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TEACHER-STUDENT COOPERATION AS A WAY TO ELIMINATE THE NEGATIVE IMPACT OF DEMOGRAPHIC FACTORS ON THE SOCIIALIZATION OF ADOLESCENTS

Abstract. The article discusses the role of the teacher in the socialization of students in V-IX grades affected by demographic factors. In the school practice student's socialization is considered interactions with teachers. Yet, when demographic aspects in the family are negative, these tendencies can also influence the teacher-student relationship. However, tensions in family relationships can be regulated by the teacher's emotional influence on the students' behavior. In common cases, a pedagogical activity often decreases student tension. Nevertheless, demographic characteristics of the family, student' demographic biography, parental level of education, cultural level of mutual relations in the family, the social development of the student, etc. factors must be expeditiously considered by the teachers during students’ socialization.

Keywords: cooperation, demographic factors, socialization, family conflicts, social development conditions, parental pedagogical literacy.

Introduction

In the field of pedagogical communication, teachers and students, figuratively speaking, are interconnected by certain expectations of norms of a role, such as "counterpart". During the Soviet Union, the teacher-student relationship was
authoritarian. The concepts of developing education that was used in our country after gaining independence demanded the humanization of these relations. In the sense of humanistic psychology, the teacher must eliminate the contradictions between the student's idea of "I" and real experience (Rogers, 1968), create a living communication environment that allows the student to self-actualize (Maslow, 1960). The humanization of the school involves the assessment of both the teacher and the student as a subject of learning (Bordovskaya et al., 2000). This approach actualizes the formation of students' personal qualities in our time (Aliev et al., 2008). The formation of personal qualities encourages the students to socialize at a higher level.

The socialization of the student takes place not only in school but also in the family. Although theoretically there are great opportunities for the socialization of the child in the family, in practice only a part of these opportunities is realized. Depending on parental literacy, negative influence can be eliminated. If negative factors are not eliminated in time, they might cause tension between children and parents, as well as between students and teachers. Therefore, keeping in touch with the family and increasing parental literacy is one of the main functions of the school.

**Literature review**

The results of the research convincingly show that cooperation is one of the factors that increase the effectiveness of communication between teacher and student in the modern era of development (Shikhaliyeva, 2002). There is no coincidence that collaboration is defined as one of the key principles of active/interactive learning (Veysova, 2007). In other words, in modern times, the way for students to master the system of knowledge, skills, and habits and socialize is through teacher-student cooperation. As Mehrabov noted, "In the modern sense, the learning process implies the relationship between the teacher and the learner in such a way that as a result, learners acquire the necessary knowledge, skills, habits and value" (Mekhrabov, 2010).

Teacher-student cooperation is important in the application of the dialogue method. However, in the process of discussion, group work, role-playing games, and other interactive teaching methods, the area of cooperation expands and requires inter-student cooperation (Qasimova et al., 2012). The effective method of
interactive teaching includes discussion, group work, role-playing games, etc. depending on the appropriate formation of student’s relationship. Teacher-student cooperation and formulates inter-student cooperation. Inter-student cooperation can develop only against the background of teacher-student cooperation and plays an important role in the socialization of students.

Many cases have been detected, during the existing conditions. Social development in the family does not correspond properly with the level of work done by the school in the direction of socialization. As a result, it leads to decreases in pedagogical work effectiveness. In this case, teachers’ collaboration with parents is also necessary for solving urgent problems (Nuriyeva, 2017).

Alizadeh states that “the negative effects of demographic processes on the student are directly reflected in his learning activities. Not only the student's academic performance but also students’ relationship with teachers and classmates often begins to deteriorate.” (Alizadeh, 1993).

Negative demographic aspects directly reflect on the student's academic performance and lead to deterioration in relationships at school. The effects of both aspects can be explained as follows:

The tensions in family relationships as a result of the negative impact of demographic processes like divorce, death, unemployment, etc. limit the family's educational opportunities (Alizadeh, et.al, 2013). As a result, the child is left unsupervised after school, wastes time, does not do homework, etc. All this directly reflects on the student's learning activities, and if the situation lasts for a long time, it may cause serious effects on students’ behavior.

