



## THE CONTENT OF COMMUNICATION FUNCTIONS IN THE SOCIALIZATION OF STUDENTS

**Skorlupkina Alexandra Alexandrovna**

*Student of the "Elementary Education" department of Termiz State University*

Article history:	Abstract:
<b>Received:</b> 22 <sup>nd</sup> March 2023 <b>Accepted:</b> 23 <sup>rd</sup> April 2023 <b>Published:</b> 24 <sup>th</sup> May 2023	In this article, the scientific and theoretical foundations of communication functions in the socialization of students, the essence of communication functions in the socialization of students, the communication functions in the socialization process of students as a pedagogical problem, and the current state of communication functions in the socialization process of students are studied.
<b>Keywords:</b> student, socialization, communication, function, scientific, theoretical, essence.	

**INTRODUCTION.** Communication is characteristic of all living creatures, but at the human level it has the most advanced forms, it is realized through speech. Communication is a human need as a social, conscious being, as a carrier of consciousness. Communication is divided into the following points of view: content, purpose and means.

Communication is inherent in any living thing. Only at the human level is the communication process conscious, involving verbal and non-verbal actions. The purpose of communication in animals is to invite another living being to a certain action. Animals warn their partners of danger through various sounds and movements. The role of communication in the development and formation of a person as a person is incomparable. Spirituality develops in social communication[1]. By entering into communication with spiritually mature people, in exchange for wide opportunities to learn, a person acquires all his high abilities and qualities and becomes a person. Russian philosopher RS Nemov considered the ontogeny of the development of human communication and its main stages. According to Nemov, "a human student begins to notice the ability to engage in emotional communication with people at the age of three months. When the baby reaches the age of one, his expression becomes so rich that it allows him to quickly master the verbal language of communication and use sound speech.

**ANALYSIS AND RESULTS.** A person has many goals of communication. Acquiring and conveying knowledge about the world, education and upbringing, coordination of various actions in the cooperative activities of people, clarification and establishment of personal and work relationships, etc. are also included[3]. If the purpose of communication in animals is to satisfy their biological needs, then in humans they are a means of satisfying many different

needs: social, cultural, cognitive, creative, aesthetic, mental growth, moral development. .

BF says that communication is a very complicated process. Parisin writes:

"Communication is such a multifaceted process that it simultaneously includes:

- a) the process of interaction of individuals;
- b) attitude of one person to another person;
- d) influence of one person on others;
- e) the ability to sympathize with each other and individuals with each other to understand".

There are 3 important interrelated aspects of communication: communicative, interactive, and perceptive.

1. The communicative aspect of communication is the exchange of information between individuals in the process of communication. The communicative aspect of communication is considered to be its substantial, most basic aspect. In this case, people communicate with each other through speech, and this is also the law that forms the social essence of society[5].

2. The interactive aspect of communication consists in organizing the interaction of individuals in the process of communication not only in terms of knowledge and ideas, but also in actions. That is, the interactive aspect of communication implies that communication between people is carried out not only through speech, but also through various actions. For example, the educational process, in which the process is not limited to speech, but information is exchanged with various games and activities. To be more specific, communication is a joint interpersonal action, ie, a sum of the relations and mutual influence of people formed in the course of their cooperative activities. Looking at all three sides of the dialogue as a whole, the methods of organizing the activities of mutual cooperation and the relations of the participants in it are clearly manifested[7].



Communication is usually manifested in the combination of five aspects: interpersonal, cognitive, communicative-informational, emotive and conative. If we take the interpersonal side of communication, it reflects the interaction of a person with his immediate environment: other people and the generalities that are connected in his life[8]. On the cognitive side of communication, who is the interlocutor, what kind of person is he, in general, it allows to get answers to many other questions about the person[9].

The communicative-informational aspect of communication consists of information exchange between people with different ideas, feelings, interests, and desires.

If we take the emotional aspect of communication, the interlocutor's feelings and moods in personal communication are related to task performance. On the cognitive (behavioral) side of communication, it serves to coordinate internal and external contradictions in the views of partners.

