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QUESTIONING OF THE INDIVIDUAL AT COLLECTIVE EDUCATION PEDAGOGICAL PREREQUISITES

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The formation of a team in general secondary education and new types of educational institutions is considered a responsible task.

The most stable whole in the composition of the school team is considered to be the teams of classes. The main activity of students in the classroom community is reading. It is in the classroom team that strong interpersonal communication and relationships are formed between students. With this, the class team at its core acts as a kind of foundation for the formation of the school team. As part of the school community, the student body forms a major part. The student body is a group of students with mutual unity based on the organization of social significance, as well as the equality of the rights and duties of general election bodies and general responsibility, all members.

In the work of the class leader, the formation of a team of students is the main task, since the upbringing of a person in the team is the leading principle of upbringing. The methodology for the formation of a children's team is now much more complete and perfectly developed. The general basis of this methodology I will outline in the pedagogical course, relying on the theory of the upbringing of a person in a team and a team.

In accordance with the rules of team theory, a methodology for its creation has been developed. Its general framework consists of:

- making demands;
- identify activists,
- training labor,
- Organization of prospects in social political and Mass Cultural Activities;
- formation of healthy public opinion
- creation and reproduction of positive traditions.

The peculiarity of the work of the class leader is that it forms not an ordinary children's team, but a team of students. The main task of students is to study. Therefore, the head of the class initially determines how children react to reading, how they behave in the lesson, whether or not to diligently perform homework, and finally the most important thing is that their subjects in Reading have or do not have a social essence.

The essence of the individual approach to the upbringing of a person in a team is also to attract a separate student from the involvement of the team, to interest the team with the student in question. In any team there will be difficult children to raise, but there will be no "separated" children. The behavior of students can change in a way that is imperceptible to the student if he does not set himself a special goal of regular learning. Such learning is a decisive condition for the organization of work individually. To shape the team, the work carried out on the surface will definitely affect the development of some students, and therefore this process should be aimed and guided, and not stichian.

No matter at what stage the team stands, it should have close, medium and long prospects in front of it for a while.

Interesting works are chosen that will bring joy from the excursion, cultural walks, out-of-town walks, the preparation of these small events requires the weaver to spend a certain effort and show organizational qualities under active pedagogical support. During the holding of such community events, active pupils are identified.

The emergence of team activity at the first stage of Team life is a characteristic phenomenon for this period. Means the composition of the activity. The collective activist (active) is such a member of a particular group that they act in the best interest of the community and treat with admiration the activities and demand of the educator. Work as close assistants of an active educator.

The fourth stage of Team Development, this stage is characterized by the fact that all its members can make self-demands based on the requirements that the team faces.

In the same way, the fourth stage is significant in the fact that team members can make high moral demands on their work.

