FORMING A CULTURE OF INTERPERSONAL RELATIONSHIPS IN PRIMARY SCHOOL STUDENTS

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ABSTRACT

One of the actual problems of training of pedagogical personnel is education of culture of communication. In this article main objective of system of the higher education which consists not so much in selection and systematization of scientific knowledge. For teacher the problem of completion of a gap between culture and the being formed personality is represented especially important.

Keywords: Pedagogy, competence, formation, pedagogical education, communication, relationship, interaction, interpersonal relationship.

INTRODUCTION

A video conference chaired by the President of the Republic of Uzbekistan Shavkat Mirziyoyev on August 23, 2019 on the development of public education, improving the skills and prestige of teachers in society, raising the morale of the younger generation[1]. At this meeting, a number of initiatives to improve the quality and effectiveness of education were put forward. Including:

1) for the development of the education system, first of all, it is necessary to ensure the quality of the educational process at school;

2) the effectiveness of the educational process in the school depends in all respects on the prestige, potential and knowledge of the teacher;

3) development of innovative potential in teachers, introduction of interactive methods of training future teachers;

4) development of professional competencies in teachers;

5) formation of the teacher's image in accordance with modern requirements;

6) wide introduction of information and communication and innovative educational technologies;

7) giving priority to national traditions and values in education, along with advanced foreign experience;

8) instilling in students national pride, patriotism and love for the mother tongue;

9) to turn upbringing into a school of life.

During the meeting, the head of state proposed a number of solutions to these pressing issues and discussed them with the people's representatives. It is planned that the government will make a number of decisions and implement reforms in school education, training of teachers, raising the prestige of teachers in society [2].

Successful solution of these tasks in many respects requires the development of a culture of interpersonal skills in future teachers. Because in the context of informatization of society, the professional activity of the future teacher has a communicative nature, which reflects the components of communication culture, such as communication, mutual understanding, cooperation, linguocultural concepts, communicative reflection, dialogic attitude.

MAIN PART

In the process of interpersonal communication is required to follow the norms and rules of communication culture. However, this phenomenon should not be interpreted as a constant, static phenomenon. There are also changes in interpersonal relationships in connection with the contradictions in the socio-moral development of society, the natural relationship, the deterministicization of universal values.

The interaction of the person with the environment and the material being allows him not only to activate and mobilize internal forces, but also to use it in terms of structure, content and important intellectual point of view. Involvement in this process allows a person to compare feelings and thoughts. This provides a sufficient basis for his self-awareness, management, and expression.

The subject of research, the concepts of "communication", "relationship", "interaction", "interpersonal relationship" are related to each other in content and play an important role in expressing the culture of interpersonal relationships.

The relationship may vary depending on the content: data transmission; interaction of partners; interactions of partners. Communication as a process has the following characteristics: holistic, cooperative activity, information communication, interaction, interaction, mutual understanding. In the process of communication, everyone constantly plays the role of object and subject. As a subject, he or she will have information about other people in the process of communication, may have a positive attitude towards it, or may be indifferent. In turn, the person serves as an object of knowledge in the process of communication.

Communication is, in essence, a process of mutual exchange of views between equal interlocutors. This process is formed on the basis of the laws of logic and does not leave the need to understand the opinion of others. Communication is an essential condition of human life and activity. It is through communication that people have the opportunity to master nature and work together to meet their individual needs. In the process of communication, certain images and models of human behavior are formed, and then they enter into the person. A person's thinking, ability to analyze and evaluate the world and his image is formed in the process of communication.

Communication is a multifaceted process of developing connections between people that arise from the need to work together. The main reason why a person is called a product of social relations is that he is always in the circle of people, in the sphere of interaction with them, which indicates that one of the most leading and influential activities of a person is communication. In human relations, it refers to the exchange of thoughts, feelings, worries and joys that initially occur between people.

As people communicate, as they experience the relationship between them, they develop qualities such as commonality, similarity, and harmony, and they understand each other at a glance. causes.

Communicative activity is a condition in which the individuality, uniqueness, diversity of knowledge and imagination of each person is manifested, and thus it attracts humanity for centuries. Therefore, the role and potential of science in society, which deals with communication, its aspects, nature, techniques and strategies, teaching communication (social

psychological training), has increased dramatically. Communication involves the exchange of information between collaborators, and such information exchange is defined as a communicative aspect of communication. When educational subjects engage in communication, they use language as one of its most important tools.

