PEDAGOGICAL-PSYCHOLOGICAL CHARACTERISTICS OF FORMING INTERPERSONAL VALUE RELATIONSHIPS AMONG STUDENTS

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Abstract: This article provides information on the pedagogical and psychological features of teaching students to value interpersonal relationships in the educational process. In the process of interpersonal relations, the pedagogical and psychological conditions for students to learn each other's personal qualities and enter into a mutually friendly cooperation environment have been studied. The theoretical foundations of this problem are also analyzed. This article serves as a methodological resource for professors, researchers, and teachers.

Keywords: interpersonal relations, value relations, pedagogical and psychological features, dialogue, pupils, information exchange, access to communication, establishment of relations, nationality.

As a result of involving students in interpersonal relationships during the educational process, their attitudes towards others begin to form. The nature of interpersonal relationships between students is constantly changing. This happens due to changes in the needs, motivations, and means of communication of students. This condition occurs gradually and accelerates during adolescence. At the first stage, their peers and classmates play an important role in the lives of students. In the second stage, students' positive qualities develop in a harmonious way; friendly relations of a stable character, emotional experiences based on respect, and positive feelings arise between them. According to LI Bojovich, the nature of relationships changes. This occurs as a result of the influence of external circumstances on students [1, p. 47]. For example, close relationships and friendships between students are formed as a result. Real relations between students are formed in the process of joint activity. Educational activities, creative activities, and game activities can be included among them. At the end of pedagogical processes based on the game, there is a stop in the relations between the students. In the process of interpersonal relations, students make demands on each other's personal qualities. A friendly atmosphere of cooperation between students creates a basis for their development. First of all, the evaluation of students by their peers is influenced by the evaluation of teachers and parents. This grade represents the student's success in learning. As the student develops, his personal attitude towards his classmates also changes. The basis of his assessment of his classmates is determined by his personal attitude towards them. As students move from class to class, their relationships with each other become more close and friendly. The basis of student relations is their common interests, emotional experiences, thoughts, and moral values.

Ethnicity also plays an important role in the formation of interpersonal relations among students. At this point, students' tolerant attitude towards others is an important factor. Pupils pay special attention to the opinions of the people around them, their peers, and their classmates. Our observations showed that the students' interpersonal and communication skills were formed at a very low level. The main reasons for this are the insufficient development of social and communicative competences in students, the insufficient level of help and support provided by parents and teachers for their interactions with peers, and the lack of methods that teach students to engage in interpersonal relationships. It is explained by the fact that it does not exist, that pedagogical cooperation opportunities are not used enough, that the spiritual and cultural environment is not fully formed in the school, and that children are not taught interpersonal relationships in the family from a very young age. It is requested to pay special attention to cooperation between students and adults, i.e., teachers and parents, in various social situations. For this purpose, according to state educational standards, educational programmes, textbooks, as well as educational methodical manuals, educational topics that create situations between students and adults, and didactic tasks should be allocated a large place in educational materials. The need to effectively use the possibilities of cooperative pedagogy in classroom and extracurricular situations to equip parents with knowledge about cooperative pedagogy and the formation of interpersonal relationships is growing. It is very important for the teacher to know the technology of the purposeful formation of interpersonal relations among students and to understand the psychological laws of the development of these relations. Because the moral-emotional and moral-aesthetic aspects of interpersonal relations formed among students are analysed and described within the framework of pedagogical-psychological knowledge [2, p. 35], In the framework of interpersonal relations, the issue of identifying and eliminating conflicts between students is gaining special relevance. Our observations show that there are conflicts between students and students, students and students, and students and students. Conflicts between students have a negative impact on the pedagogical and social-psychological environment. This creates an unpleasant situation, especially among students who enter into conflict and among the whole class community. Experts have identified five behavioural strategies students use in conflict situations.

