

FORMATION OF CHILDREN'S SOCIAL RELATIONS

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ANNOTATION: This article explores the psychological and pedagogical foundations of forming social relations in preschool children. The author analyzes the role of the family, the preschool educational environment, and the teacher in developing communication, cooperation, and emotional empathy in children. The study emphasizes that social interaction in early childhood is the basis for moral, cultural, and emotional development. The article also presents practical recommendations for teachers to organize socializing activities effectively within the framework of modern educational standard

АННОТАЦИЯ: В статье рассматриваются психологические и педагогические основы формирования социальных отношений у детей дошкольного возраста. Автор анализирует роль семьи, дошкольной образовательной среды и воспитателя в развитии общения, сотрудничества и эмоциональной эмпатии у детей. Подчеркивается, что социальное взаимодействие в раннем возрасте является основой нравственного, культурного и эмоционального развития личности. В статье также даны практические рекомендации для воспитателей по организации социально направленной деятельности в рамках современных образовательных стандартов.

Keywords: socialization, communication, cooperation, emotional development, preschool pedagogy, social environment.

Ключевые слова: социализация, общение, сотрудничество, эмоциональное развитие, дошкольная педагогика, социальная среда.

Introduction The process of forming social relations in children is one of the fundamental aspects of early childhood education. Preschool age is a sensitive period when a child begins to interact consciously with the surrounding environment and other people. According to modern pedagogical theory, socialization is not a spontaneous process; it requires deliberate organization through play, communication, and joint activities led by the teacher

Main Discussion Social relations among children develop through daily interaction within the family, preschool group, and community. The family provides the first model of behavior, while preschool institutions create conditions for collective learning, emotional sharing, and cooperation. The *tarbiyachi* plays a crucial role in guiding these relationships, helping children develop empathy, respect, responsibility, and a sense of belonging. In the preschool environment, communication is the key mechanism of socialization. Through storytelling, role-playing, and cooperative games, children learn to express emotions, listen to others, and follow social rules. Teachers are responsible for maintaining a psychologically safe and supportive atmosphere that encourages positive interpersonal relationships. Pedagogical methods such as group projects, role-play scenarios, and interactive discussions help children understand the meaning of cooperation and empathy. For instance, in “Syujetli-rolli o’yinlar,” children simulate real-life situations — family, friendship, or community life — which allows them to experience social norms in practice. A socially active child demonstrates emotional balance, respect for peers, and readiness to cooperate. Therefore, educational programs like “*Ilk Qadam*” emphasize the development of social and communicative competence as a central part of holistic development. Emotional and Communicative Aspects of Socialization Emotional intelligence serves as the psychological engine of socialization. A child’s ability to recognize,

manage, and respond to emotions determines their success in forming stable relationships. In preschool settings, empathy is cultivated through dialogue and observation — when children see kindness modeled, they reproduce it. The teacher must recognize the emotional needs of every child, providing support during conflicts and teaching peaceful resolution strategies. Activities such as the “Circle of Friendship,” “Sharing Time,” or cooperative art projects enhance emotional literacy and self-regulation. Research by OECD (2021) confirms that children who develop emotional awareness at an early age display higher adaptability and academic readiness in later schooling. Language plays a vital mediating role: through speech, children express emotions, request help, and resolve disputes. Therefore, speech development programs must integrate social contexts — not only pronunciation and vocabulary, but also *how* to use language ethically and empathetically.

Theoretical and Pedagogical Foundations

- The formation of children’s social relations depends on a triad: family, preschool institution, and community environment.
- The family shapes early habits and communication patterns; it introduces emotional security and moral examples.
- The preschool environment provides structured opportunities for cooperation, peer interaction, and collective responsibility.
- The community helps children understand cultural diversity and social norms.

The educator functions as a *social conductor*, harmonizing these spheres. Through purposeful organization of play, conversations, and reflection, teachers create spaces where children explore moral choices, empathy, and collaboration. Pedagogical methods should align with children’s cognitive maturity. For instance, role-playing develops moral reasoning, cooperative tasks nurture patience and teamwork, and storytelling fosters empathy and emotional awareness. When these activities are continuous, the child begins to internalize respect, fairness, and care as natural social behaviors. Emotional intelligence (EI) has become a major focus of modern preschool education. It refers to recognizing, understanding, and regulating emotions in oneself and others. Research by OECD (2021) demonstrates that children with higher EI show better cooperation and adaptability. In practice, educators can nurture EI through storytelling, empathy exercises (“How would you feel?”), and reflective dialogues. Language is another critical tool in this process. Through communication, children learn negotiation, self-expression, and emotional articulation. Teachers must integrate language development with moral reasoning — for example, teaching polite forms, apology structures, and gratitude expressions. This dual approach combines linguistic competence with social responsibility. Emotional regulation is equally vital. The ability to manage anger, share joy, and respond to others’ emotions underpins moral consciousness. For example, when a child learns to apologize or comfort a peer, they are not only following social rules but also experiencing moral empathy — an emotional understanding of another’s well-being. This capacity forms the basis of later civic responsibility and tolerance. Cultural education complements this moral dimension. Introducing children to their national heritage — traditional games, songs, and symbols — strengthens social identity while promoting intercultural respect. Exposure to diverse cultures through stories or visuals develops openness and inclusiveness. Thus, the preschool stage becomes a

laboratory of cultural coexistence, where humanistic values are experienced rather than merely taught.

Conclusion

The formation of social relations in preschool children determines their future adaptability in society. Educators must integrate social interaction into all forms of learning — from play to routine communication. A teacher's personal example, empathy, and positive emotional tone are the most effective tools for nurturing socially responsible and emotionally intelligent individuals.

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