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Formation of Communicative Learning Activity in Primary School Students

Diyora Khamidova

1st-year graduate student of the Uzbekistan-Finland Pedagogical Institute

Mirzaali Fayziev

*Associate professor of the Pedagogical Department of the Uzbekistan
Finland Pedagogical Institute, Candidate of Pedagogical Sciences*

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ANNOTATION

Pedagogical organizational issues of formation of communicative educational actions in elementary school students are analyzed in the article. First, the relevance of the topic is presented and the literature on the topic is analyzed. Opinions on the research were given, analysis and results were presented, and conclusions were drawn.

KEYWORDS: Communicative educational actions, universal educational actions, dialogue, position, interlocutor, game, competition, types of activities.

Enter. The social processes taking place in the world in recent years force us to choose new methods of development and form a new context in various areas of human activity, including science and education, where for successful education even in the early period of school education it is important to lay a solid foundation.

The existing methods of solving scientific problems cannot always fulfill the modern tasks of teaching schoolchildren, which leads to the conclusion that it is necessary to develop new strategies for the development of education and educational models suitable for the time.

It implies that the formation of communicative skills in primary school students should be considered as one of the tasks of a modern teacher and its solution should be carried out both in the classroom and in the extracurricular activities of students.

Issues of forming the communicative culture of primary school students - the Law "On Education" of September 23, 2020, in the "Development Strategy of New Uzbekistan for 2022-2026" and other documents the tasks of reforming the continuous education system are defined in public documents, which is the basis for the successful implementation of working with students in the educational process, forming them as a mature generation at the state level. In particular, Article 9 of the Law "On Education" states that "Primary education is the literacy, knowledge, skills and abilities necessary for students to continue general secondary education." It is emphasized as "aimed at forming the basics of skills" [1].

Analysis of literature on the topic. M.S.Kagan, S.A.Arutyunov, V.M.Mejuev, E.N.Yurkevich and others worked on the study of the main principles of communication and its main features, as a rule, on the study of relations between concepts such as society's culture and human culture. Problems of the culture of interpersonal communication were considered by G. N. Andreeva, L. P. Gadzaova, I. I. Zaretskaya, E. P. Ilyin, S. L. Rubinstein and others.

S.N.Batrakova, S.V.Znamenskaya, N.V.Stepanova and others about communicative training; formation of the cultural component of communicative competence V.S. Bibler, A.V. Vartanov, E.M. Vereshchagin, L.G. Viktorova, N.I. Gez, V.S. Ilyin, R.P. Milrud, N.A. Salanovich, P.V. Susoyev, S.G. Ter-Minasova, G.D. Tomakhin and others conducted research.

On the topic of formation of communicative culture and communicative competences in elementary school students, the main doctoral student of Jizzakh State Pedagogical University O.E.Azizov, T.U.Jorayeva, M.Oskanov, Sh.O'.Kamolova, A.I.Hayitov, F.K.Khoshbokova wrote an article.

Research methodology.

By school age, a child should know that other people may have a different point of view and take this fact into account to some extent. However, the gradual accumulation of social experience, which occurs through education and the formation of friendships in elementary grades, encourages him to understand the reasons that lead different people to different points of view, develops the ability to foresee. There will be possible differences in views related to other needs and interests of the interlocutor. By comparing his own and other people's opinions, the child learns to argue and justify his position. All this leads to a closer understanding of the relativity of judgments and evaluations after finishing elementary school, they become more sensitive to the aspirations and desires of other people, and they begin to improve and understand the feelings and thoughts of others, their inner world. understanding is formed.

Communication, as cooperation, includes a group of communicative educational activities aimed at establishing and implementing cooperation and interaction. The essence of these actions is to combine efforts to achieve a common goal, for which it is necessary to pay attention to the interlocutor.

Primary school age means a special interest in peers. At this time, friendship is actively formed, the desire to participate in group activities is very high. The teacher should use it. Team games, competitions (including sports), organization of joint work during breaks, as well as specially organized educational cooperation during the lesson have a significant positive effect on the development of communicative learning strategies and communication with other people. helps to ensure the ability. The indicators of the formation of this group of communicative educational actions include the following skills:

- ability to negotiate;
- reasoning, defending one's position by convincing the interlocutor;
- the ability to obey the interlocutor if necessary;
- the ability to maintain friendly relations even in a conflict situation;
- the ability to find the necessary information by asking questions;
- the ability to take the initiative, as well as control and mutual support in the process of joint actions.

Universal educational activities of the communicative direction are aimed at forming the personal ability of students for self-development and self-improvement, actively learning the lessons of tolerance, readiness, knowing the world, prepares for learning, cooperation, self-education and self-development. This is facilitated by the following functions of universal education:

- creating an educational environment and conditions for the personal development of young students;
- formation of knowledge, skills and competencies of students based on the ways to achieve successful acquisition of knowledge in any field of science and readiness to master and use the necessary, modern interactive tools;
- ensuring the ability of students to independently set learning goals, develop skills, and search for the necessary methods of their implementation.

