

## FOSTERING FRIENDLY RELATIONSHIPS IN CHILDREN'S TEAMS

Usarov Ravshan Khudayarovich

Teacher of Russian Language and Literature

Department of Russian Language and Literature TerSPI

Oltiboyev Abror Muzafafrovich

Deputy Director of the Pedagogical College Altynsay District

### ABSTRACT

Practice of working with children in children's groups and studying the works of psychologists V.V. Abramenkova, L.N. Bashlakova, D.P. Lavrentieva, M.I. Lisina, L.P. Pocheverina, E.V. Subbotsky, etc. on the problems of relationships between preschoolers in a team show that there are complex relationships between children that bear the imprint of real social relationships that take place in "adult society."

**Keywords:** Working with children in children's groups, extremely active children develop increased self-esteem, feel insecure, affect personal development, the content of friendly relationships, personal advantages of peers, more importantly, the style of communication between an adult and a child.

Children are drawn to their peers, but when they find themselves in a children's society, they are not always able to establish constructive relationships with other children.

Observations show that relationships often arise between children in a group, which not only do not form humane feelings in children towards each other, but, on the contrary, give rise to selfishness and aggressiveness as personality traits.

In each group there are usually several extremely active children, whom teachers often consider the "core" of the group, support and rely on them in their teaching activities. On the other hand, there are children in the group who are, as it were, subordinate to the former. Such "polarization" has a detrimental effect on the personal development of both. The former develop increased self-esteem, the desire to be ahead of everyone at any cost, and cruelty towards more passive children. Those children who are not part of the "core" develop either servility, the desire to secure the protection of the "chief" at any cost, or isolation, distrust of people, etc. Such children feel insecure and uncomfortable in a peer group and are often very reluctant to join a children's group.

In the psychology of relationships, it is noted that preschool age is the initial stage of the formation of relationships between children.

One of the basic needs of preschool children is the need for communication, which is satisfied when the child has contact with peers.

Already in the third year of life, relationships between children become selective: younger preschoolers often play, talk, and share toys with certain children, although they still cannot explain their attraction to this or that child and do not make any demands on the personal qualities of their peers. "The object of friendship at this age often changes. However, this period of friendship is important and necessary, because it is from this period that fully conscious friendships grow in the middle preschool age (4-5 years).

In children aged 4-5 years, one can observe paired friendships characterized by the depth of sympathy. The content of friendly relationships is enriched, and their motives change. The main motive and condition for the emergence of friendships throughout preschool age is play, where the child learns the norms and rules of behavior, learns to interact with other children so that their relationships regarding the game and the game itself last longer.

But in the middle (4-5 years) and, especially, in the older (6-7 years) preschool age, along with play, the personal merits of peers, their skills, abilities, and knowledge begin to acquire great importance. Children of the fifth year of life not only have friends, but can also motivate the choice of a friend.[1]

True, children do not note personal qualities that are attractive to them, but only external manifestations. This is explained by the child's inability to analyze his own feelings.

At the junction of middle and senior preschool ages, a significant restructuring of friendships occurs. Children are already trying to explain the very concept of "friendship". They attach great importance to the moral qualities of their peers and show constancy and affection in friendship. Children begin to evaluate each other's actions and even try to understand their motives.

Research has found that girls are less likely than boys to show humane attitudes toward peers in various situations and in joint activities. Girls, more often than boys, diverge in verbal and real behavior in a situation of joint activity (they say one thing and do another). [2]

Boys are more oriented toward their peer group, i.e. the opinion and assessment of peers are more significant for them than the opinion and assessment of an adult.

Girls, on the other hand, are more oriented toward adults, their opinions and assessments, and want to meet the standard set by adults.

Most preschoolers are characterized by a positive assessment of themselves and a positive self-image. And children do not want to lose this image.

By the age of five, most preschoolers clearly know what is good and bad in relationships, i.e. they have knowledge of behavioral norms.

In a situation where the teacher does not deal with relationship problems, or does so ineptly, in most children under six years of age, verbal behavior diverges from real behavior. In the same situation, the majority of children under six years of age are characterized by situational behavior and variability of behavior in the same cases.

The transition to compliance with behavioral norms does not occur gradually, but always in the form of a qualitative leap from systematic violations to sustainable compliance with behavioral norms. [2]

Preschool children have different levels of understanding of the rules of relationships, and different levels of mastery of these rules in real communication with peers. Rules by themselves do not determine relationships for children.

More important is the style of communication between an adult and a child. If an adult implements an altruistic style of communication towards children (a value-based attitude towards oneself and towards another person), then truly humane, moral and selfless relationships develop between children. The child's moral self-esteem becomes a regulator of his relationships with other people.

Based on practical observations of the development of relationships between children and our own ideas about the formation of these relationships, we assume that the formation and

development of relationships is influenced by the following factors: relationships between adults, relationships between adults and children, the level of mastery of children's activities, age-psychological characteristics of the child, the development of his emotional sphere. [2]

The development of subjectivity in relationships is a long and difficult process where a person develops himself and develops his relationships.

It is very important to encourage a teacher, an adult, to reflect on their relationships and take a reflective position in relation to others.

If a teacher does not reflect on his relationships, does not develop himself, does not develop his relationships, he is a brake on the development of relationships in children's society. The child must gain new relationship experiences every day. The teacher's task is not to prevent the child from entering different types of relationships. Quarrels, conflicts, and different situations should be played out by children, encouraging the child to reflect on his behavior. This is a powerful regulator of relationships, a way of understanding these relationships. [2]

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