



THE PRACTICE OF DEVELOPING INTERPERSONAL RELATIONSHIP CULTURE IN STUDENTS

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The Major of Pedagogical-Psychology Master of 2 Course

Annotation

Interpersonal communication is achieved through communication. It is well known that today's subject of assuring a student's individual and overall development is a hot topic. To do this, it is required to raise the dynamics of the student's intellectual development during the learning process, as well as to broaden the scope of training targeted at ensuring the knowledge and development of all students during the learning process. This article discusses the development of correct, adequate decision-making in complex interpersonal relationships, as well as the formation of a culture of interpersonal relationships between the student body and them, as well as strengthening their sense of involvement in the ongoing reforms in our country.

Keywords: Student, teacher, culture, attitude, interpersonal relationships, complex relationships, development, practice, improvement public speech, friendship.

Introduction

President of the Republic of Uzbekistan Resolution No. 242 dated August 20, 2016 "On steps to coordinate the retraining and advanced training of managers and teachers of higher education institutions," February 7, 2017. PF-4947 Decree "On the strategy of further development of the Republic of Uzbekistan," PQ "On measures to further develop the system of higher education" dated April 20, 2017 -2909 resolutions, and the concept of development of the Republic of Uzbekistan's higher education system until 2030 are among the country's major reforms. President Sh. Mirziyoyev has called for a new Uzbek Renaissance. The fundamental purpose, he said, was to establish a third Renaissance foundation. "The unique and unique scientific and spiritual heritage of our great ancestors must become a vital program for us. This immortal heritage must always be with us and always give us strength and inspiration. First of all, national education we must irrigate the system with such a spirit".

It will be used to restructure the national education system, improve educational content, train and retrain teachers, and generate a new generation of specialty textbooks. One of the most pressing concerns now is the development of a democratic educational model. The first feature of the democratic educational model, particularly





the educational process, is expressed in the student's own activities. The oral or written discourse of two or more people directed at each other is referred to as communication. Oral and written communication is expressed as a text, either spoken or written.

Communication is a Greek word that means "conversation," "interpersonal discourse," and "reciprocity," and it occurs when two or more individuals speak at the same time. A person lives and socializes under the effect of social experience, education, varied connections, moral conventions, ideology and ideological variables, and evolves as a person during the communication process. One of the key categories of educational and psychological sciences is human interaction, which encompasses the most significant mechanisms of interpersonal connections. And based on this, three aspects of communication are distinguished: the exchange of information, the interaction of the individual and the understanding of people among themselves. The communicative side of communication is the transmission of information.

There is not only "information movement" but also "information interchange" in the communicative process. If information is not only accepted, but also understood and understood, the relevance of information plays a special role for each participant in communication. The interaction of partners with each other through the system of signs determines the kind of information flow between people. In other words, such a data exchange entails, of course, interaction with the other party. Only when both participants use the same coding system can there be a communicative effect as a result of the information exchange. Absolute particular communication barriers of a social and psychological nature might exist in the context of human communication. Differences can be social, political, religious, professional, etc.

Only signs, or more accurately, sign systems, allow for the transmission of any information. Differentiate between verbal and nonverbal communication. Each of them has its own set of characters. Speech is an example of oral communication. Speech is the activity of using language to communicate (express, interact, and communicate). Speech is the most precise and ideal means of communication that only a person possesses.

Speech, it turns out, is actually verbal communication. Language is used in the process of communication. External and interior speech are the two sorts of speaking. External speech is separated into verbal and written forms, as well as oral monologues and dialogues. All forms of speech are intertwined. There is a stage of self-internal speaking during the speech or writing preparation process. This is a private conversation between you and yourself. External speech can take the form of verbal or written communication, as previously mentioned. Speech is understood through





written signs when writing a speech. Oral speech is the act of hearing someone else's words. As previously stated, the only way to transmit any type of information is through sign systems. Verbal (used as a system of speech signs) and non-verbal communication are typically distinguished in the communicative process (when different systems of non-speech signs are used).

Communication is a skill, method, and system of contact between the student and the student body that is essential in the sharing of information, the interaction of education and raising, and the attainment of mutual understanding in pedagogy.

