

Formation of Communication Skills in Interpersonal Relationships in Primary School Age Students

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Annotation

In this article, the pedagogical-psychological features of the junior school age and age-related pedagogical-psychological features, the formation of communication in the interpersonal relationships of the junior school age, the communication features of primary school students with the teacher and peers in the process of increasing the communication skills of the students of the junior school age. the issues of developing moral and personal qualities through learning and communication were discussed.

INTRODUCTION The main goals of the parties involved in the relationship are to get along and understand each other. The complexity, if necessary, the "charm" and uniqueness of this process is that it is impossible for the parties to find the same language or to think and speak exactly the same way.

Our country's president Shavkat Mirziyoyev said, "Our country and society must do all they can to make our youth independent thinkers, have high intellectual and spiritual potential, grow up to be people who are equal to their peers in any field, and be happy. and we will mobilize our capabilities."

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 school education, during the video teleconference held by the head of our country day and night.

He also emphasized that the third renaissance period begins at the threshold of the school not for nothing.

To help young people to mature in all aspects, to form spiritual and moral feelings and emotions, to freely communicate in society

The importance of education is great. The attention of the head of our state to this issue can be seen in the decision of the Cabinet of Ministers No. 1059 of December 31, 2019 "On approval of the concept of continuous spiritual education and measures for its implementation".

The American scientist Walter Lippman pointed to the uniqueness of each person's heart and its manifestation in communication, and wrote: "Where everyone thinks alike, no one thinks too much", that is, based on people's desire to communicate the underlying primary motive is to have different views and improve one's thoughts during conversations. **LITERATURE ANALYSIS AND METHODOLOGY**

E.G. Ghaziyev, a prominent representative of the science of psychology in Uzbekistan, while studying the ethnopsychology of the Uzbek people and child education, found that their communication etiquette and other characteristics are somewhat different from those of other nations.

differences, V.M. Karimova, characteristics of parents that they allow their children to develop the same qualities, B.R. Kadirov's problems and solutions of family and gifted children, parents' creation of conditions for children's internal capabilities to be formed under the influence of the family environment, T.M. Adizova's scientific works on adolescent children in Uzbek families those who were able to determine the communicative qualities of their personality based on the study of interactions in the family. In the studies of M. Salayeva, K. Kh. Rahimova, the features of the formation of spiritual imaginations of preschool children, in the dissertation research of A. Kadirova, parents and their attitude towards their children were studied. In her research, E.I. Ganeyeva studied the formation of individual behavior in teenagers during the educational process. Z.P. Qlicheva studied the dynamics of the age, gender and ethnopsychological characteristics of elementary school students in relation to communication qualities, and Sh.

Bekova studied the psychological characteristics of the formation of communicative abilities of preschool children.

DISCUSSION AND RESULTS

During the junior school period, the child's relationship with other people is great changes will occur. The child's communication will now be focused on a specific goal.

The reason for this is the active influence of the teacher on the one hand, and on the other hand is the influence of the educational team. In the class of students of junior school age, there are students of different levels in the process of communicating with the team: from hyper-communicative (active) children who are afraid of the class situation: there may be students who are shy to answer, shy or do not listen to the lesson. Communication skills are formed in the family, in the kindergarten. For example, from a young age, a child develops communication skills such as greeting and expressing gratitude in the circle of his family. But getting into the school community and 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, they withdraw themselves, but they freely express their opinion in the circle of their families. The features of communication at primary school age have been 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.

At this age, communication with adults, first of all with the teacher, is of particular importance in connection with the transition to school, when the position of the child, the system of his relations with others changes fundamentally. The communication between students and the teacher of junior school age begins with the period of adaptation to the educational process. Students want to communicate with the teacher not only privately, but also confidentially. Communication of elementary school students with the teacher affects the motives of educational activities and relationships with peers.

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 the following are important gives a positive effect:

1. organization of humane relations between all members of the communication process through the communication system in cooperation activities, creating an opportunity to compare the emotional environment;
2. implementation of measures aimed at ensuring the favorable position of each member in the system of internal relations in communication;
3. about the characteristics, manners, methods and forms of human communication organizing special trainings related to information acquisition;
4. Creation of business games, psychodrama, and training system designed for interpersonal relations and communication methods.

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.

Elementary school students are trusting and susceptible to external impressions. As noted by our great omens, it is the character of a person more than all, it is formed in the first years of life, and the qualities that appear in it during this period become a person's second nature. The whole responsibility for the formation of high moral standards, the formation of natural emotions and qualities in the second nature of a person, falls on the primary school teacher. In this period of the child, every word, every action of the teacher acts as a criterion of truth for him. Because students strongly believe in teachers. They listen to his opinions.

They are described seriously in their pedagogical sophistication. They always follow the requirements. They strive to complete the tasks given by him. To learn to think correctly, to refrain from inappropriate behavior and to listen to music. It is necessary to take into account their age and psychological characteristics in order to achieve the goal of developing the moral qualities of elementary school students. It is known that the psychological characteristics of students are different, and one student is successful the expected result when the used means of educational influence is applied to another may not give. Educational activities are one-on-one for students there is no doubt that a better result will be achieved if it is implemented in an approach. 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 can think independently can retell the story and express his positive views on it. Such students are adults in society and with teachers and peers in the school community can talk.

CONCLUSION

In conclusion, the importance of sociability in the formation of personality at the junior school age is incomparable. A teacher in the school team able to communicate with his peers and express his thoughts freely is formed as a person. Parents and teachers should work together to develop the child's communication skills, and personal and moral qualities of students through communication should be promoted.

Based on this, it is appropriate to make the following conclusions:

- the community of people around can play an important role in the manifestation of sociability in a person;
- communication is observed as a result of people understanding and supporting each other

- a sense of empathy can be found at the basis of the educational activities of students of junior school age;
- it is possible that the settlement of team relations among students of junior school age will lead to an increase in their communication skills.

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