Different functions of communication can be distinguished. Instrumental communication is the main task of communication, which consists in conveying important information for action. A task that is closer to this task, but not very similar to it, is called a syndication task[10].

The task of syndication and the task of self-expression are close to each other. Self-expression is, by its very nature, focused on consensus, communication. Broadcast communication - specific methods of activity, evaluation criteria and the task of conveying programs are important. This task is based on education: through communication, the education of the individual takes place.

The most important types of communication between people are verbal and non-verbal communication. Non-verbal communication is carried out with the help of facial expressions, gestures, pantomime, sensory or body communication.

Verbal communication is unique to humans, and the necessary condition is that it determines language acquisition. As a means of communication, speech appears simultaneously as a source of information and as a means of interaction with the interlocutor. 'zlar's pronunciation, intonation and essence[11].

Research shows that in the daily act of human communication, words make up 7%, sounds and expressions make up 38%, and non-verbal interaction makes up 53%. It is worth noting that there are several types of communication of people in their practical activities:

"a) "mask communication" is a formal communication in which the partner does not understand and take into account the personal characteristics. It includes official expressions, politeness, and self-respect masks that allow you to hide real feelings, wishes and desires. , a set of facial, gesture expressions is used[12].

b) Official-role communication is communication at the level of social roles of partners. (boss - subordinate, seller - buyer). In official-role communication, work is carried out on the basis of certain rules and wishes. The content and means of communication are subordinated to them.

2. In normal communication, they evaluate another person as a necessary or disturbing object: if necessary, they actively engage in communication, if it is disturbing, they push away, or use threatening rude expressions[13].

d) In the controlled type of communication, depending on the personal characteristics of the interlocutor, it is focused on taking advantage of him by using various methods (flattery, intimidation, deception, etc.).

e) Secular communication - the essence of this type is that it does not relate to any topic, that is, people do not express their thoughts, but the thoughts that are common to such situations. In addition to the types of communication, some of its forms can also be mentioned, these are: official-work related, professional, private, public, pedagogical communication, autocommunication (communication with oneself)[14]. VN Panomarev defines communication as "the interaction of people, the exchange of information through various relationships, the content of which is conducive to the process of mutual knowledge and joint activity." VN Panomarev distinguishes four points in communication: communication, interaction, cognition, relationship, and four approaches to studying communication: communicative, informational, cognitive, and regulatory. Functions of communication: informational, regulatory, affective[15].

Communication functions are communication in the process of human social life roles and tasks.

Information is the exchange of information between individuals, and its constituent elements are the following: communicator (information transmitter), message content, recipient (receiver of the message)[16]. The effectiveness of information transfer is manifested in understanding it, accepting or rejecting it, mastering it.



- regulatory and communicative function - in this function, in a broad sense,

the behavior of people towards each other is controlled. Thanks to communication, a person regulates not only his own behavior, but also the behavior of other people.

- affective-communicative function includes changing the state of a person under the influence of communication.

The role of communication is also manifested in motivating a person to certain activities. A person who is far from the group of people, who is out of their sight, does not even go to work, and even if he does, he is motivated to do things that benefit only himself, not society. So, communication exists as the most important tool and mechanism for people's socialization and finding their place in social relations, achieving their social, economic, spiritual, and psychological goals, and functional alternative options for communication are still being developed by humanity. communication in pedagogy means the competence, method and system of interaction between the teacher and the student team[17], its essence, mutual information exchange, educational and educational influence, mutual it is manifested in achieving mutual understanding and has the following characteristics: communication is the most important professional tool in the teacher's pedagogical activity; social control and social laws are important to ensure its appropriate implementation in the communication process; Communication is considered the most important component of teacher-student relationship, and it plays the same important role as motivation in motivation; communication in pedagogy is the teacher's active organization of interactions based on influencing students, performing the planned function of implementing a specific goal based on the program; communication is a multifaceted process of interpersonal relationship development arising from the need for cooperation; due to incorrect pedagogical communication, students develop fear and lack of confidence in their own strength, their attention and work activity decrease, the dynamics of speech is disturbed, and the ability to think independently and freely decreases[18].

