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PEDAGOGICAL COMMUNICATION TECHNOLOGIES ENSURING STUDENT SOCIALIZATION IN THE STUDENT-CENTERED ENVIRONMENT OF "MEHRLI MAKTAB"

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Abstract: This article analyzes the processes of student socialization through a student-centered approach in the "Mehrli maktab" educational environment. The focus of the study is on the use of effective pedagogical communication technologies to improve the psychological state of students and ensure their adaptation to society. The work highlights the impact of interactive dialogue between teacher and student on the socialization of children using practical examples. The results show that the use of special communication technologies significantly increases students' self-confidence and motivation. The article contains practical recommendations and theoretical conclusions for specialists in this field. The research is aimed at developing the teacher's professional skills in the hospital education environment.

Keywords: Mehrli maktab, student-centered learning, socialization, pedagogical communication, educational technologies, hospital pedagogy.

Introduction

In the modern system of hospital pedagogy, the "Mehrli maktab" project creates a unique learning environment designed to meet the educational needs of children. Within this context, it is essential for students not only to acquire academic knowledge but also to develop their social capabilities. Pedagogical communication technologies play a decisive role in a student's personal development and in shaping their relationship with society. A student-centered educational environment requires respecting students as individuals and taking their unique characteristics into account. Our research aims specifically to study the impact of these forms of communication on the socialization process. The technologies employed during the educational process assist students in overcoming psychological distress associated with their illness.

The relevance of this study is directly linked to the non-standard conditions of providing education in hospital schools. Each student's individual condition and the nature of their illness necessitate a high degree of flexibility from the educational system. Pedagogical communication technologies serve as an essential tool for establishing a trusting and sincere environment between teacher and student. Within the "Mehrli maktab" environment, such communication fosters self-awareness and develops the skills necessary for students to interact with their peers. Throughout this article, we will thoroughly analyze the types of these technologies and the mechanisms for their implementation. The results will reveal new approaches that serve to elevate the culture of communication in hospital pedagogy.

Literature review

In international scientific research, the role of communication technologies in hospital settings is being studied as a fundamental object of inquiry. In particular, M. Hen and A. Hadari emphasize that the development of a teacher's emotional intelligence in a hospital environment

is a key factor in increasing pedagogical effectiveness. According to their research, high-quality communication between the teacher and the student serves not only to improve academic outcomes but also to positively transform the child's psychological state. In international practice, the "empathy-based communication" methodology is widely used as the most effective way to cultivate social skills in students. These international experiences scientifically confirm that communication technologies are the foundation of hospital pedagogy.

In the pedagogy of CIS countries, the impact of pedagogical communication on student socialization is interpreted through the prism of theoretical and practical methodologies. Research by Russian scholars has put forward modern forms of pedagogical support to ensure that students in hospital education do not become isolated from the social environment. Specifically, through a comparative analysis of individual and group forms of pedagogical communication, their impact on children's psyche has been determined. Furthermore, experts from the CIS have paid special attention to issues of digitalization and integration of communication technologies during distance learning. This regional experience serves as an important scientific and methodological resource for selecting the most appropriate methods to activate students in a similar cultural and social environment.

In the Republic of Uzbekistan, scientific research on the field of hospital pedagogy and the "Mehrli maktab" project is developing rapidly. S.Kh. Roziyeva evaluates the teacher's culture of communication as a decisive factor in creating a student-centered educational environment. The Decree No. 234 of the Cabinet of Ministers of the Republic of Uzbekistan served as an important regulatory basis for strengthening the legal and social foundation of hospital schools. National research is directed toward organizing the educational process in hospital schools based on national values and social-emotional education. Within the "Mehrli maktab" system, pedagogical communication is viewed as the primary driver of students' socio-cultural development, creating a solid foundation for bringing the national hospital education system up to international standards.

