



PERSONAL COMMUNICATIVE CHARACTERISTICS OF CHILDREN OF JUNIOR SCHOOL AGE

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Article history:	Abstract:
Received: 22 nd March 2023 Accepted: 23 rd April 2023 Published: 24 th May 2023	Learning the personal communicative characteristics of children of primary school age, The process of studying the personal communicative characteristics of children of primary school age
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INTRODUCTION:

Based on the relevance of education of young people and the formation of their behavior in a positive way in the current period, we base our research on the social psychological factors that cause the formation of personal and behavioral qualities of students of elementary school age, the determination of pedagogical conditions and the psychological mechanism of behavioral perceptions and concepts in this regard. we got the idea that there is a place as

The actual role of education and upbringing is increasing for students of junior school age. After all, education is a continuous process that brings creativity to the spirit of the people of Uzbekistan. All the favorable opportunities of the representatives of the growing generation are manifested in it, their professional training and skills are continuously improved, and the invaluable experience of their ancestors is passed on to them as a legacy. Young people, their talent and ability to learn, their ability to learn improve in the process of education, and their behavior and values begin to be understood.. Due to the fact that each person cannot be repeated by himself, the society supports the character and uniqueness of each person, summarizes his new qualities and feelings that influence the raising of culture to a higher level. After all, it is impossible to educate a real person who perceives his people as one of the equals in the whole world community of nations, a lover of his Motherland, without educating the love and respect of President Sh.Mirziyoyev for his people, their traditions, language and culture. his opinions demand consistent scientific research.

These ideas were developed in the Law "On Education" and in the "National Program of Personnel Training in Uzbekistan", and they are of great theoretical and methodological importance.

Development of communication skills of children of primary school age is one of the most important problems at the current stage of development of social relations. The age group of children is random

not selected. The next stage of a child's life is adolescence, where intimate communication becomes a leading activity. Mastering the elements of communicative culture at primary school age allows children to realize their potential more successfully.

Junior school age is a direct continuation of preschool age from the point of view of general sensitivity, which is carried out by the irresistible ontogenetic potential for development. This is the period of mastering the social space of human relations through play and real relationships with peers.

Primary school age brings new fundamental achievements to the child. At this age, the child learns the world of relationships, feels a valuable relationship to the surrounding objective world, discovers for himself a certain relativity of the permanence of things.

The relevance of the chosen topic is determined by the need to develop a set of activities aimed at developing the communication skills of a young person and to help him in order to effectively implement work on the development of communication skills of young students. the child is a member of the children's team and helps to overcome obstacles that prevent communication with peers.

CONCLUSION

Children establish new relationships in the process of communication and joint educational activities at school. After a few weeks at school, most first-graders lose their shyness and embarrassment from the mass of new impressions. They begin to pay close attention to the behavior of their neighbor at the table, connect with classmates who sympathize with them, or find similarities in interests. At the initial stages of orientation in a new community, some children usually show unusual character traits (for some, shyness, for others - clumsiness). But with the establishment of relationships with other children, each student discovers his true individual characteristics.

A characteristic feature of the relationship between junior high school students is that their friendship, as a rule, is based on common external life circumstances



and random interests (children sit at the same table, live in the same house, are interested in adventure literature, etc.). The minds of junior high school students have not yet reached the level where the opinion of their peers serves as a true criterion for self-evaluation. Of course, 9-10-year-old children are very interested in the evaluation of their classmates for dexterity, intelligence, and courage, and they are very worried if this evaluation differs from the desired evaluation. But such experiences are short-lived, and most importantly, they can be easily modified by assessment by an adult or teacher. The opinion of the latter is the most important and mandatory for elementary school students. L.I. Bojovich believed that there are not separate forms of communication. and the school community itself is of decisive importance for the development of the personality of a small student. There is no "equilibrium" in the group of schoolchildren and there cannot be, where a whole system of relationships and relationships is formed in accordance with the individual characteristics and characteristics of each child in connection with the tasks assigned to him.

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