

**ANALYSIS OF MUTUAL (TEACHER-STUDENT) UNDERSTANDING
RELATIONSHIPS IN THE UZBEK SECONDARY AND HIGHER EDUCATION
SYSTEM**

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Annotation. *Teachers foster positive bonds with students by creating a constructive classroom climate, treating students with respect, having high expectations for all students, and maximizing success for each student. Positive relationships between teachers and students enhance student receptivity to instruction. Positive interaction creates peaceful environment, but negative interaction leads to instability. Teacher's positive relationship helps to promote student's academic growth. Teachers who emphasize positive aspect of students rather than negative aspect helps the students to be more forthcoming with positive behavior.*

Key words: *modern education, teacher-student relationship, education system, pre-school education.*

Introduction. Teacher-student relationship is one of the factors that promotes students learning. Positive interaction creates peaceful environment, but negative interaction leads to instability. Teacher's positive relationship helps to promote student's academic growth. Teachers who emphasize positive aspect of students rather than negative aspect helps the students to be more forthcoming with positive behavior. An overemphasized negative students' attitude rather than praise leads to bad relation between instructors and students. Over the past three years, Uzbekistan has made great strides in radically improving the education system, developing the spiritual and moral development of young people, creating all the conditions for them to receive the most modern education. Because: "In developed countries, a lot of attention is paid to investing in the full cycle of education, that is, investing in the upbringing of a child from 3 to 22 years. Because this investment will bring 15-17 times more benefits to society. In our case, this figure is only 4 times. Therefore, we must pay more attention to human capital and mobilize all resources for this" [1]. International experience shows that countries that successfully transitioned from low to high income economies invested strongly in education and determinedly raised the human capital and skills levels of their population. In general, during the years of independence, a number of reforms have been carried out to reform the education system, to bring up a harmoniously developed generation, to train young people in modern knowledge and skills.



Over the years, the pace of change in education has accelerated in recent years: pre-school education has changed dramatically, public-private partnerships have been established to effectively reform the system, five-day primary education has been introduced as a change in the general secondary education system, and the network of specialized schools has expanded, teachers' salaries have been increased, schooling has been set at 11 years, vocational education has been completely renewed, and in higher education, applicants have been able to apply to up to three higher education institutions at the same time. sense of control or when they feel their teachers do not care about them, there are many negative consequences. Students will avoid challenges and will not seek help from their teachers. In fact, these students will only complete the minimum and do enough to get by but will never truly engage in their own education. Alternatively, students might try harder and, thus, perform better for teachers whom they like. On the other hand, this association might be driven by teachers' perceptions of the relationship. Perhaps teachers evaluate their favorite students more favorably. As another possibility, perhaps they develop an affinity towards more highly achieving students (who make them look good). If it is the teachers' perceptions that matter, students' reports of their TSRs would correlate with their grades simply because teachers' and students' perceptions of their TSRs are correlated. Whatever else their jobs entail, school leaders are fundamentally in the business of improving student outcomes. To help students improve, schools must identify the variables of interest, develop interventions, and assess the efficacy of

these interventions. Schools interested in promoting students' social emotional learning in addition to traditional outcomes such as grades, test scores, and graduation rates face an even greater challenge because of the number of distinct areas they are trying to improve.

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