We implement communication as a condition of internalization by a group of communicative educational actions, the purpose of which is to carry out information transfer and reflection. It is known that children's speech is initially addressed to the closest adults. Over time, the process of his activity is more clearly described, and his audience expands: communication is carried out with other children, adults, etc. When he enters the first grade, the child already knows how to construct detailed statements that are understandable to the interlocutor. They are used by the child to determine what he sees, hears, knows, does not know, etc. He correctly formulates questions to get the necessary information, knows how to convey instructions for action in speech.

Thus, communicative educational actions provide social competence implemented in the following groups of skills and abilities:

- the ability to take into account the positions of other people, including interlocutors in activities or communication;
- the ability to listen, interpret what is heard and enter into a dialogue, participate in the discussion of problems;
- the ability to effectively relate to a group of peers, to have the principles of cooperation with peers and adults.

Analysis and results

Assessment of the initial state of communication skills of young schoolchildren can be carried out based on the performance of standard tasks developed on the basis of the methods of J.Piaget [4], G.A. Sekerman [5] and others. ("Right and Left Sides", "Who's Right", "The Way Home", etc.). Summarizing the criteria for evaluating communicative skills given in the above methods, we created "Criteria for evaluating the level of formation of communicative educational actions in primary school students".

Criteria for evaluating the level of formation of communicative educational actions in elementary school students

First aspect of communication: Communication as interaction.

1. Interlocutor's position during communication:

Low level - does not understand the opinion and point of view of others, does not know how to consider the position of the interlocutor.

Intermediate - Understands the possibility and importance of different positions and points of view, but does not consider the position of the interlocutor.

High Level - Recognizes the possibility of having different positions and takes into account the differences in the position of the interlocutor.

2. Overcoming egocentrism:

Low level - When evaluating something, he does not think about its different aspects.

Middle level - Accepts different bases for evaluating something, takes into account whether different opinions are right or wrong in their own way.

High level - understands the relativity of evaluation, takes into account different positions of evaluators, can express and justify his opinion.

Second aspect of communication: Self-control in communication.

Coordination of actions to achieve the goal, implementation of joint activities:

Low level - Does not know how to negotiate with the interlocutor or does not try, does not show interest in the overall result.

Medium level - tries to negotiate with the interlocutor, but is not always ready to give up; joint action is often neutral (mutual due to necessity), the level of coordination of efforts (mutual control, monitoring the implementation of the plan) is low evidence from the interlocutor; able to be an interlocutor in communication.

High level - knows how to negotiate and come to a common decision; able to manage and argue his position in the presence of strong mutual support, organization of mutual control, division of efforts; a positive attitude to joint activity (works with pleasure) can communicate enough information with the interlocutor and take into account what he knows, sees and what he does not know.

Third aspect of communication: Understanding each other in communication.

1. Transferring information to the interlocutor:

Low Level – Unable to convey instructions to explain his/her opinion.

Intermediate - Can convey only part of the instructions for communicating the idea.

High level - Shares the necessary and sufficient information with the interlocutor, takes into account what he knows, sees and what he does not have.

2. Understanding and mastering the content of speech (ability to ask questions):

Low level - Asks irrelevant questions or conveys them without understanding to the interlocutor.

Intermediate – Questions and answers are vague and do not allow you to get all the information you need.

High level - Knows how to ask questions and interpret answers correctly.

3. Reaching mutual understanding with the interlocutor:

Low level - does not understand the interlocutor, everyone works by himself.

Medium level - does not understand the interlocutor, everyone works on his own.

High level - achieves mutual understanding in the process of active communication, implements mutual control and mutual support, participates in joint activities with pleasure.

The above three aspects of communication often act together, and the successful development of each of them is actually determined by the level of development of the student's speech. The following cognitive parameters encourage students to further improve their speech:

- the ability to arouse interest in communication;
- maintaining communication at a sufficient or high level, discussing one's position, using the available vocabulary and communication tools correctly;
- comrades, classmates, just someone to support;
- the ability to listen to advice and recommendations, to be critical of communication results, to analyze successes and failures and adequately evaluate them;
- creative approach to the topic of communication, flexibility and tolerance in a good friendly relationship.

We consider the education of kindness and respect for the individual in primary school students through all subjects to be the priority in the hierarchy of qualities. Thus, in the process of teaching elementary school students, in the process of developing communicative skills, they need to develop the ability to win, the ability to joke and understand humor, to smile, to look at the interlocutor in communication, and to be self-confident. We must teach how to deal with such traits as anger, resentment, self-interest, and envy. These traits can hinder success. Real friends, beloved family, and others will need to teach children to develop self-control, calmness, and confidence, and to manage emotions (in moderation, depending on age). In the course of educational activities, in practical activities, we inculcate educational knowledge in students. In addition, communication skills are the key to their successful professional career and prosperous personal life.

Conclusions and suggestions. In conclusion, experimental work on the formation of communicative universal educational actions among elementary school students confirmed the relevance of this problem, because the level of their formation affects not only the effectiveness of the educational cycle, but also the process of socialization and personality development. .

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