



INTER-PERSONAL RELATIONS IN THE EDUCATIONAL PROCESS

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Article history:	Abstract:
Received: 27 th August 2021 Accepted: 26 th September 2021 Published: 30 th October 2021	It is well known that in the educational process, any pedagogical technology is based on the principles of education, which represent a new project of the educational process, and is focused on the individual student. Therefore, the interaction and communication between teacher and students, their interaction with each other, should serve to form human qualities in students. In the process of such a friendly relationship, students develop the skills to work in interpersonal relationships. This article focuses on the nature of interpersonal relationships
Keywords: Education, Interpersonal Relationships, Communication Process, Assessment, Socialization, Adolescent Process;	

In the socio-psychological literature, interpersonal relationships are the first to reveal different perspectives. Interpersonal relationships are expressed in how each person communicates with others or in how they communicate emotionally. It makes sense to use the term interpersonal relationships as social relationships. If people are weak in their relationships with the public, it will be difficult to properly understand the special relationships that arise within each social relationship, not only from society but also from the family. This phenomenon is directly related to the educational process. Because a person spends most of his time in educational institutions, as a result of communication with peers and teachers, he develops personal relationships, interpersonal skills.

The characteristics and essence of social relations differ significantly from each other: their most important feature is the emotional basis. Therefore, in the educational process, interpersonal relationships can be considered as a factor in the psychological environment of the group. Undoubtedly, the emotional foundations of a relationship are based on certain feelings that they experienced in relation to each other.

In the process of learning, students' personalities are formed in the process of interacting with other people. If, in the early stages of life, he immediately selects the people who will form the environment, he will regulate the number and composition of the people with whom he is self-connected and in contact with it. Thus, a person provides a certain psychological effect on a part of this environment.

It is known that a person's environment is where he lives, plays, reads, studies, relaxes, works. All of their tribes reflect themselves in thought, because in each, each behavior gives a feeling associated with practicing a particular way. It largely depends on the personal characteristics of the people, the nature of the mental reflection, the emotional attitude and behavior of the person with whom they interact.

In many ways, the future of society is brightened by the education of the younger generation. The educational process, based on the theory of interpersonal relationships, is in many ways effective and serves to reveal the abilities of the individual in different areas. In this process, the student also demonstrates the ability to learn independently. Thus, the theory of interpersonal relationships has a dual nature for the education system. As we consider the interpersonal approach to the learning process, we analyze the approaches to organizing the learning process on the basis of interpersonal relationships and educating students through interpersonal relationships. To do this, it is important to present and disseminate knowledge about interpersonal relationships. In the first case, interpersonal relationships are manifested as a method of learning, while in the second, as its content ensures the effectiveness of the process. Independent organization of their activities is one of the basic concepts of interpersonal relationships. In the education system, however, this represents independent learning.

The best management is self-management of the individual. The important thing is not to transfer knowledge, but to learn ways to replenish knowledge. In other words, mastering independent ways of learning is of particular importance. This is recognized as an irregular dialogue. The paradigm of independent organization of one's own activities or interpersonal relationships draws man into a dialogue with nature that has a new content essence. This, in turn, encourages the reader to engage in business and cultural communication with themselves and those around them. The student relies on the gradual development of a particular situation in order to form a future path of

interpersonal relationships. With this condition it is regularly linked and interpreted at the value level. The student chooses the path of development that is most acceptable to him. This, in turn, determines the internal path of development of the situation. Therefore, it is an effective way to master irregular situations. In terms of interpersonal relationships, the learning process is a way of connecting the learner with the teacher, which is manifested as follows. In this case, knowledge is not simply transmitted from one person to another. It is also not a mutual presentation of ready-made natural states. It is an irregular situation based on open communication, a direct and feedback link, and an educational connection based on solidarity. It is a way to solve problematic situations in a specific way in a certain rhythm. As a result of joint activity, the student and the teacher move and operate at the same pace. This is an exciting learning process.

At the same time, these mental reflections, emotional attitudes, and behaviors always reflect the motivational and consuming characteristics of the person whose intentions are objective and consuming. With these characteristics, a person can form his own socialization or free communication by choosing people who prefer to communicate with him.

Numerous facts show that people, by their appearance and abilities, skills and actions, meet the needs of the person with whom they communicate, the frequency and nature of communication with them. The characteristics of people communicating with him, his needs, and the characteristics of the motivational field determine the core importance of each of these people.

In the process of education, the process of self-discovery and identification of personal characteristics in the social reality of adolescence often leads to internal conflicts. For a teenager who has just finished his or her childhood, the search for his or her new "I" is painful and time consuming.

Trying to ignore them can ruin a teenager's relationship with others.

