruz, Independence Day, Graduation Night, Literacy Holidays. In any case, holidays should be bright, interesting, joyful, and solemn. The main goal is that only if students understand the moral content of the event being held and treat it consciously, its impact will be strong. At the stages of team development, in each school, unique traditions arise. These new traditions will be related to the educational work carried out in this school. New traditions will help to increase the activity of children.

School leaders and teachers should not forcefully instill excessive traditions into the student community. Their task is to explain to the members of the community, without making them feel it and without spoiling their initiative, the need to create traditions, to work together in preparing and carrying out traditions, and to teach students to continue these traditions. Traditions should always be updated to reflect new pedagogical requirements and increase their educational value.

Traditions are increasing year by year, gradually ensuring the uniqueness of the

school. Thus, perspectives and traditions related to educational and cognitive activities are important at all levels of team development. At a high level of development, when there are authoritative activists and a healthy social opinion in the classroom, such perspectives and traditions can cover the activities of teachers in and out of the classroom, and can have diverse, sometimes complex forms.

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