

Development of Family-School Cooperation in Girls' Education Based on Sociometric Relations

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Abstract: This article examines the importance of family-school collaboration in the development of sociometric relationships among students. It analyzes effective forms of interaction between educational institutions and parents, as well as ways to improve them. The study highlights the role of family-school cooperation in enhancing students' social adaptation, their position within the group, and interpersonal relationships.

Keywords: Sociometric relationships, family-school collaboration, social adaptation, student group, upbringing, educational process, communication, psychological environment.

Introduction: Today, improving the education system, educating young people as well-rounded, socially active and spiritually mature individuals is one of the priority tasks at the state policy level. In particular, paying special attention to the education of girls, developing their intellectual potential, spiritual and moral qualities and social activity is considered an important factor in sustainable development. In this process, the role of female students in the community, their relationships with peers and their socio-psychological environment are of great importance.

Sociometric relationships are a scientific approach that allows you to determine the relationship, level of communication, cooperation and social status between team members. This approach allows you to assess the role of female students in the class team, their leadership potential, communication culture, social adaptation and the state of the psychological environment in the team. This serves to effectively organize educational work taking into account the individual characteristics of each student.

Developing girls' education based on sociometric relationships is important for developing mutual respect, solidarity, tolerance, social responsibility, communication culture, and teamwork skills. At the same time, this approach allows for early identification and prevention of social isolation, conflicts, psychological pressure, and various negative situations.

In today's digital and globalization environment, it is one of the urgent tasks to create a healthy socio-psychological environment in educational institutions, to support the personal and professional development of girls, and to ensure their maturation as active citizens in society. In this regard, improving the theoretical foundations and practical mechanisms for the development of girls' education based on sociometric relationships is one of the important scientific tasks facing the science of pedagogy.

The relevance of this topic is determined by the need to scientifically study the social relationships of girls in educational institutions, increase the effectiveness of the educational process, and educate them as spiritually

mature, socially active, and competitive individuals.

the current modern education system, it is not only important to provide students with knowledge, but also to ensure their personal, social and communicative development. In this regard, sociometric relations - that is, the system of relations in the classroom, such as mutual selection, liking, cooperation, inclusion in social groups or exclusion - are important pedagogical factors in the formation of a student as a person.

Sociometric relationships determine the student's place in the community, his self-assessment, communication culture and social activity. Therefore, the correct formation and development of these relationships is one of the important tasks of the educational process. In this process, the cooperation of the family and school is of particular importance. The family is the first social environment of the child, in which the culture of communication, moral values and the system of relationships are formed. And the school is the main social institution that continues and develops this process. Therefore, close cooperation between the family and the school plays a decisive role in improving the sociometric status of the child.

If the family creates an atmosphere of attention, support, and trust for the child, he or she will easily adapt to the school community and establish positive relationships with peers and teachers. On the contrary, a conflicting family environment, lack of attention, or strict control can negatively affect the child's social relationships.

Each student's sociometric role in the class community is different. Some children may occupy a leadership position, while others may be excluded or passive. This directly affects their learning motivation and personal development. Therefore, it is an important task to create a positive psychological environment in the classroom, strengthen cooperation between students, and ensure social equality by developing sociometric relationships.

Improving family-school cooperation should be carried out in several directions. First, a systematic, continuous and open dialogue should be established between the school and parents. To this end, a communication system should be effectively organized through parent meetings, individual conversations and modern information technologies.

Secondly, it is important to strengthen psychological and pedagogical cooperation. The school psychologist and class teacher, together with the parents, should analyze the sociometric status of the child, identify problem situations and develop recommendations for their elimination.

Thirdly, it is of great importance to organize various events in cooperation between family and school. Sports competitions, cultural and educational events, creative projects and festive events strengthen friendly relations between students and teach them to work as a team.

Fourth, it is necessary to introduce an individual approach to each child. In this process, the teacher and parents should work together, taking into account the interests, capabilities and social status of the child.

Fifth, it is important to organize trainings, seminars, and roundtable discussions to improve the pedagogical culture of parents. This will increase their active participation in raising their children and strengthen cooperation with the school.