These show up and have the following characteristics:

- In a learner's learning activities, communication is the most significant professional tool;
- To ensure proper implementation in the communication process, social management and social legislation are essential.
- Communication is the most crucial aspect of the learner-student interaction, and it is just as vital as motivation in motivating students.
- In pedagogy, communication refers to the active structuring of the learner's connection with other students, as well as the achievement of the program's planned function of accomplishing a specified goal.
- Communication is a complicated process of forming interpersonal relationships that stems from a desire to work together.
- Fear of inadequate pedagogical communication leads to anxiety, a lack of self-confidence, a reduction in attention span, business acumen, poorer speech dynamics, and a reduction in the ability to think independently and freely.

The culture of interpersonal interactions in students is a professional relationship between teachers and students that allows them to establish a healthy psychological climate for them in class and during extracurricular activities.

As a result, the first criterion for good communication is that persons who engage with each other behave in accordance with their expectations of one another. In some circumstances, positional dependence manifests itself, indicating the presence of values, tasks, and goals that are mutually exclusive, resulting in mutual antagonism - a conflict in the individual. Conflicts can arise in collaborative endeavors as a result of subject-business disputes and personal interests.

The stated necessity for partners, the inconsistency of the meanings of the request, and the order, which obstructs their mutual comprehension and engagement, is the semantic barrier in communication. As a result, in communication, the ability to put oneself in the shoes of the person with whom you are interacting, or, in other words, an awareness of the partner's plans and tactics in the circumstance, is critical.





A distinctive form of communication between students is a stable individual, characterized by the interaction of Communicators, a high level of satisfaction from communicating with each other - selective relations and friendship as a system of interaction. The development of friendship implies adherence to its unwritten code, which confirms the need for mutual understanding, openness and openness, trust, active mutual assistance, reciprocity in someone else's Affairs, indifferent feelings. A serious violation of the code of friendship leads to its termination, or to the fact that friendship falls into superficial, friendly relations, or even its dependence-to hostility. Ideal friendship is the most profound sincerity, complete mutual trust, the inadvertent disclosure of your personal identity. The value of friendship is not only in fully revealing itself, but also in the unconditional acceptance of another. Thus, in order to understand the impact of interaction, it is necessary to determine how the intentions, motivations, relations of one person are "superior" to the ideas of a partner, in other words, how the image of a communication partner is formed.

Psychological influence is very significant in communication. Psychological influence is a component of communication and a structural unit. In essence, this is the invasion of another person's psyche by one person (or a group of people) (or group of persons). This introduction's goal and outcomes are to transform and restructure individual or group mental phenomena (attitudes, relationships, relationships, circumstances, etc.). Although it is feasible to make certain changes in people's psyches and, as a result, in their actions and behavior, the psychological effect is by no means powerful. The ability of a learner to interact with other students is linked to his or her ability to integrate into the classroom community. Teachers should supervise all events and activities in the classroom, and learners should analyze and prevent any negative repercussions swiftly and fairly. This can only be accomplished by exchanging information with engaged pupils. Only then will suitable conditions for the student's participation in the educational process be created, resulting in positive outcomes. Together with other students, the student conducts instructional activities. Having a fair engagement with active students and informal leaders of the class is also important: including students in the conscious autonomous performance of many components of education, as well as offering them the opportunity to play organizational and executive responsibilities. The function of student self-awareness is improved by properly planned learner communication. At the same time, the learner's responsibility is to teach pupils to recognize their "I," to communicate their personal thoughts, to comprehend their place in the community, and to have self-esteem.





Conclusion

The individual is formed in the group as a person, is a direct and indirect representative of the relationship within the group. Group-A team that is separated from social integrity on the basis of a limited, specific character (the nature of the activity performed, social or affiliation, structure, composition, etc.). And how does the team differ from the group? Colleague is between people or students relationship group mediated by the socially valuable and personally significant content of a joint activity, and this is its main psychological difference from other groups. It was tried to compare the inspiring impact on the personality of an unorganized group and the established community. And suddenly it became known that the inspirational influence of the opinion of randomly collected people is manifested to a greater extent than the influence of the opinion of the organized community to which this person belongs.

In terms of the framework of educational communication, the culture of interpersonal contact among students is a one-of-a-kind example of student invention. While many of the learner's interactions with pupils are described in scientific works by pedagogical academics, communication is first and foremost a learner's personal psychological attribute.

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