

STUDY OF THE METHODS BY WHICH FRIENDSHIP RELATIONS ARE FORMED AMONG SCHOOLCHILDREN

Pazilbekova Muxaddes Sultanbek qizi

*1st year of Master's degree Nukus state pedagogical institute named after Ajiniyaz
(Nukus, Republic of Karakalpakstan)*

The contemporary socio-cultural changes and crises in education have given rise to a number of socio-pedagogical problems around the world. These include the search for new strategies to organise education in accordance with the realities of the 21st century and the creation of a new humanistic paradigm in education.

The modern strategic goals of education across the globe place significant emphasis on its socio-cultural, ecological and personal dimensions.

In the course of the substantial reform of the continuing education system in Uzbekistan, a national model has been devised. This model is characterised by the notion of "lifelong learning", with the individual constituting its primary focus. In the context of global educational trends, the nature of learning is undergoing a transformation characterised by the following developments:

The notion of continuity of education and its mass character is a significant consideration in educational policy and practice.

The significance of this issue is twofold: firstly, from an individual standpoint; and secondly, from a societal perspective.

The focus should be on active learning methods that students can master;

The educational process is adapted to the needs of the individual.

The focus of learning is oriented towards the personality of the student, with opportunities being created for the self-disclosure of the individual.

In line with the shift in educational paradigms, educational institutions are progressively transferring the educational process from the domain of teachers to that of pupils. This strategic realignment is undertaken with the objective of ensuring the rights and liberties of children, as enshrined in the legal framework of Uzbekistan and the international legal instruments ratified by the country. Rights-based education is incorporated within the framework of Uzbekistan's continuing education strategy, which is predicated on a meticulously devised plan.

The high literacy rate of the population, coupled with the substantial engagement of children in general secondary, specialised secondary and vocational education, signifies a notable accomplishment of the Republic of Uzbekistan within the domain of educational advancement.

Nevertheless, education, renewed by the rich and positive experience and innovative efforts of teachers, remains a public reproductive rather than a private creation.

The objectives of contemporary strategic education are either realised in their entirety, contingent on the prevailing circumstances, or remain at the level of a general declaration.

This has necessitated the development of innovative pedagogical approaches and the consideration of novel social development conditions.

One such method is the concept of the school of harmonious interaction with children, which is based on the integration of UNICEF programmes. These include the promotion of "sanitation and hygiene" standards in schools, as well as Global Education and inclusive education projects. This notion also serves to emphasise the importance of parental involvement in the broader concept of a harmonious and child-friendly school environment.

In the process of cultivating behavioural qualities in children, it is considered beneficial to facilitate the formation of friendships within the context of mainstream education. It is evident that the cultivation of amicable relations fosters an environment conducive to the practical application of theoretical knowledge in the context of moral education. This approach is instrumental in promoting independence, the fulfilment of tasks within a group setting, and the development of creative abilities.

The present-day most crucial task is the identification of efficacious forms and methods of preparing the young generation, the future of our society, for life on the basis of the latest achievements in science and culture. From this standpoint, the establishment of amicable relations among schoolchildren is contingent upon the identification and implementation of contemporary and pragmatic methodologies for enhancing the education of behavioural culture in the context of moral education.

In the course of other dialogues concerning friendship, amiable relations, and interpersonal relationships, the activity of the male subjects rapidly diminishes. Consequently, their recollection of the knowledge and interests pertinent to the subject matter of the dialogue becomes compromised. The teacher, having already anticipated the possible outcome of the story during the preparatory stage, endeavours to interest those whose activity needs to be raised. In the context of the conversation, it is incumbent upon the teacher to pay particular attention to the interests and emotional attitudes of boys and girls. In the context of moral education, it is imperative to acknowledge that the moral development of children and girls does not occur in a uniform manner.

The Child Friendly School concept is predicated on a holistic approach to children's learning, incorporating a wide range of inseparable and complementary components. It is vital to acknowledge that each component is an integral part of the child development process. In order for a school to be considered "child friendly", it must demonstrate the following characteristics:

Should the fundamental basis of this matter be the assurance of the health and safety of the child;

The approach is interactive and child-centred.