Conflicts that arise in the field of interpersonal relationships in the educational process are perceived by adolescents in an emotionally affective way, which hinders the development of a well-rounded person and leads to the ineffectiveness of the adolescent's life activities.

A modified version of the diagnosis of interpersonal relationships (T. Liri - Sobchik) is very useful for studying the structure of interpersonal and internal conflicts. It has been empirically proven that serious inconsistencies in the structure of self-esteem (real 'I' and ideal 'I') are indicative of an individual's internal disharmony and lead to his or her conflicting behavior. The value of this methodology is that it is the only measuring instrument capable of detecting inconsistencies in the self-assessment system and its nature.

Among the various psychodiagnostic methods, interpersonal diagnosis of interpersonal relationships is distinguished by the positive aspects of questionnaires and multifactorial questionnaires. These methods are influenced by motivational disturbances and the subject's attitudes toward the research process.

The method of diagnosis of interpersonal relationships differs from the original version developed by T. Leary (1969) mainly by an interpretation based on comparison with the results of other psychodiagnostic studies. In addition, LNSobchik tested in the study of interpersonal relationships in sports teams (1972, 1974, L.Sobchik), production teams, student teams and other small groups (L.Sobchik 1986, M.Maleshina, 1986). adaptation of the verbal material of the conducted methodology was carried out. However, the practice of applying the methodology has shown that some of the judgments of the survey are not well developed. This will prompt additional steps to be taken to edit and adapt the methodology. A more convenient and fast way to record and calculate results has also been developed.

The main problem is how to manage the learning process, it is important to focus this process on the development of students. In this process, it is important to organize the learning situation based on the student's self-management and support. The main problem is how to eliminate the gap, to create a creative environment in its place, to turn it into a process where natural innovations are born. The approach to the educational process based on the theory of interpersonal relationships is to create a guiding and motivating educational process, to organize it on the basis of interpersonal relationships with oneself and others. From what has been seen, it is clear that there is a certain form of cognition, which is the educational process and the vital activity of the student. In order to act effectively to a certain extent, it is necessary to move at the right time and at the right time. At this point, it is important to think about the right impact on the reader. The result of such an effect is usually unexpected and varied. Education acquires an adaptive action. To understand the process of learning based on irregularities, one must use the theory of interpersonal relationships. This means learning new knowledge in the learning process. In this situation, the learning process takes on an adaptive appearance, reflecting genetically existing behavioral patterns. Education itself shapes the desire to know the life changes that are inherent in the nature of the learner.

In the process of learning based on interpersonal relationships, students exchange ideas, acquire a culture of communication, each student strives for the success of himself, his teammates, classmates. As a result, they develop mutual trust and sincere friendship. They begin to feel a sense of solidarity, the power of solidarity, and responsibility for the success of their classmates. In this process, each student will have the opportunity to acquire management skills. In this type of learning environment, no student is discriminated against, no weaknesses are manifested, but each of them is given the opportunity to acquire knowledge within the limits of their abilities, needs, strengths and desires. The classroom provides convenience to low-achieving students, along with the acquisition of knowledge, the formation of skills to work in interpersonal relationships, the opportunity to understand that they are citizens and members of a particular society. In the process of interpersonal relationships, students observe, monitor, and evaluate each other. Of course, the teacher, as the manager of the learning process, observes all the students, in the process

their opinions should be taken into account. Each assessment made in this process must be explained and interpreted on the basis of specific evidence. During the assessment process, students also self-assess. This situation teaches them to look at themselves from the outside, to control their own behavior. Primary education requires an individual approach to assessing students' knowledge based on the requirements of state educational standards. This is because the need for an objective assessment of students' knowledge requires it. Existing experience clearly shows the need to develop criteria for assessing the knowledge of students with different abilities.

In conclusion, the assessment of students in the process of interpersonal and friendly relations has the following didactic possibilities:

- serves to identify and develop the abilities and capabilities of students, not their shortcomings;
- allows the teacher to choose what and how to teach students;
- helps to show that student assessment is an integral part of the learning process in a friendly environment based on interpersonal relationships;
- is a factor in the development of social, emotional states and interests of students;
- manifests itself as a phenomenon that affects the activity of interaction between teachers and students, students and students, and interpersonal relationships;
- Creates interest and aspiration in students to the learning process;
- Represents the achievements of students as a result of activities in interpersonal relationships;
- Provides parents with the necessary information about the activities of students.

This means that the harmonization of the activities of teachers and students takes place on the basis of interpersonal relationships and friendly relations between students. This is because such an approach allows students to learn more, apply it in practice, and create a healthy, friendly environment in the classroom.

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