

FORMATION OF MULTIFACETED RELATIONSHIPS OF PUPILS IN SECONDARY EDUCATION

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ARTICLE INFO.

Keywords:

Associations of different ages, intergroup associations, team structure, specialized associations, integration, differentiation, social interest, variability, individuality.

Abstract

The article discusses effective ways of organizing inter-age communication within the framework of a team of secondary specialized education, which are the so-called complex affairs of the general team. They combine a variety of content and forms of organization. Complex affairs provide great opportunities for the interaction of students at all stages of the activity of secondary specialized education.

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INTRODUCTION

In the system of communications of the team of secondary specialized education, the leading one is the interaction of teachers and students, which acts as an integrating factor of all relations within the educational institution. At the same time, the formation of a positive experience of interaction between teachers and students does not fully solve the problem of preparing students for the system of social relations. In the existing variety of human relations, the most common is the interaction of a person with people of different ages, and the most numerous in society are associations of different ages.

This interaction takes place in the family, in all production and educational teams, forms the experience of diverse relationships, contributes to the development of the most important moral qualities, the development of cultural values, and expands the range of development by students of various social roles. Informal associations of students of different ages that arise in educational institutions and outside it often act spontaneously and therefore do not achieve the intended results and sometimes even acquire an asocial orientation or, faced with many obstacles, having no knowledge and experience to overcome them and being out of sight teachers cease to exist. In this regard, it is very important to correctly regulate the interaction of students of different ages. Under the conditions of secondary specialized education, temporary and permanent mixed-age associations (RBOs) can be formed. The basis for the emergence of associations of different ages is a specific activity, a permanent or temporary business.

Experience shows that teams of different ages can have a relatively constant composition of students and teachers, but it is also possible to create temporary associations. In some types of activity, associations of different ages are formed from all students, in others - from representatives of the first courses. Some associations include both teachers and students, while others include only students.

LITERATURE AND METHODOLOGY

In a number of educational institutions, teams of different ages with a relatively constant composition have become widespread. In terms of quantity and principles of recruitment, they are diverse. In some, for example, academic lyceums, so-called commonwealths are created, which include two or three groups of students of different ages. They unite from 40 to 70 students, and, within the community, permanent and temporary RVOs are created to organize specific work and conduct various events. Along with intergroup associations in an educational institution, RVOs are formed taking into account the wishes, interests, abilities and inclinations of students: circles, clubs of the cheerful and resourceful, studios that can unite teachers and students of different ages. The naturally occurring composition of these groups of different ages has a positive effect on the implementation of continuity in work and provides a close connection between associations of interests of the general staff of the educational institution. An important place in the structure of the team of secondary specialized education is occupied by permanent associations formed taking into account the content and nature of social activities (councils, commissions) to perform specific systematic work, for example, a council of labor affairs.

Temporary associations of different ages are often created to prepare various events: celebrations (Independence Day, Navruz), congratulations (Teacher's Day, March 8, Defender of the Fatherland Day), helping people around or to perform work that requires special skills and abilities. An effective way to organize inter-age communication within the framework of a team of secondary specialized education is the so-called complex (key) affairs of the general team. They combine a variety of content and forms of organization. Complex cases provide great opportunities for the interaction of students at all stages of activity. All group and other primary associations can participate in them, which contributes to collective and age communication. The preparation and conduct of these cases may be accompanied by the formation of various types of temporary associations of different ages.

RESULTS

In many collectives of secondary specialized education there are self-government bodies of different ages: permanent (council of senior students, council of the museum) and temporary (councils of affairs, commissions), which often include teachers and students of different ages. In such associations, first of all, business relations between seniors and juniors are formed, successive development and enrichment of the experience of organizational activity is carried out. For example, specialized associations are common in academic lyceums, which are organizers of cases in specific areas of work. They include representatives from many groups, educators, and sometimes parents. In this case, unity of action is achieved in the primary collectives in this direction, the decisions of the self-government body become the property of the members of the collective. At the same time, primary collectives can express their opinion through representatives. At meetings of the specialized self-government body, teachers and students discuss plans, immediate affairs, agree on interaction, assistance and support between themselves and teams, the nature of interaction between seniors and juniors in organizing work.

Thus, depending on the purpose, nature and conditions of the activity, which includes teachers and students, various associations of different ages can be formed. In order to reveal the possibilities and develop the most important aspects of the student's personality, gradually expand and enrich the sphere of his communication, as well as the formation of multifaceted relations in the team of secondary specialized education, it is useful to provide and create conditions for the entry of students into permanent and temporary associations formed according to various principles.

CONCLUSION

When organizing and regulating the interaction of students in groups of different ages, it is important to be guided by a number of requirements:

- To ensure the integration and differentiation of the social interests of adolescents in a group of different ages. It unites students with a common interest, a specific thing that is necessary and useful for all participants. On the other hand, the interaction of group members develops, enriches, if in joint activities everyone can show their individuality, satisfy personal needs, develop their abilities. Therefore, it is important to select the content and forms of joint activities that are attractive for students of different ages, to achieve the assignment of the common goal of joint work by each student of the activity, revealing the significance of the student's actions for achieving the overall result and developing his personality, implementing personal plans.
- Provide variability in the choice of forms of interaction between students. This means a constant renewal of the content of the forms of joint activity of students of different ages, their voluntary inclusion in all spheres of social relations, and the creation of various types of associations. - provide students with the opportunity to choose and perform different roles. Ensure a constant expansion of the range, change of social roles performed by students in associations of different ages, differentiation of roles.
- Relations between participants in a group of different ages should be, on the one hand, referential for the individual, and on the other hand, suppression of the individual in this group should not be allowed, regardless of age and the social role that the student performs.

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