In pedagogical psychology, the cognitive activity of students with a backlog is analyzed in terms of the ability to learn. Learning ability is an individual indicator of the speed and quality of knowledge acquisition, skills, and habits in the learning process. It follows that the characteristics of the student's cognitive activities play an important role in cognitive development. Thus, in school practice, the following cases are observed: a student who excels in terms of the characteristics of mental operations becomes a student who lags behind in learning.

Lagging behind in the learning process has always been an issue for teachers,
and they have tried in various ways to overcome the backlog of students. It has been revealed that delays in learning only as a feature of the student's mental activity are incorrect assessment. Dubrovina (2004) connects backlog with the educational conditions of the school, Menchinskaya (1971) explains the backlog in training as a result of the educational conditions of the family as well as the school.

Alizadeh (1993) also interprets this problem as a result of the influence of demographic factors. According to him, in case of divorce or the death of family members, we face a situation where students are lagging behind in education. However, it is important to note that students “demonstrate some gaps in their knowledge due to frequent skipping classes or not preparing homework.”

In fact, the authors emphasize that the lag in training is due not only to the characteristics of intellectual operations but also to other factors. Among these factors, the family's upbringing is important. As it is clear from the research, “the negative impact of demographic factors, first of all, has a negative impact on the upbringing conditions of the family. The school performance of a student who is unable to solve the problems encountered in a situation caused by the negative impact of demographic factors is gradually decreasing. At the same time, parents living in certain psychological tensions cannot help their children” (Jafari-Gambari, 2008).

Street groups play a special role in personal socialization and in practice can be positive. But what happens when children who do not find a place for themselves in school and family unite in a group? Experience shows that the engagement in a variety of anti-social activities with the intention of asserting themselves, and when these activities go unpunished, the lives of children in these groups can reach the point of juvenile delinquency. Today, parents who realize this reality are increasingly isolating their children from the street and raising them at home. However, it is incorrect to assess this as a way out of the situation. Peer interactions are important for every child. Since this is a joint problem of the school and the family, in our opinion, it is necessary to find a solution in cooperation with the teacher and parents. It is clear that no parent wants the development of his child to go in the wrong direction, but they find it difficult to solve this problem since their
pedagogical education does not allow them to overcome the negative consequences of demographic processes in the family. The only force that can help a parent in such a situation is the teacher. The educator can simply cooperate with the parent, trying to improve pedagogical literacy, at the same time, monitor the ongoing processes in the family, and find ways to avoid negative influences. Faced with the negative impact of demographic factors in the family environment, the student comes to school with his own stress. In the process of the teacher's communication with the students, this tension can be reduced or even eliminated. In Khanova's words, “In our opinion, in order to achieve the intended goal, at the initial stage of the formation of the relationship between teacher and adolescents, it is expedient to stimulate the student's initiative by eliminating psychological fears and obstacles created by the teacher. Based on the main psychological work in the field of relations, according to Gozman and Obozova and others, at the early stages of the relationship development, we see that the emotional component, the development of sympathy and sympathy between people, is indeed the leading one.

In the teaching process, this should be achieved through the use of more praise, encouragement, tools, and methods as a personal example of the teacher.” (Khanova, 2002). The author's approach to the problem is clear, the teacher's good attitude towards the student at the initial stage of the meeting, stimulates the student's achievements, creating conditions for increasing the student's success, at the same time laying the foundation for the teacher-student relationship.

How much does a student who comes to school away from the negative demographic situation in the family need such an attitude? - creates conditions for the improvement of his morale, on this basis, to enter into positive communication with his peers, and against the background of all this, his socialization. On the contrary, the continuing tension in school life forces the student to look for ways to escape from realities (family and school), to find an environment for self-realization, and, such an environment, as we have noted, finds.

Both teachers and parents are aware of this reality, that is, how painful the negative environment is for the child. Taking this into account, Bogoslovskaya studied the state of teachers' relations with students. As a result of her research, she
identified three emotional states in student relationships. The teacher's emotional state in the student was classified as follows: overt (hidden) positive, neutral, overt (hidden) negative (Bogoslovskaya, 1973).