The approach is characterised by its sensitivity to gender issues.

The basis of this determination is active participation.

Should the aforementioned parties be focused on quality, then...

The school has been designated as child-friendly.

The teacher's role is not to control, but to facilitate progress, thereby enlivening the learning process.

The textbook is one of the educational resources available.

The optimisation of educational and socially oriented opportunities for students is of paramount importance.

Interactive teaching methods are utilised.

A variety of learning styles and methods are considered.

It is evident that the establishment of an informal, authentic and welcoming learning environment is at the core of this initiative.

It is imperative to adopt a positive attitude towards students and their capabilities.

The classroom environment bears a strong resemblance to real-life scenarios;

It is imperative to consider the child as a subject rather than an object;

It is imperative to embrace all student perspectives and refrain from employing the term "error."

The conceptual framework of the school of harmonious interaction with children is as follows:

1. The establishment of a conducive learning environment that fosters well-being and safety is of paramount importance.

The fundamental principle of free and inclusive education for all children is paramount.

It is vital to instil a sense of respect for the rights and dignity of the child.

The responsibility for the protection of children's rights is incumbent upon the state.

The primary objective of this paper is to explore strategies for ensuring the peace and well-being of all children within the community.

It is vital to ensure that children are treated equally and that their temperament is taken into consideration, irrespective of their status.

A personalised approach is imperative, with consideration given to the nature and educational context of the family unit.

2. It is imperative that all children are involved in the learning process.

The complete enrolment of children in the compulsory general secondary education sector.

It is imperative to address the needs of children in accordance with their gender, social, ethnic characteristics and abilities.

The provision of guaranteed equal opportunities and continuous school attendance is hereby asserted.

3. This text is characterised by an awareness of and sensitivity to issues pertaining to gender.

The principle of equal opportunities in education, irrespective of gender, is of paramount importance.

It is imperative that the number of male and female pupils is balanced at the point of entry, throughout the duration of their education, and upon completion of their schooling.

The absence of both discrimination and stereotyping is paramount.

The provision of curricula, teaching aids and materials that are sensitive to gender is essential.

4. Participation:

The present paper sets out the hypothesis that educational cooperation is a key factor in the study of the subject.

It is vital to act in the best interests of the child in the team.

The involvement of children in all dimensions of school life is of paramount importance.

5. Quality:

The quality pedagogical process is defined by the following criteria:

- learning content
- educational achievement outcomes
- life skills

The environment is of a high quality and is hygienically safe.

The quality of teaching capacity is determined by two key factors: firstly, the level of knowledge possessed by teachers regarding their profession, and secondly, the degree of motivation they demonstrate.

The selection of students is predicated on two key criteria: the students must be of a high calibre, and they must demonstrate a readiness to learn, as well as good physical health.

The following report outlines the goals and priorities of the school with regard to child-friendly initiatives.

It is imperative to promote the active involvement of the child in both the school and the community environment.

It is imperative to ensure the optimal health and well-being of the child.

It is vital to ensure the provision of safe and secure places for children.

It is vital to provide adequate support for children in order to facilitate their attendance at school and ensure their success in their academic endeavours.

The primary objective is to ensure that children achieve high academic achievement and success.

The enhancement of teacher morale and motivation is a pivotal aspect of educational policy and practice.

The mobilisation of community support for educational purposes is a key objective.

The objectives of the Child Friendly School initiative are as follows:

It is imperative that all parties prioritise the rights of children and ensure their protection.

It is imperative to facilitate opportunities for children to develop physically and mentally.

It is imperative to ensure that the pursuit of learning is conducted with the utmost rigour and excellence.

The development of a school model is to be based on the principles of the right to life of the child, their protection, participation in school and community life.

The objective is to facilitate the development of students' life skills.

The cultivation of friendship relationships among pupils encompasses the following aspects:

1. The enhancement of confidence in the instructor.
2. It is evident that the lesson has generated a heightened level of interest.
3. It is evident that the level of creative thinking increases.
4. A sense of responsibility is also expressed.
5. The subject perceives himself not only as an object, but also as a subject.

The culture of communication with society (classmates, friends, etc.) is formed.

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