Pedagogical communication is a professional relationship that allows the teacher to create a positive mental climate with students in the classroom and extracurricular activities, creating the most comfortable psychological environment for him. The main goal of the teacher's close communication with students: to eliminate all processes that create negative situations; Communication is a human need as a social, conscious

being, as a carrier of consciousness[19]. We observe the separation of various higher animal and human lifestyles into two sides : relations with nature and relations with living creatures[20]. The first type of communication is called activity as a special type of human activity. The second type of communication is determined by the fact that the parties interacting with each other are living creatures that exchange information . Such communication within and between species is called communication . Speech activity of a person is closely connected with all aspects of human consciousness. Speech is a powerful factor of a person's mental maturity, formation as a person. Under the influence of speech, views, beliefs, intellectual, spiritual and aesthetic feelings are formed, will and character are formed[21]. With the help of speech, all mental processes related to cognition become free and controlled. Therefore, speech is a mental process related to cognition , which consists of a combination of sounds pronounced and heard by a person, and at the same time has a meaning and content expressed through a system of written signs corresponding to these sounds. The interpersonal side of communication reflects the interaction of a person with his immediate environment: other people and the generalities that will be connected in his life[22].

The cognitive side of communication allows you to answer many other questions about who the interlocutor is, what kind of person he is, what can be expected from him, as well as many other questions related to the personality of the partner . It consists of an exchange between people with different feelings and inclinations. The emotive side of communication is related to the feelings and functions of the mood in the personal relations of the partners. serves to coordinate resistances. Means of communication can be defined as means of encoding, transmitting, processing and revealing information transmitted from one living being to another in the process of communication[23].

Communication tools include:

"1. Language is a system of words and expressions used for communication and the rules for combining them into meaningful expressions for use in communication, as well as the technique of writing, conveying and storing information in various forms (texts, drawings, pictures). consists of sign systems and writing in means (radio and video equipment, mechanical, magnetic, laser and other forms of writing).

2. Tone, emotional expressiveness , able to give different meanings to the same phrase.



3. The interlocutor's facial expressions, posture, and gaze can enhance, complement, or negate the meaning of the phrase.

4. Gestures as a means of communication can have a generally accepted, i.e. fixed meaning, or expressive, i.e. they can further increase the expressiveness of speech.

The distance between the interlocutors depends on the cultural and national traditions, the level of trust in the interlocutor[24].

Humans have far outstripped other living creatures known to us on planet earth in their inventiveness in selecting methods and means of intra-species communication. According to AS Makarenko, teacher communication should be in the form of a relationship based on respect and demand. V. D. Sukhomlinsky said that the teacher "...every word spoken in the schoolyard should be carefully thought out, full of intelligence and reasoning, directed to a specific educational goal." states that. According to the scientist, every word of the teacher should be directed not only to the ear of the student, but also to his heart. In general, advanced teachers believe that education and upbringing are built only in the process of communication based on the position of mutual cooperation between the teacher and the student. In the process of communication, the teacher should try to know the mental characteristics of the student perfectly, relying on his psychological knowledge in a short period of time[25]. It is impossible to apply various educational punishments and reprimands to the students without penetrating into their inner world and mental state. This situation leads to an irreparable breakdown of communication with students, to a hidden state of students. causes him to get into his "shell". The characteristics of teachers related to mutual information exchange are related to his ability to be absorbed into the classroom community. any events and incidents that occur should be under the control of teachers, their consequences should be quickly and fairly analyzed and prevented by teachers. This is done only as a result of active exchange of information with students. Only then, the teachers favorable conditions are created for the activity in the educational process and give positive results[26].