The second aspect of communication is that the interlocutors exchange not only words but also actions during the speech process, which is called the interactive aspect of communication. Finally, the third aspect of communication is called perceptual, in which the interlocutors are understood to be able to perceive each other.

Attitude is a normal human activity, a basic necessity and condition for his mental health, a person becomes a person, a person only as a result of attitude. Relationship is a complex and multifaceted process. The process of relationship can simultaneously perform the following functions: as a process of interaction of individuals; as a data acquisition process; as a process of understanding each other.

There are different ways of interpreting a relationship today. Their main ones are: relationship - the interaction of subjects; attitude - a type of independent human activity; attitude - a sign of other types of human activity.

Interpersonal relationships are regular relationships in small groups. The main condition of interpersonal relations is that the participants of the relationship know each other's individual characteristics to a certain extent, which is possible only on the basis of mutual experience, empathy, mutual understanding. To interpret the term interpersonal relationship, it is necessary to clarify the essence of the concept of "interaction". In our view, the relationship to interpersonal relationships becomes clearer and represents the ultimate, unified views of individuals 'personal relationships to events. Within the concept of interaction, the direct and inverse effects of things on each other are represented. It reflects the exchange of different objects, things, information between people, energies. The environment that surrounds the human body, the cooperation between people, is also manifested in the context of interaction. Therefore, interactions include direct and indirect interactions between objects and systems. In the social sphere, interpersonal communication and dialogue are manifested as a form of interaction.

According to VE Kemerov, interaction is a phenomenon that reflects the interaction of things, which serves to reflect the differences between different objects. At the same time, events related to human life and activity also provide a basis for the development of his cognitive processes[3].

Interpersonal relationships, on the other hand, manifest as short-term conflicts and interruptions in social processes. This is why interactions are not initial, but regularly recurring situations, and are a social form of sustainability. In the same way, the study of interactions requires a holistic thinking not about a particular relationship, but about its specific systems, sequence, features that ensure the regularity and consistency of processes in a specific time and place.

Thus, specific forms of human phenomena are manifested in interpersonal relationships. These include changes in the parties involved, their interdependence, and the interdependence of independent development.

Interpersonal interactions are monologically, dialogically, and polylogically. While the communicative activity of the individual is high in monologue relationships, the balance of views of both parties in dialogic relationships plays an important role in the culture of communication. Polylogic relationships are multifaceted in nature, and achieving the consensus of opinions of several subjects involved in a relationship requires a high culture of communication.

Interpersonal relationships - between people who feel emotional, leaflets and a set of contacts in the form of waves. Interpersonal relationships include: 1) people understanding and comprehending each other; 2) interpersonal attractiveness (attraction and sympathy); 3) interactions and behaviors (especially role-based). Interpersonal relations components: 1) cognitive component includes all mental processes: perception, perception, image, memory, thinking, imagination. Thanks to this component, there is an awareness of the individual psychological characteristics of the partners in the interaction and mutual understanding between people. Features: a) the adequacy of understanding - understanding of the accuracy of a person's psychological campaign; b) identification - identification of a person's identity with the identity of another person; 2) emotional component - includes positive or negative experiences that occur in a person during interpersonal communication with other people: a) likes or dislikes; b) satisfaction with oneself, one's partner, one's work, etc .; (c) an emphatic emphatic suffered another emotional experience), and empathic experience of the other (personal) and partnership (which can emphatic support) manifests itself in the form of the other person's emotional response to the experience. through assistance); 3) -atvor component of behavior - facial expressions, gestures -ishoralar, including pantomima, speech and actions, they represent the person's attitude, a whole group of other people. It plays a leading role in regulating relationships. The effectiveness of interpersonal relationships is assessed by the satisfaction or dissatisfaction of the group and its members. [4, 36-ch.] Kolominsky Yakov Lvovich says that "relationships and relationships are the phenomena of the inner world, the inner state of people." [4] Nikolai Nikolaevich Oboznov defines the following types of interpersonal relationships: acquaintance, friendship, friendship, friendship, love, marriage, kinship, spoiler. The main criterion is the size and depth of the person's participation in the relationship [5, p.29]. Nina Vasilyevna Jutikova, the importance of personal relationships and their partners on the basis of emotional, study, friendship and friendship apart. In his view, the interpersonal relationships of group members can be of three types: positive, negative, and unequal (when one is positive to the other and the other is negative to the other). This combination of different types of relations between different types of relationships in the group. The first option is a harmonious relationship. They can be divided into a tripartite group of three couples, only positive or only negative is characterized by the formation of relationships. Ideally, for example, three small groups of friends, the group has only positive relationships between people can be. In all other cases, there is a positive or negative relationship between the two pairs, between the members of the third pair - on the opposite side of the sign. The second version of the relationship is the opposite. In such a relationship, in any pair in a triad group, one of its members will have a negative attitude towards the other and the other will have a negative attitude towards it. This relationship, if the group does not have a personal relationship with at least a pair of three people can be referred to, if appropriate. They are called incompatible conflicting relationships, characterized by the absence in their system of a single couple having a positive personal relationship. Finally, compatible relationships can be said to be such that, despite their incompatibility, the group as a socio-psychological community continues to maintain its unity because at least two of the three possible couples separated in it have good personal relationships. Thus, they seem to neutralize the negative impact on the merger of the group of opposing relationships in the third pair. Group