Open (hidden) positive attitudes are characterized by the fact that the teacher likes and accepts the student's behavior and learning activities. Positively evaluates the results of the student's activities, including his personality. The student clearly feels the teacher’s attitude. But this relationship can also be private. In this case, the teacher does not try to publicly express the positive attitude of the student. The student gradually determines the essence of this connection.

The teacher's neutral attitude towards the student is such a subjective state that the student's actions and behavior are beyond his or her emotional sphere. Relationships are more formally regulated by adherence to requirements than by emotions.

In an overt (covert) negative attitude, the teacher clearly shows dissatisfaction with the student's behavior, learning activities, and personal qualities. This includes warnings, reprimands, and inaccuracies on the part of the teacher, arising against the background of subjective negative emotions around the class. A teacher can also hide the negative attitude towards the student (Suleymanov, 2014).

Classifying the teacher's emotional attitude to students, the author notes that not all teachers react in the same way, especially to students who are affected by demographic factors. According to him, the following qualities help teachers to create the right attitude to students:

1) the ability of the teacher to determine students' social position, oppose them;
2) the ability to construct natural speech in communicative communication;
3) to involve the student in a sincere conversation, to stimulate this conversation with speech acts;
4) to reach the level of a student and to balance his / her attitude by reminding him or her position (Suleymanov, 2014).

The author came to this conclusion because these qualities are characteristic of the activities of teachers who have an open (hidden) positive emotional attitude. The
results of the study confirm that the teacher should not lose respect for the student and should not lose vigilance in his behavior, because the slightest distraction, actions that do not correspond to his profession, can change the attitude of students to him. A teacher can be ideal for a student only with ideal behavior and an ideal attitude.

Teachers' emotional attitudes towards students are directly related to their pedagogical leadership style. In our view, even a teacher's pedagogical leadership style determines his or her attitude toward students. During the development of the teacher-student relationship, attention is paid to the teacher's leadership style. (Alizadeh, 2008). The teacher's leadership style is important in establishing student-teacher collaboration in the classroom and it depends on a variety of factors. Thus, based on pedagogical research, we can say that teachers with a democratic style are more inclined to cooperate with the student, their leadership style is more suitable for cooperation (Mahmudova, 2018). However, today, as a result of the influence of modern teaching concepts, both authoritarian and liberal teachers also try to cooperate with students by making certain adjustments in the methodology of working with students, based on these requirements.

**Methodology**

The research hypothesis states that tension and disconnection in family relationships affected by demographic factors have a negative impact on students’ socialization. Negative changes are depending on parental literacy level.

Based on this assumption, we surveyed students and parents in the art gymnasium and school № 202. In this case, were preferred the questionnaires that were used in the study Hasanova (2013) and Jafari Ganbari (2010). The purpose of these surveys was to determine how students assess teachers and appraise the effect of parental literacy levels on this assessment.

To make it easier for students to answer, teachers were asked to write in front of their names only their agreement or disagreement. To ensure objectivity and anonymity, students were instructed not to write their names on the questionnaire and were told that questionnaire would not review by the teachers. The main question posed in the survey was: "Do you consider your relationship with the teachers who teach you satisfactorily?". Depending on the relationship with the
student who has been negatively affected, the teacher can increase or decrease the student's stress. This is reflected in the student's attitude toward the teacher. The study also observed the pedagogical literacy of parents from single-parent families and intact families and the conditions of the child's social development.

To ensure the objectivity of the study, the experts appointed three teachers to conduct and analyze the surveys, who did not teach in school classes. The surveys were conducted at the school. To accurately determine the level of pedagogical literacy of parents, the members of the expert group also conducted interviews with them. The criteria for the pedagogical level of parents were determined based on research by Nurieva (2017). The collected information was discussed by the experts, and their anonymity was maintained under ethical principles.

We conducted a one-time study. In this case, we used a questionnaire to obtain quantitative indicators. Our goal was to get opinions on the research topic and draw conclusions. The study involved 237 students and their parents. As part of the study, we interviewed students to learn about the role of teacher-student relationships in overcoming the negative impact of demographic factors. The surveys were conducted in the classroom at school. The analysis took into account the testing of hypotheses, the relationship between the participants, the frequency and scale of the survey (Shabazov, 2019).

