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**INFLUENCE OF INTERACTION BETWEEN A TEACHER AND A YOUNGER STUDENT ON
SUCCESS IN LEARNING*****Qo'chqarova Mahmuda Adxamjonovna****Lecturer At The Department Of Primary Education Methodology, Fergana State University, Uzbekistan****Soibova Tolifa Dilmurodovna****Student, Fergana State University, Fergana, Uzbekistan***ABOUT ARTICLE**

Key words: Pedagogical impact, teacher-student relationship, emotional aspect, motivation, interaction, personality.

Abstract: This article examines the effect of the relationship between teacher and student on successful learning.

Received: 01.06.2023**Accepted:** 05.06.2023**Published:** 08.06.2023**INTRODUCTION**

Pedagogical interaction is a system of relations between teachers and students, subjects of educational activity, based on their reactions to each other's communicative influences.

Relationships that develop in the pedagogical process, teacher-student relationships determine the outcome of this process. Achieving educational goals and objectives is possible only through the creation of a favorable microclimate in the classroom, which depends on the establishment of positive interactions between all participants.

In elementary school, the child is faced with a new stage in his life - the process of learning, which becomes the main type of his activity. Now he is the subject of the educational process and begins to build a system of interaction with other participants in this process.

Through the teacher, a small student begins to appreciate the school, the organization of the school, the school order and the community of students, with whom he is immersed in the world of knowledge. In this context, the relationship with the teacher is important for the development of the student's personality, his adaptation to the new environment and the activation of his cognitive interests.

The interaction between the child and the teacher determines the motivation of children to learn, shapes their attitude to school and the learning process, and also affects their academic performance and self-esteem.

The relationship between younger students and teachers can be characterized by the following features:

1. The formation of a system of "teacher-student" relations depends on the teacher's awareness of all aspects of these relations, their importance in the development of the child and the educational potential that they possess.
2. The business style of communication between teachers and younger students is unacceptable, as it reduces the motivation and interest of students in communication and leads to the fact that these relations do not develop.
3. The style of pedagogical communication affects the behavior of young students and their parents. If an educator strives to create a pleasant microclimate in the classroom from day one, he/she will constantly develop. Create a pleasant microclimate in the classroom and beyond.
4. Young children want to be praised and appreciated by teachers. Therefore, they try not to disappoint their teachers and not incur their wrath.
5. Younger students make certain demands on the moral aspects of the character of their teachers. They are concerned about the state of communication between themselves and their teachers and strive for mutual understanding.
6. Students' interest in various communicative interactions with the teacher.
7. It depends on how the teacher evaluates the activities of the younger student, whether it will be possible to create positive interaction between them.
8. Classmates and teachers have different communication motives. Younger students perceive their teachers as authoritarian figures and do not see them as partners in communication with their peers. This leads to a restless attitude towards the teacher.
9. Relations with teachers should be built on sincerity, attention, tact and sensitivity.

The emotional realm is an important element in the development of relationships between young children and their teachers. The successful formation and normal functioning of this sphere depends on the development of interaction between primary school students and other objects of the educational process. In addition, the emotional consciousness and emotional state of the child affects his motivation for cognitive activity and the learning process.

At the stage of development of children of this age, primary school students experience serious feelings in connection with new living conditions and the establishment of new relationships with teachers.

In elementary school, children experience new social experiences and form new social bonds with teachers, other students, and the school as a whole. These relationships and connections place certain demands on the child, forcing him to comply with certain conditions and do certain things, such as studying, homework, and homework. All this actively affects the experiences of the child.

The emotional aspect of the teacher-student relationship is the most important characteristic of interaction in schools today. Teachers have a certain emotional impact on younger students. These include:

1. Evaluation of the activity of a younger student.
2. Positive or negative motivation of a closed or open nature.
3. The use of emotional-evaluative judgments of the class team.
4. Teacher's reliance on the emotional state of students when evaluating their activities.

Younger students are more emotionally dependent on their teachers. They need positive emotions when communicating with them. Therefore, the positive and friendly attitude that teachers show in communicating with students will influence their feelings.

In other words, the development of relationships between teachers and students determines whether younger students want to learn or not.

In order to motivate young students to learn, teachers need to observe a number of conditions when interacting with students:

1. Evaluating the activities of students, the teacher should focus on positive aspects of activity.
2. Rely on positive incentives for the activities of younger students.
3. Creating the most comfortable environment in the learning process.
4. Focus on creating positive attitudes and minimizing resentment and negative feelings towards students.

The key to successful learning for younger learners is sustained motivation and cognitive engagement. Educators should be life-affirming, cheerful and successful.

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