relationships can be more controversial. Their peculiarity is that a positive personal relationships in the group, one pair cannot be separated. Because of this situation, this group of people as a socio-psychological society cannot survive at all. Among the reverse relationship, in turn, to distinguish between two possible options. The first is a partially conflicting relationship, in which some individuals have a conflicting relationship between a couple, and the rest have an unequal relationship. The second option is that the reverse relationship to a specific group can be divided among all the couples [6, p.11].

The problem of personal relationships in a peer group has always attracted the attention of local teachers and psychologists. In the context of the transition to general secondary education, its importance increased when its duration was extended by the working day, when school became the center of a child's life during the main period of his personality formation. At different stages of a child's life, especially in primary school age - the most responsible period of a child's transition to a new system of socially significant relationships, the role of peer relationships in shaping personality needs to be defined. . As a result of previous research in the field of local psychology, certain ideas have been formed about the nature and dynamics of children's interpersonal relationships during schooling. An important position that characterizes the approach of Soviet psychologists to this problem is the position put forward by Arthur Vladimirovich Petrovsky on the mediation of interpersonal relations, according to which the laws of development of interpersonal relations between students, as well as mechanisms are understood. internalization (the process of formation of the internal structures of the psyche associated with the assimilation of structures and characters, interpretation in Russian psychology, the transformation of the structure of objective activity into the structure of the inner plan of consciousness. processing and storage (perception and memory) of gestures "inside" the psyche. 2) method to apply to children and adults starts with the word; 3) The child begins to influence himself with words. These stages can be observed, especially when children's egocentric speech is observed, which cannot become their personal characteristics without studying their joint activities [7, p. 240]. However, the thesis is also generally accepted, according to which interpersonal relationships are subject to the logic of age development: at each age they have their own characteristics [8, p. 240]. An analysis of the research conducted shows that the number of works devoted to the study of the peculiarities of interpersonal relationships in primary school age is relatively small. Researchers often turn to descriptions of how interpersonal relationships change more than adolescents and young adults, rather than elementary school age. At the same time, the information presented in this research is high and they can be summed up as follows. Relationships of young school students are characterized primarily by the narrowness of interpersonal relationships. Often it is the relationship between the two children; groups do not appear, or time intervals. Between boys and girls is almost no advantage. As a result, the structure of interpersonal relationships turns out to be very unformed, consisting of two substructures that emerge - boys and girls.

CONCLUSION

The leadership of individual and extended, and the heads of the bottom of each structure. According to researchers, students and couples emotional response to the ruling. The main motives of interpersonal choice are game motives, as well as motives of the external plan. Business motives are mostly formal, not material. Interpersonal relations are not enough to generalize and stability, such as property [9] summary, the formation of interpersonal relationships includes the following features:
- narrowness of interpersonal relationships;
- lack of mutual privileges between boys and girls;

- emotional attitude towards peers, ie.
- the motive of interpersonal choice will be play or only external motives;
- interpersonal relationships for business cooperation are mostly formal;
- lack of generalization and stability.

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