

FORMATION OF COMMUNICATION CULTURE IN PRIMARY SCHOOL STUDENTS

Ravshanova Tursunoy
Jizzakh State Pedagogical Institute

The main goal of communication psychology is, first of all, to form a culture of speech in young people. It also aims to instill in future professionals a culture of communication, the secrets of communication, and the ability to communicate in groups and communities through communication.

"Communication is as important to us as air in interpersonal relationships," said E. Melibruda, a Polish psychologist who gave a detailed assessment of the problem. It is communication that forms the community of individuals working together, and communication between individuals is essential to the development and implementation of a collaborative action plan. Collaborative activities are organized and carried out through communication.

It is important for everyone to know the laws of communication and to develop the skills and abilities to establish them.

Each person's "I" is formed in the process of communication with others, the person's way of life first develops in the family, kindergarten, school, family education, business, among the elderly, that is, in groups and communities. One of our highest spiritual needs is communication. If our need for communication is not met, our consciousness will not develop. That is why we must always meet our communication needs. We get satisfaction from talking to someone, but sometimes we feel dissatisfied.

The child may not immediately give the communication that adults expect. The child first expresses interest in the subject by referring to an adult. Get the help you need by using speech. What matters to an adult is what the child demands of the child. Adults may have a speech impediment if they have little contact with the child. The need for communication does not develop spontaneously in the child, but grows through the interaction of adults on the subject activity.

The teacher should explain to the other children that when a new student joins the class, they will be warm to him or her. It is necessary to pay more attention to it, to treat it well, so that the child gets used to the new environment faster. If the teacher communicates well with the new student during the lessons, the rest of the children will learn from him. When a teacher interacts with students as a friend, such a class is organized and learns to have a warm relationship with each other.

In primary school students, volitional qualities are formed through play activities. Emotional stimulation of the child in the game gives good results. Play

activities allow children to interact with each other. In particular, role-playing games can be used to determine children's attitudes toward each other. The game also helps children to care for others, to treat them properly, to meet their needs.

In play activities, children follow the rules of the game, correcting each other's actions with thoughts such as "Teacher doesn't do that," "Doctor doesn't do that." The game helps the child to understand the life of an adult. The need for communication is met in the game.

When he breaks the rules of the game, the child sincerely says, "I will not do it again." So, the game teaches a child to be sincere, to cultivate feelings, to do good to others, to communicate properly. Children who break the rules of the game end up alone, the rest of the kids don't like it, don't want to play with it, don't even want to interact with it. The teacher must be careful when organizing the game as a competition. Because children who lose a game can be hostile to children who win. After the game, they can cause conflicts.

The number of words that are actively used by children in school will increase. Learning to speak, read and write is a skill developed in a student's life. As young school-age children acquire the skills of word formation by combining sounds, they sometimes misunderstand the content of a text. It is caused by students' lack of vocabulary or inability to distinguish the main idea. In this regard, the teacher has the task to increase the vocabulary of children and teach them to plan independently on what they read.

In writing lessons, the child has great difficulty writing letters and words. Initially, the child focuses on writing techniques and following the rules of sitting. First, a child's written speech is determined by his or her oral speech, which means he or she writes the word the way he or she pronounces it. During this period, regular vocal exercises with the child are important for his successful mastery of spelling rules. Gestures and tone are not used in written speech, and children's written speech is much more empty than their oral speech.

Children's speech develops under the influence of adult speech. Therefore, educators need to teach children the culture of speech as well as the development of oral and written speech from an early school age. The impact that educators have on students as they perform educational tasks requires a certain amount of change in the content that students see, hear, and perform. At the heart of the educator's various influences are his personality traits, his resilience, his ability to convey the content of his personality to young people, and the nature and effectiveness of his pedagogical approach.

One form of psychological and pedagogical training is work games. Effective communication skills in students are randomly generated or occur as a by-product

of learning (a 1st grader is taught to respond fully, to stand up when approached by an adult, and so on.)

Another form of psychological and pedagogical training is practical games that model typical situations, such as exams. Communication training, which is the practice of communication, is a very important factor in pedagogical education.

Teachers can provide communication training to help students build interpersonal relationships. In the communication training "What do you think is the homeland?", "What is the motherland?" "Why do we live?" It is possible to instill in children the national idea, national pride by raising problematic questions such as. Children learn to separate individual elements of intonation (prosodemas) from the whole intonation of a sentence and do it not in isolation, but in the sentence itself. Children learn to understand the sentence itself (the completed idea) according to the intonation. They learn two complete intonations: narrative and interrogative.

Simultaneously with the completed intonations, children are shown logical accents (actual reading of a sentence) and they practice performing incomplete intonation in the semantic sections of a common sentence. It is known that there are six such intonations (ANGvozdev): counting intonation («I k sarevne nalivnoe, molodoe, zolotoe pryamo yabloko letit»), contrasting intonation («V tretiy raz zakinul on nevod, - prishel nevod s odnoy ro`bkoyu, s neprostoyu ro`bkoyu - zolotoyu »), call intonation (« Chego tebe nadobno, starche? »,« Svet moy zerkaltse, skaji, da vsyu pravdu rasskaji .. »), warning intonation or colon intonation (« Answers the golden robe: «Ne pechalsya, stupay sebe s bogom!», «Udivilsya starik, ispugalsya: ro`bachil tridsat let i tri goda i ne slo`xival, chtob ro`ba govorila»), introductory intonation («Vot prishel on k sinemu moryu (pomutilos sinee more), stal on klikat zolotuyu ro`bku... »), separate divorce intonation (« No sarevna molodaya, tixomolkom rastsvetaya, mejdu tem roslo, roslo, podnyalas - rastsvela, khernobrova, nray »).

The phonetic and phonological means of the Uzbek language described above are used simultaneously in fluent speech. A child's fluent speech style depends on how emotionally he or she pronounces the sounds of speech (pronouncing articulations diligently and clearly or slowly and unintelligibly) and which of the available procedures to choose (low-pitched, frequent, positive with timbre, or depiction of negative emotions).

L.V.Sherba pointed out that there are two main pronunciation styles in Russian. The completeness (or biblical) style is used in public speaking - reading lectures, speaking at meetings, working as a announcer on radio and television, as well as for the reader, students and self. is a must for anyone who wants a better understanding and strives to make it easier for the audience to understand it. Full-style speech is characterized by clear pronunciation, moderate speed, and volume

that matches the size of the room and the timbre of the voice. Speech emphasizes self-worth, that is, respect and consideration for those who listen to it.

The non-verbal (or conversational) style is used in everyday communication. It is possible to say the sounds in words a little lower and slower, and to say them faster, or, conversely, to say and whisper phrases more slowly; the forms of tone (emotional) processing of spoken speech are different: all emotions are fully reflected in the tone of the spoken speech.