The teacher organizes educational activities together with students. It is important to have a fair interaction with active students and informal leaders of the class: to involve students in the conscious and independent implementation of various elements of education, and in this case, it is necessary to create an opportunity for students to fulfill organizational and executive roles. Properly organized communication of

the teacher improves the function of self-awareness of the student. In this case, the function of the teacher is to teach students to understand their "I" based on communication, to speak their opinion boldly and freely as an individual, to know their place in the team, and to evaluate themselves[26]. In the pedagogical activity carried out in educational institutions, the teacher's inappropriate behavior, rudeness, thoughtlessly expressed wrong opinion, excessive gestures during the communication process lead to the disruption of live communication with students. , causes the emergence of irreparable unstable situations. As a result, communication etiquette, good manners and exchange of ideas give way to a conflict situation. In order to avoid these negative situations, interaction with students in pedagogical treatment should be built on the basis of respect and trust. In this case, the teacher should always remind the student of his rights and obligations, what his functions are at school, in the community, and in the family. In order for the teacher's communication with the students to be effective, it is necessary to make the interlocutor inclined towards him. In order to achieve mutual inclination, a number of uncomplicated pedagogical influencing methods are used in practice[27]. The most important of these are ways to gain the reader's trust and influence and approval. The trust method is a highly effective way to influence students based on communication. It is aimed at the mind of the reader, and means gaining the trust and approval of the readers through perception. Gaining trust is carried out by proving. The method of gaining trust is used as a communication program in extracurricular processes, in private conversations with the student, in spiritual and educational hours[28]. Using the method of gaining trust, the teacher forms the worldview of students, in which they take responsibility for their own education. increases the feeling. The method of gaining trust affects the student not only in the process of communication with the teacher, but also in situations outside of educational activities. Gaining student trust can have positive or negative outcomes[6]. The teacher must use educational methods in order to arouse positive feelings in the student with persuasion. In the process of education, it is necessary to take into account the unique characteristics of each student. Because students of the same age may have different psychological characteristics. Since students have different abilities and talents, interests, willpower, the method of gaining trust that is useful for one student may be harmful for another[29]. Therefore, it is necessary for the teacher to regularly study the



psyche, psychology, inner world of each student, to know the methodology of studying the specific characteristics of the students, the general types of temperament of the student. For example, vision and hearing, activity, quick perception, slow thinking, impetuosity or restraint, eloquence or lack of eloquence, vigor or lack of enthusiasm, laziness or industriousness, laziness and sloppy work, or quickness to work. etc. depend on the nervous system, and the teacher must know them and develop the necessary conclusions in order to gain the confidence of the students.

Another important feature of gaining students' trust is that it nurtures students as they develop as individuals. Self-education is self-management of the student, formation of freedom, social position, initiative and independence. A student's hidden abilities are revealed through self-confidence. Self-assessment is a difficult process for a student[4]. As the student confidently follows the teachers and is educated in the spirit of self-confidence, first of all, a strong will is formed in him, he correctly understands his duty, and his interest in knowing and learning increases. , strives to improve himself in every way , evaluates himself objectively through the eyes of his peers, believes in himself and feels satisfied . He quickly realizes the negative habits and harmful qualities in his character and tries to eliminate them[30].

The influence and approval method is a general process of communication. The peculiarity of two interlocutors influencing each other, as a means of approving the educational goal, is that with the help of this method, the teacher imperceptibly affects the psyche and behavior of the student for the purpose of the educational goal. 'secret shows. Enters uncontrollably in the psyche of the student. This method, in the process of communication, the teacher actively improves the moral and voluntary feelings of the students[2]. With the infinite power of politeness and communication etiquette, the teacher has a pedagogical influence on the unconscious aspects of the psyche of the students, creates close communication between the teacher and the student, trust in each other, and a sense of responsibility for completing assignments on time.

**CONCLUSION.** In conclusion, we should be proud of the fact that the functions of Uzbek national communication have a centuries-old history and many meaningful principles. However, we should not forget that it is one of the main tasks on the agenda to make the young generation aware of the content of our

national dialogue in their life activities. Communication is the most important professional tool of a teacher. Pedagogical communication is a real communication between the teacher and the student in order to create a comfortable psychological environment. Incorrect pedagogical communication creates fear and distrust in the student, weakens attention, memory and work ability, violates the norm of speech. As a result, students have stereotyped ideas.