**Results**

The results of the answers of the students participating in the survey are reflected in tables.

*Table 1*

| Assessment of their teachers by students of V-IX grades |
|---------------------------------------------------------|
| In the middle classes | V-VI grades | VII grade | VIII-IX grades |
| Only attended | 50 | 50 | 50 |
| With numbers | Satisfied 37 | Dissatisfied 13 | Satisfied 18 | Dissatisfied 32 | Satisfied 27 | Dissatisfied 23 |
| Total satisfied | 82 pp. | 55% |
| Total dissatisfied | 68 pp. | 45% |
According to the survey results, 45% of respondents are dissatisfied with the teacher-student relationship. In the research process, we expected the negative assessment of the students, however, reaching this rate to 45% was unforeseen for us. To investigate the reasons for students’ dissatisfaction, we have defined students with the dissatisfied teacher-student relationship. It turned out that, 20 students were from single-parent families, 14 and 6 of the students had divorced and lost their parents (by an accident or an illness) respectively. Among female parents 9 were unemployed. Only 6 parents have a higher education level compared with 14 parents who graduate from secondary education. The majority of the students were from single-child families. Moreover, the number of parents with high, intermediate, and low pedagogical levels was 1, 7, and 12 respectively.

Table 2

| Levels of pedagogical literacy of parents with single-parent families |
|---------------------------------------------------------------|
| With number | High | Medium | Low |
|-------------|------|--------|-----|
|             | 1    | 7      | 12  |
| With percent| 5%   | 35%    | 60% |

Across parents of full-time students, only 12 have higher education level while the rest had secondary education. Roughly, one-third of parents engaged in business and hold various positions. Also, 21 students were from single-child families and 39 students were from multi-child families (two and/or more children). Of the 68 parents, 65% have low, 29% have intermediate and only 6% have high pedagogical levels.

Table 3

| Levels of pedagogical literacy of parents from intact families |
|---------------------------------------------------------------|
| With numbers | High | Medium | Low |
|-------------|------|--------|-----|
|             | 4    | 20     | 44  |
| With percent| 5,9% | 29,4%  | 64,7% |

For comparative analysis of the results, we decided to demographically
characterize the first group (satisfied with the teacher-student relationship). Revealed that, of the 82 students, 63 were from intact and 19 were from single-parent families. Furthermore, students with divorced and lost family members were 11 and 8 respectively. The majority of parents have higher education while the rest have secondary education. Moreover, 11 students were from single-child families and 5 students were from multi-child families. The ratio of parents with high, intermediate, and lower pedagogical levels was 6%, 29%, and 65% respectively.

**Table 4**

| Levels of Pedagogical Literacy of Parents from Single-Parent Families |
|---------------------------------------------------------------|
| High Medium Low                                               |
| With number                                                   |
| 11 5 3                                                        |
| With percent                                                 |
| 57.9% 26.3% 15.8%                                             |

Of the 63 students, 38 had both parents, and 25 were from a single-parent family. Among parents, 19 had a higher education while the rest of the parents had only secondary education. Also, 18 students were from single-child families and 40 students were from multi-child families. The number of parents with a high, intermediate, and lower pedagogical level was 58, 42, and 26 respectively.

**Table 5**

| Levels of Pedagogical Literacy of Parents from Single-Parent Families |
|---------------------------------------------------------------|
| High Medium Low                                               |
| With numbers                                                  |
| 58 42 26                                                      |
| With percent                                                 |
| 46% 33.3% 20.7%                                               |

In a comparative analysis of facts obtained in the direction of the demographic characteristics of students, the factor of parental pedagogy literacy attracts attention as a factor influencing the formation of teacher-student relationships. Thus, the fact
that the parents of students who positively assessed the teacher-student relationship in the surveyed classes differed in the pedagogical, educational, and professional literacy of the family structure, and gives us reason to say: The attitude of parents to the teacher becomes the main factor determining the teacher-student relationship.