1. competitive strategy This strategy is manifested in the student's insistence on his own opinion and achieving what he wants no matter what. For this, he goes against his classmates to achieve what he wants without considering their needs and interests.
2. Compromise strategy Students side with each other in conflict situations. In this situation, both students do not lose, but they cannot fully satisfy their needs and interests.
3. Care strategy In this strategy, both students in conflict take care of each other by relinquishing their own interests and needs, resulting in an end to the conflict between them.
4. Privilege strategy In this situation, one of the parties sidesteps the other and adapts to the situation. The second participant will have a privilege. If the student cannot firmly defend his point of view, this strategy is harmful for him. Because the student has to endure situations that are unpleasant for him. On the other hand, the student is satisfied with the opportunity to satisfy his needs and interests.
5. Partnership strategy This strategy is one of the most effective strategies for forming interpersonal skills in students. Within this strategy, both sides in conflict fight for victory. They agree to move together. Friendly relations between the students are maintained, and the interests of both parties are satisfied.

The composition of interpersonal relations presented by D. B. Elkonini includes the system of relations between a student and a teacher, a child, and parents. The teacher-student relationship

occupies a central place in the school's educational environment. All success in school life takes place through this system of relationships. In the process of education, students feel that they are part of a team formed by the class team and enter into interpersonal relationships. They are interested in the high achievement levels of their classmates. However, the grades assigned by the teacher to the students do not have a reciprocal effect on their interactions. Students who experience positive interpersonal relationships are more motivated to do their homework. As students move from grade to grade, achievement levels and behavioural stereotypes begin to affect their relationships. If the students insist that they loved the teacher very much in elementary school and that they should study with excellent grades to please their parents as they move to higher grades, I should study well in order not to fall behind my classmates. put forward the opinion that It is not important for students how the teacher reprimands them; they try to eliminate their shortcomings even when the teacher reprimands them individually or with the participation of their classmates. As they move from class to class, the situation changes. When they are reprimanded in the presence of classmates, it has a strong impact on the student's experiences, emotional state, and feelings. That's why experiences related to achieving success in adolescence are accepted not only in the opinion of adults but also in the attitude of classmates towards this issue. By this time, the opinion of the class team becomes the main control tool for the student's behavior. A positive opinion formed among the class team in relation to the educational activity encourages students to succeed and increases their motivation to get good grades. Otherwise, due to the negative attitude of the class team towards the educational activity, the students who get an excellent grade will be careless and become equal with others. The results of their educational efforts will decrease. That is why teachers have an important pedagogical task. This is to form interpersonal relations among students in a purposeful way and ensure that the attitude of the class team serves the development of students' educational motivation. For this, teachers are required to use mechanisms for the development of various forms of interpersonal relations among students during their educational activities. Such forms include evaluating each other, monitoring the results of each other's activities, jointly planning the sequence of actions, working in pairs, jointly checking completed tasks, and providing mutual support in the process of creative activity. When organising the collective activity of students in the lesson, the teacher should ensure that all students act as examiners and subjects to be examined. In the process of such activity, new forms of interpersonal communication are created. They are active thematic communication, and students have the opportunity to think about the problems learned in the lesson. As a result of the joint activity in the lesson, the students acquire the motivation to help each other, and they develop a sense of personal responsibility, not only for their own success but also for the success of each classmate and the whole team, and for working in cooperation. The interaction with the teacher has a great influence on the formation of the interpersonal experience of students. A special interest in the teacher appears in students in the first grade. As they move from classroom to classroom, relationships between students become more differentiated and strengthened, and interest in the teacher decreases. In the process of interpersonal relations, the teacher has a great influence on the emotional spheres of students. The teacher determines the student's behaviour in many ways. They help in the formation of emotionally valuable relationships with the surrounding world. The experience of interpersonal relationships formed by students has emotional content in many ways. Students express their feelings to their teachers, parents, and classmates by expressing joy, resentment, sadness, and grief. That is why it is important for students to have the ability to understand their personal emotions in the formation of interpersonal relationships. With the help of emotions, students express their relationships with teachers and classmates. This assessment was expressed based on his feelings and thoughts, which are important for the student. In this way, the formation of interpersonal relationships among students depends not only on specific changes in

their age but also on social and cultural conditions. The formation of students as individuals also depends on their relationships with teachers, peers, and classmates. It is interpersonal relationships that are important in meeting the basic needs of students. Such needs can include the desire to access emotional connections, protection, and the acquisition of personality qualities.

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