#### **REFERENCES:**

1. Abduraimovna, S. D., & Abduraimovna, X. D. (2023, January). O 'ZBEK ADBIYOTI TARAQQIYOTIDA AYOL SHOIRALARNING O 'RNI. In *E Conference Zone* (pp. 95-98).
2. Донаева, Ш. (2022). Refleksion o 'qitishga innovatsion yondashish va refleksiv texnologiyalarni ta'lim jarayoniga tatbiq etishning psixologik jihatlar. *Общество и инновации*, 3(2/S), 367-372.
3. Abduraimovna, D. S. (2023). TYPES OF REFLEXIVE LEARNING TECHNOLOGIES IN THE PEDAGOGICAL EDUCATION SYSTEM. *Open Access Repository*, 4(03), 31-40.
4. Abduraimovna, D. S. The Culture of Environmental Safety and the State of Its Formation. *International Journal on Orange Technologies*, 2(10), 95-98.
5. Jumaeva, H. (2020). Some Shapes of Spiritual Attack, Its Influences and Outcomes for Educating the Youth. *European Journal of Research and Reflection in Educational Sciences Vol*, 8(2).
6. Djumayeva, H. M. (2021). DEVELOPING THE PEDAGOGICAL MECHANISM OF PREVENTING STUDENTS FROM INTERNAL THREATS. *Oriental renaissance: Innovative, educational, natural and social sciences*, 1(10), 331-338.
7. Джумаева, Х. М. (2018). ГЛОБОЛЛАШУВ ДАВРИДА, ЁШЛАРИ МАЪНАВИЙ ТАХДИДЛАРДАН ҲИМОЯ ҚИЛИШ ОМИЛЛАРИ. *Интернаука*, (46-2), 70-71.
8. Djumayeva, H., & Turayev, A. (2022). METHODOLOGY OF COMBINATORY PROBLEMS SOLVING IN THE TIMSS INTERNATIONAL ASSESSMENT PROGRAM IN PRIMARY CLASS MATHEMATICS LESSONS. *Eurasian Journal of Academic Research*, 2(12), 1224-1228.
9. Muhammadjonovna, J. H. (2020). MODEL OF PROTECTION OF STUDENTS FROM INTERNAL THREATS AND ITS MAIN COMPONENTS.