The role of the family in the development of sociometric relationships is of particular importance. The family environment directly affects the child's emotional stability, self-confidence and social relationships. A child raised in a supportive and trusting family environment easily communicates with peers at school, actively participates in the community and occupies a positive sociometric position.

At the same time, ongoing cooperation between parents and the school is important. Cooperation not only when problems arise, but also preventively, serves to sustainably develop sociometric relations.

In conclusion, improving family-school cooperation in the development of sociometric relations is one of the important strategic directions of the pedagogical process. Positive, systematic and effective cooperation creates a healthy social environment among students, ensures their personal development and increases the effectiveness of education.

The unity of family and school towards a common goal is the main guarantee that each child will find his or her place in the community, establish trusting relationships, and develop as a well-rounded individual.

The issue of family-school cooperation in the

development of sociometric relations is a pedagogically and psychologically complex and interconnected process. This process directly affects the formation of the student as a person, his place in the community, and his activity in the system of social relations.

From a pedagogical point of view, this issue is determined by the correct organization of the educational process, coordination of the teacher's activities in cooperation with parents, and the creation of a healthy social environment among students. Systematic cooperation between the school and the family ensures the harmony of the child's behavior in the school and home environment. Also, an important part of the pedagogical process is the implementation of an individual approach to each student, taking into account his capabilities and interests.

The teacher plays a central role in creating a positive psychological environment in the classroom. Democratic management, fair treatment, and a system of incentives strengthen trust and cooperation among students. At the same time, the state of social relations in the classroom is studied through the use of sociometric analysis methods and the necessary pedagogical measures are taken.

Psychologically, sociometric relationships are related to the child's inner world, emotional state, and personal development. The family environment has a great influence on the child's emotional stability. A child raised in a supportive and trusting family environment feels free at school, communicates easily with peers, and actively participates in the community.

Sociometric relationships also affect the child's self-esteem. Positive relationships increase the child's confidence and activity, while negative relationships can lead to his passivity. Therefore, the child's social adaptation, that is, adaptation to the school community, is an important psychological factor.

Also, a child's interpersonal communication culture is formed in the family and develops in the school environment. Continuous cooperation of parents with the school, exchange of information about the child's behavior and social status serve to stabilize sociometric relationships.

In order to develop sociometric relationships and improve family-school cooperation, it is advisable to implement the following scientific and methodological

recommendations:

1. Introduction of a systematic model of family-school cooperation

It is necessary to form a system of continuous, planned and targeted cooperation between the school and parents. This system should include regular meetings, monitoring, feedback and pedagogical consultations.

2. Widespread use of sociometric diagnostic methods.

It is recommended to systematically use sociometric, observation, interview, and questionnaire methods to determine social relations in the classroom community. This will identify excluded, passive, and leading students.

3. Strengthening the individual pedagogical approach. It is advisable to develop individual development plans taking into account the sociometric status, psychological characteristics, and social activity of each student.

4. Increasing the pedagogical and psychological literacy of parents.

It is necessary to increase the knowledge of parents about child psychology and relationships in the community through trainings, seminars and practical exercises. This will strengthen their educational impact.

5. Creating a positive psychological environment
Creating a friendly, supportive atmosphere in the classroom, developing cooperation and mutual respect among students is an important pedagogical task.

6. Use of group and interactive learning technologies
Project-based learning, group work, and collaborative teaching methods form positive sociometric relationships among students.

7. Expanding family participation activities. Ensuring parental participation in sports competitions, cultural events, creative festivals, and joint projects strengthens the child's social integration.

8. Activate the activities of the school psychologist. The sociometric situation in the classroom should be constantly analyzed through the psychological service, and problematic situations should be identified and eliminated at an early stage.

9. Use of information and communication technologies. It is recommended to introduce electronic platforms, messenger groups, and online monitoring systems for

quick communication between parents and the school.

10. Strengthening preventive educational work. Preventive educational work should be carried out systematically to prevent exclusion, conflict, and social passivity.

CONCLUSION

In conclusion, family-school cooperation in the development of sociometric relations pedagogically increases the effectiveness of the educational process, and psychologically ensures the emotional stability, social adaptation and personal development of the child. The harmony of these two aspects is an important basis for the upbringing of a harmonious personality.

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