One of the main characteristics of these parents was their attitude to the socialization and education of their children. They understand the importance of education in the socialization of the child, keep close contact with the teacher, cooperate, monitor the child's after-school activities, involve him in various activities under his interests in terms of effective organization of leisure time. These parents do not allow any tension in the home, and when any tension arises, they try to keep the children away from these problems, and they can quickly solve the problems in the best interests of the child. They spend their weekends with children and play the role of role models for their children by preferring art reading. Through these activities, they prevent the negative impact of demographic factors on the socialization of children.

**Discussion and Conclusions**

The school and family relationships are weak. Until we did research in schools, we thought the reason for this was a teacher. During the survey, we noticed that this is also a problem for parents. The vast majority of teachers respond positively to the parents' tendency to cooperate with the teacher, at the same time, parents' interest in collaboration with leading teachers is also determined. In our opinion, a significant role in this issue is the factor of parental trust in the teacher.

Correct built relationship, in the VIII-IX grades, establishes cooperation between the teacher and the students. Mitina (1990) emphasizes communication in this matter. Thus, observation of the teacher-student relationship in the ninth grade in the learning process shows that their emotional world is considered a main psychological factor of influence. Regardless of the tasks of the lesson, the diversity of subjects, both sides try to maintain the emotional state of the relationship (Mitina, 1990).

In their research, Shikhaliev and Nuriyeva (2004) emphasize that teachers have more opportunities to establish cooperation between teachers and parents.
Nurieva (2004) studied this cooperation from the point of view of improving the social development of children in the family. In this study, it was found that cooperation between teachers and parents creates conditions for improving the social development of children in the family. Collaboration between teacher and parents plays a dominant role in shaping collaboration between teacher and student, and between parents and children. The validity of this position is confirmed in our study: the higher the level of interaction between parents and teachers, the more conditions are created for eliminating the negative influence of demographic factors on the socialization of a student.

It is known that the nature of the student's interactions with teachers and peers plays an important role in his socialization. However, the relationship of students with teachers, who have been negatively affected by demographic factors, differs in its specific content. The main point here is that some teachers do not take into account the impact of demographic processes in the family. Nevertheless, the emotionally based pedagogical activity of a teacher working with students often helps the student to get rid of tension in the family. The results of our research show that the teacher determines the demographic characteristics of the family, the demographic biography of the student, the pedagogical level of the parents, the cultural level of mutual relations in the family, the social development of the student.

Our research has allowed us to clarify to some extent the difficulties, specific features, differences, and solutions to the problem of socialization of students in grades V-IX, who face the negative effects of demographic factors. First of all, it became clear that socialization occurs during adolescence, covering the psychological age of students in grades V-IX in pedagogical sciences, with its regularities. These regularities can be slowed down under the influence of their age, social, social, psychological, pedagogical, and many other factors. One of such influences and the most important are demographic factors.

The result of analysis on the data gained from observation allows us to conclude that the problem of socialization of adolescents remains relevant and requires research in the following areas: a) As a way of socialization and adaptation of students in grades V-IX identifying and disclosing the relationship between their
value orientation and individual qualities; b) Consideration of the process of social maturation of students of V-IX grades in the system of socialization factors, etc. At the end of the study, students' low self-esteem and socialization rates increased from 11% to 18%, and high communicativeness and adequate self-esteem also increased.

Among students from single-parent families, the desire and tendency to socialize decreased from 66% to 54%. Below and below-average levels decreased slightly to 40% - 45%. Indicators in students with low self-esteem dropped from 45% to 31%. The most significant change is observed in students from single-parent families. The figure rose from 46.2% to 72.8%. In addition, the social activity of the subjects increased from 65% to 83%. This proved that the research was going in the right direction and that the applied corrective and developmental technologies were suitable. Accordingly, the criteria for the level of socialization of students changed: the indicators of the 1st and 3rd levels became significant. The passive level decreased from 43% to 34%. While activists rose to 18%. The level of social and personal activity was close in almost all groups (63%).

The desire of students in grades V-IX to socialize is reflected in their awareness of the need to assimilate norms and values of public importance to strengthen their place in society and to seek this place, as well as in the manifestation of social activity. The more benevolent and humane the external environment, the more this process will be accompanied by internal and individual satisfaction, external and social encouragement. Thus, the desire for socialization is a manifestation of the student's social activity, the development of social qualities.

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