- European Journal of Research and Reflection in Educational Sciences Vol, 8(12).
10. Қодирова, А. Б. (2022). АБУ АБДУЛЛОҲ МУҲАММАД ИБН АЛИ ҲАКИМ ТЕРМИЗИЙНИНГ "ОҚИЛЛАР ВА АЛДАНГАНЛАР" АСАРИДА НАФС ТАРБИЯСИНИНГ ПСИХОЛОГИК ОМИЛЛАРИ. *Science and innovation*, 1(В3), 119-124.
  11. Қодирова, А. Б. (2019). The views of Al Khakim At-Termizi on the theory of cognition. *Psixologiya*, (1), 88-90.
  12. Kodirova, A. B. (2022). ANALYSIS OF PSYCHOLOGICAL VIEWS IN THE WORKS OF AL-HAKIM AT-TERMIZI ACCORDING TO THE SCIENTIFIC CONTENT AND THE THEORY OF SUFISM. *Web of Scientist: International Scientific Research Journal*, 3(12), 1287-1292.
  13. Kodirova, A. B. (2022). PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS OF THE USE OF THE MYSTICAL IDEAS OF AL-HAKIM AT-TERMIZI IN THE EDUCATIONAL PROCESS. *Web of Scientist: International Scientific Research Journal*, 3(12), 1281-1286.
  14. Qodirova, A. (2022). УЛУФ МУҲАДДИС ИМОМ АТ-ТЕРМИЗИЙ ФАОЛИЯТИНИНГ ПСИХОЛОГИК ЖИҲАТЛАРИ. *Science and innovation*, 1(В7), 1086-1090.
  15. Abdullaeva, B., Yakubova, G., Mukhtarova, A., & Kodirova, A. (2020). Development of practical competencies of psychologists. *Journal of Advanced Research in Dynamical and Control Systems*, 12(6), 1143-1146.
  16. ALIMARDANOVA, R. (2023). INTERPERSONAL NORMAL INDICATOR IN ESTABLISHING HEALTHY PSYCHOLOGICAL RELATIONSHIPS BETWEEN YOUNG BRIDE AND GROOM IN UZBEK FAMILIES. *World Bulletin of Social Sciences*, 18, 11-14.
  17. Salokhitdinova, N. M. (2020). PROVIDING MEMBERSHIP BETWEEN TESTING AND INTERNATIONAL ASSESSMENT PROGRAMS FROM PRIMARY SCHOOL MATHEMATICS (An example of elementary school math). *Scientific and Technical Journal of Namangan Institute of Engineering and Technology*, 2(12), 14-19.
  18. Салохитдинова, Н. (2021). Development prospects of primary education integration (on the example of exact and natural sciences). *Общество и инновации*, 2(7/5), 221-225.
  19. Салохитдинова, Н. (2022). Aniq va tabiiy fanlar tushunchalarining integratsiyasi (Aniq va tabiiy fanlar misolida). *Современные тенденции инновационного развития науки и образования в глобальном мире*, 1(3), 368-371.
  20. Salohiddinova, N. (2022). INTEGRATION OF EXACT AND NATURAL SCIENCES CONCEPTS (On the example of exact and natural sciences). *Emergent: Journal of Educational Discoveries and Lifelong Learning (EJEDL)*, 3(11), 158-165.
  21. Салохитдинова, Н. (2021). Перспективы развития интеграции начального образования (на примере точных и естественных наук). *Общество и инновации*, 2(7/5), 221-225.
  22. Salokhitdinova, N. M. (2021). Current state of science integration in primary education. *Asian Journal of Multidimensional Research (AJMR)*, 10(3), 533-537.
  23. Muxlisa, E., & Oysuluv, U. (2022). MAQOL VA MATALLARNING CHOG'ISHTIRMA TADQIQI. *IJTIMOYIY FANLARDA INNOVASIYA ONLAYN ILMIY JURNALI*, 2(2), 102-107.
  24. qizi Xo'jayeva, M. F., & Uralova, O. B. (2022). INGLIZ VA OZBEK TILLARIDA HUNARMANDCHILIK TERMINLARINING SEMANTIK VA LINGVOSTATISTIK TAVSIFI (XARAKTERISTIKASI). *Eurasian Journal of Academic Research*, 2(3), 496-499.
  25. Uralova, O. P. (2020). Comparative semantics of parental (father and mother) lexeme proverbs in English and Uzbek languages. *ISJ Theoretical & Applied Science*, 10(90), 422-425.
  26. Saodat, B., & Oysuluv, U. (2022). Functional-Semantic Aspect of Psychological Terminology Collocations in English. *Journal of Pedagogical Inventions and Practices*, 9, 28-34.
  27. URALOVA, O. P. Q. (2021). LEXICO-SEMANTIC FEATURES OF THE PROVERBS BY THE NAMES OF BEVERAGES AND VEGETABLES IN ENGLISH, RUSSIAN AND UZBEK LANGUAGES. *THEORETICAL & APPLIED SCIENCE Учредители: Теоретическая и прикладная наука*, 12, 1165-1169.
  28. qizi Saydillayeva, M. B. (2022). MAKTABGACHA YOSHDAGI BOLALARNING RIVOJLANISHIDA FAOLIYAT MARKAZLARINING AHAMIYATI. *Results of National Scientific Research International Journal*, 1(7), 420-424.



29. qizi Saydillayeva, M. B. (2022). TA'LIM JARAYONIDA PEDAGOGIK FAOLIYAT TURLARINI TASHKIL ETISH VA SAMARADORLIKKA ERISHISH YO'LLARI. *YOUTH, SCIENCE, EDUCATION: TOPICAL ISSUES, ACHIEVEMENTS AND INNOVATIONS*, 1(7), 121-127.
30. Сайдуллаева, М. Б., & Маъруфжонова, Р. Л. (2021). Эффективные способы организации обязательного однолетнего обучения детей 6-7 лет. *Экономика и социум*, (2-2 (81)), 180-183.