

USE OF TRAINING IN IMPROVING COMMUNICATION IN PRIMARY SCHOOL AGE

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ANNOTATION

Improving communication in students of junior school age. Studying the communication characteristics of primary school students with the teacher and peers. Using introductory communication training

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INTRODUCTION

President Shavkat Mirziyoyev said, "Our state and society must do all they can to make our youth independent thinkers, have high intellectual and spiritual potential, and become people who are not inferior to their peers in any field on a global scale. and we will mobilize their capabilities" . [1]

Currently, high-level reforms in the field of education are being implemented in our country. In particular, special attention was paid to the field of education, especially to school education, in the video telecast held by the head of our country day and night. It is not for nothing that it is emphasized that the third renaissance period begins at the threshold of the school. The importance of communication in imparting education, in order for students to receive it and express their free thoughts, is immeasurable. Especially when students of junior school age come to the first stage of school, their communication skills are not fully formed. In this process, the use of training to improve communication will give good results. [8]

DISCUSSION AND RESULTS

The importance of education is great in the development of young people in all aspects, in the formation of spiritual and moral feelings and emotions , and in free communication in society. The attention of the head of our state to this issue can be seen in the adoption of the decision of the Cabinet of Ministers No. 1059 on December 31, 2019 "On approval of the concept of continuous spiritual education and measures for its implementation". The composition of the concept of continuous spiritual education consists of chapter VIII, 70 sections, and the purpose of the concept is to gradually form the social skills and qualities necessary for an independent and happy life in the young generation, in accordance with their age . [2]

Communication as a dynamic process is being studied by psychological researchers. Modern pedagogical practice is based on psychological-pedagogical research that theoretically substantiates the essence and importance of the formation of communicative skills in the development of a child . Many studies are based on the concept of activity developed by VVDavidov, AVZaporogest, ANLeontev, DBElkonin and others. Based on it, MILisina, AGRuzskaya considered communication as a communicative activity. A number of studies show that communication skills help the child's mental development. [6-7]

Communication is an important factor in the development of a child's personality. Personal relationships are formed in communication, and the nature of relationships with the outside world largely depends on the development of the child's qualities. Communication is carried out in its own way in each period. Game activity has its own characteristics even in children of junior school age. They no longer play with toys, but more active, sports games. They establish direct verbal communication with the environment through speech while playing mobile games. [9-10]

The results of psychological-pedagogical studies show that the formation of a person's personality takes place primarily in direct communication with important people (parents, teachers, peers, etc.). As a result, the most important characteristics, moral qualities and outlook grow.

During the junior school period, great changes occur in the child's relationship with other people. The child's communication will now be focused on a specific goal. The reason for this is, on the one hand, the active influence of the teacher, and on the other hand, the influence of the educational team. [11-12]

there may be students who are shy to answer, shy or do not listen to the lesson. They develop communication skills in the family and in the kindergarten until the school period . For example, from a young age, a child develops communication skills such as greeting and expressing gratitude in the circle of his family. But entering the school community, communicating with peers is slow. First of all, they observe each other's behavior and imitate each other. Some students of junior school age are shy to communicate in front of their peers at school, withdraw themselves, but they express their opinion freely in the family circle.[13-14]

The features of communication in primary school age are little studied. At the same time, psychological research shows that communication with adults at primary school age is one of the leading factors of personality development (LIBojovich, VVDavidov, DBElkonin). At this age, communication with adults, first of all, with the teacher, the position of the child, the system of his relations with others, is of particular importance when the system of his relations with others changes fundamentally, in connection with the transition to school .[3]

and the teacher of junior school age begins with the period of adaptation to the educational process. Pupils have a desire to communicate with the teacher not only privately, but also confidentially. Communication of elementary school age students with the teacher also affects the motives of educational activities and relationships with peers.[15]

The main reason for not being able to communicate is the wrong attitude towards oneself and the people around one due to excessive or low self-esteem. There are ways to prevent this, mainly focusing on:

- 1) Organization of humanitarian relations between all members of the communication process through the communication system in cooperation activities, creation of an opportunity to compare the emotional environment;
- 2) Implementation of measures aimed at ensuring a favorable position of each member in the system of internal relations in communication ;
- 3) Organizing special trainings for the acquisition of information about the features, manners, methods, and forms of human communication;

4) Creation of business games, psychodrama, training system designed for interpersonal relations and communication methods.[4]

Most of the students of junior school age show shyness, shyness, inability to communicate. In this process, even if the teacher often takes the students out to write something on the board or read something, and even if he assigns them different roles, their feelings of shyness and shyness disappear, and they do not hesitate, read z will be able to express his opinion freely.

The use of training to improve communication in junior school age gives good results. Training is a set of activities conducted through discussions, games and exercises in order to create the knowledge, skills, and abilities necessary to solve existing or emerging problems in a person . [16]]

The organization of any psychological training consists of the following stages:

1. The stage of group formation or assembly.
2. Initial stage.
3. Stage of conducting work.
4. Final stage . [5]

Communication Training

"Interview" (30 minutes)

Purpose: students get to know each other and learn to listen to others.

Groups should be divided into pairs. Each child tells about himself to his friend sitting next to him. It is necessary to listen carefully to the story of the person speaking without interrupting. The story should not exceed 5 minutes. A psychologist controls time. After everyone has learned to listen attentively, the group gathers together. Each child introduces his companion, tells what he remembers.

"I am... " (30 minutes)

This game is played after creating a trusting atmosphere among children.

Purpose: Children get to know each other better, they are helped to tell about themselves.

and a pencil for each child . Paper and pens are distributed to all children. Each child has 5 minutes to write 10 words or sentences that describe themselves. Each child writes his description on a piece of paper and pins it to his chest. After a certain time, the children go around and begin to read recommendations about each other. After everyone has finished reading, they sit in a circle, whoever remembers something, who surprised them, who made them laugh , discusses them.

"Names - Qualities"

This game is organized to raise the mood of the group participants, so that the participants feel free.

Each participant should say the name of a person's positive character trait, human virtue, which begins with the first letter of any name (for example, Rustam-honesty, Murad- courage and hakazo).

Compliment - say the best words (5 minutes)

Students work in pairs. They wish each other the best. For example, he says words like "You look very beautiful today", " You are the best student in our class", "You are precious to me" .

After all the students have finished speaking, the students will share how they felt during the exercise.

"Assessment of role-playing games"

Purpose: Formation of communicative institutions; develop self-management skills.

Participants are divided into three groups:

1. I always feel sorry for you. How can I get rid of this feeling?
2. I hate myself. What should I do?
3. I often feel depressed, especially now.

How do I change it? - are looking for answers to the questions. Then the group observation continues. Time spent is 30 minutes.

If we develop the sociability and sociability of students of junior school age, their personal and moral qualities will continue to rise. If elementary school students are communicative, they can think freely. A student who is able to think independently can retell the story and express his positive views on it. Such students can easily communicate with adults in the community and with teachers and peers in the school community. The intellectual development of a communicative student also increases, because he can easily talk with adults, can independently express his thoughts to his teacher in the field of subjects, learns new words while studying, and increases his vocabulary. [17]

CONCLUSION

In conclusion, the importance of sociability in the formation of personality at the junior school age is incomparable. In this, the personal qualities and qualities of the students will increase. In the school team, he develops as a person who is able to communicate freely with the teacher and his peers. Parents and teachers should work together to develop the child's communication skills, and the use of communication training will give good results.

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