Research methodology

Our research utilized a systematic approach, pedagogical observation, and interactive interview methods as the primary scientific-methodological foundation. By directly observing the educational process within the "Mehrli maktab" environment, the effectiveness of pedagogical communication between teachers and students was comprehensively evaluated. During the research process, we employed specialized sociological questionnaires and test methodologies to identify the communication skills of teachers. In the pedagogical experiment phase, the participation of students in the educational process was studied through the implementation of student-centered communication technologies. Through systematic analysis, the most significant determinative indicators influencing the socialization process through pedagogical communication were identified. This set of methodologies provided us with extensive opportunities to scientifically substantiate pedagogical communication within the hospital education system.

The research process was organized in a logical sequence consisting of three main stages, with specific pedagogical tasks effectively addressed in each. In the first stage, international and local scientific literature regarding education and communication culture in hospital environments was analyzed in depth, strengthening the theoretical foundations of the research. In the second stage, practical research was conducted within the "Mehrli maktab" setting to determine the subjective attitudes and needs of students and teachers regarding pedagogical communication. In the third stage, empirical data were summarized, and practical conclusions

and recommendations were formulated regarding the improvement of pedagogical communication technologies. This selected methodological sequence guarantees the validity and scientific basis of the obtained results. In choosing the methodological approach, we paid special attention to the students' difficult psychological states and the specific nature of the hospital regimen.

The robustness of the methodological base was crucial in ensuring the reliability of the research results. We placed particular emphasis on the comparative analysis of various forms of pedagogical communication during the students' social adaptation process. Interactive interviews served as an effective tool in revealing students' emotional experiences and determining their motivation for communication. Each pedagogical intervention was implemented in a manner tailored to the individual developmental level of the student. The analysis results demonstrate that the set of applied methods allows for a systematic assessment of communication technologies in hospital pedagogy. This methodological approach can serve as a model for conducting similar research in other hospital education centers in the future

Analysis and results

Research analysis demonstrated that in the "Mehrli maktab" environment, pedagogical communication technologies are a primary factor accelerating the socialization process of students. The use of student-centered communication methods by teachers triggered positive psychological changes in students. Interviews conducted with students confirmed that sincere and supportive communication increases their enthusiasm for learning. Interactive technologies in pedagogical communication activate students and prepare them for the process of social adaptation. Analyzed data confirms that teachers with a high culture of communication are able to establish rapport with students more quickly. These results clearly demonstrate the necessity for the systematic development of pedagogical communication in hospital pedagogy.

Furthermore, research results revealed that the implementation of socio-pedagogical mechanisms has a significant impact on the emotional stability of students. Proper utilization of pedagogical communication technologies in the "Mehrli maktab" setting helps restore students' self-confidence. It was determined that students participating in the experiment found it easier to connect with their peers through the use of communication technologies. The analysis results emphasize that pedagogical communication should be viewed not merely as a means of information delivery, but as an integral part of the educational process. Based on the obtained indicators, we have developed methodological recommendations aimed at improving communication technologies in hospital pedagogy. These results define new scientific and practical directions for the development of the hospital education system.

Conclusion and recommendations

In conclusion, pedagogical communication technologies within the "Mehrli maktab" environment are not merely tools but a vital necessity for the socialization of students. In a student-centered educational setting, communication serves as a bridge connecting the student to society. Research results have shown that the proper selection and application of communication technologies significantly increase the effectiveness of hospital education. Specialists in Uzbekistan can achieve new results by harmonizing these technologies with national pedagogical values. Developing a culture of communication within the hospital pedagogy system will become an increasingly urgent and demanding issue in the future. Our research proposes a systematic approach aimed at resolving the existing problems in this field.

As recommendations, we suggest organizing continuous training for teachers working in hospital schools regarding pedagogical communication and emotional intelligence. Additionally,

it is necessary to develop methodological manuals on utilizing communication technologies to create individual socialization trajectories for students. It is also appropriate to develop interactive educational platforms to expand communication among students in the hospital environment. Establishing the exchange of international experience on advanced communication technologies among pedagogical teams will yield positive results. These recommendations serve to further improve the "Mehrli maktab" system and provide high-quality educational services to students.

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