



**BEGINNER CLASS IN STUDENTS
DEVELOPING COMMUNICATION TO
HIMSELF XOS METHODS**

Ramazonava Ruxshona Ulug'bek qizi

TerDPI, Primary Education Student

O'roqova Sharofatkhan Saidkul kizi

TerDPI, Teacher

***Abstract.** This article discusses specific methods and techniques for developing communicative competence in primary school students. Communicativeness is a set of skills such as the student's ability to express his/her thoughts fluently, logically and clearly, listen to the interlocutor, and communicate effectively in a team, and its development at the primary education stage is an important pedagogical task. The article discusses in detail ways to increase students' speech activity through interactive methods, game technologies, role-playing exercises, group work, creating problem situations, and using digital tools.*

***Keywords.** Communicativeness, communication culture, primary education, interactive methods, role-playing games, teamwork, speech activity, oral and written speech, integrative approach, competency-based approach.*

Introduction. In today's era of globalization and rapid information exchange, one of the main tasks of the educational process is to form communicative competence in students. The primary education stage in particular plays an important role in the formation of a child as a person, speech development and strengthening of communication skills with the environment. Therefore, the careful selection and correct application of pedagogical technologies that serve the development of communication

requires high skills from a modern teacher. The concept of communication and its importance. Communicative competence is the ability of a student to: express their thoughts clearly and logically, Ability to listen to the interlocutor, work collaboratively with peers, adhere to a culture of debate, follow the rules of speech etiquette It is an important competency that encompasses the following: When this competency is formed, students: think independently, have a deep understanding of lesson topics, will be active in social life, acquires creativity and initiative skills. Specific methods for the formation of communicative competence The use of interactive methods These interactive methods ensure the active participation of students, strengthen their free thinking and communication skills. Among the most effective methods, it would be appropriate to recommend the following:

“Brainstorming” - students freely express their thoughts on a given topic. **“Cluster”** - connects concepts and forms a group opinion through mutual communication . **“Concept analysis”** - develops the ability to justify thoughts and defend their point of view . **“Insert technology”** - students exchange ideas with each other when working on the text. These methods significantly increase the speech activity of students. Role-playing games and staging are also specific types, and role-playing games are considered the most interesting and effective communicative activities for younger students . Examples include: “Conversation in the store”, “Doctor and patient”, “Waiting for a guest”, “Teacher and student” dialogues. In these games, students learn to communicate in different situations, develop the skills of pronouncing speech sounds correctly, expressing opinions, explaining and asking questions. In group and pair work, group activities help students:

exchanging ideas in the team, listening to their comrades, to defend one's opinion, develops negotiation skills. Paired exercises, on the other hand, help to increase the communicative activity of shy students, especially. Creating problem situations develops communication skills by giving students real-life situations and having them discuss and find solutions. For example: "A student forgot his notebook in class, what should we do?" , "Two students got into a fight during a game, how should we resolve the situation?". Such assignments strengthen students' skills in analysis, negotiation, and conclusion-making. Using digital tools, multimedia tools help students: listening and understanding, to answer verbally, create interactive dialogues It builds skills such as. For example, listening to and discussing audio stories, creating dialogues based on video clips, and increasing vocabulary through interactive games are all modern ways to develop communicative skills. When creating a story and working with text, students should: create a story based on a picture, continuing the initial small texts, By having characters speak on behalf of others, logically connected speech can be formed.

These exercises create a basis for the joint development of written and oral speech. The modern school requires teachers who have acquired the qualities and virtues necessary for the personality and professional activity of a teacher, who have the ability to think in a new way, who are communicative, and who are socially active. One of the most important factors in solving a number of such problems is the purposeful organization of the professional characteristics of future teachers and the process of professional training. In short, the contribution and influence of the great institution of school on the development of man and society, the work of teachers and mentors who decide the future of not only our

youth, but also our entire nation, cannot be measured or compared with anything.” [1.69]. Accordingly, one of the priority areas of the reforms being implemented in the field of education in our country is to bring the quality of personnel training to the level of world requirements. In this regard, research conducted by Russian psychologists NV Kuzmina, V. Slasenin, FN Gonobolin, and Uzbek psychologists provide an opportunity to identify the most necessary qualities for modern teachers. Scientific research conducted by RZGaynutdinov, MGDavletshin, S.Jalilova, A. Jabborov, M.Kaplanova and others has also extensively studied the problems of the teaching profession and the educational process.

The teaching profession is one of the humanistic professions with a moral character, which provides students with Humane attitude is the main principle of a teacher's work. This requires the teacher to love children, respect their dignity, be tolerant of their whims, and be intolerant of things that harm them physically and morally. The teacher's morality and humanity are manifested in caring for the future of children, in their desire to prepare them for life, social and labor activities. Carefulness, pedagogical behavior, attentiveness, loving children, doing good to them, understanding the duty of a teacher, being responsible, demanding and fair, knowledge, honesty, and truthfulness are professional moral qualities inherent in a teacher. Pedagogical ability is one of the types of abilities that determine a person's suitability for pedagogical activity and the ability to successfully engage in this activity. Long-term research has shown that pedagogical abilities consist of complex and multifaceted psychological knowledge. gave. Using the data of this study, it is possible to distinguish a number of components that occupy an important place in the structure of pedagogical abilities:

Communicative ability is the ability to communicate with children, to find the right way to approach students, to establish meaningful interaction with them from a pedagogical point of view, to have pedagogical tact. [4.79].

Communicative abilities, communication through words, thoughts - feelings, mutual exchange of ideas, being perceptive, having various manifestations of abilities, facets of talent, dynamism (active), active, progress; emotional (emotionally vibrant), determination, perseverance, perseverance - resistant; confidence in the future (ability to see the future), being attentive, influential (ability to charm, charm with one's own impression), Pedagogical technique Self-control, with others Possession of such skills as the ability to communicate and establish relationships ensures the effectiveness of education. Among special pedagogical skills, there are those that cannot be clearly distinguished as belonging to teaching or educational activities. After all, they are equally necessary for both. This is pedagogical communication, interaction. Psychologist VAKan-Kalik, having studied such skills, wrote: "Pedagogical work consists of more than two hundred structures in its structure. Communication is one of its most complex aspects, because through it the main goal of pedagogical activity is realized - the influence of the teacher's personality on the student's personality . Another important skill of a teacher is the organization of long-term and effective interaction with students. This skill is usually associated with the communicative ability of a teacher. Possession of professional pedagogical communication is an important aspect of the personality of a teacher related to interpersonal communication.

In conclusion , it should be noted that the communicative

ability manifested during pedagogical communication is the ability to interact in a specific way within the framework of pedagogical influence related to the education and upbringing of children. Based on this, we can conclude: First, not all communicative abilities of a person are manifested in the same way and are not equally necessary for a teacher. Second, there are a number of communicative skills and abilities that a teacher must possess that are not important for people in other professions. In particular, a person's ability to understand other people, understand himself, correctly assess and accept himself in the process of communication, and interact with other people. to be able to enter into the right relationship, to be demanding of oneself. [4.23]. Having considered in detail each separate group of communicative abilities, we will also indicate the problems that may arise due to the underdevelopment of these abilities during the period of pedagogical communication. So, today every student studying in higher education should, first of all, pay attention to developing his communicative abilities in the educational process, read a lot of books, have friendly communication with his comrades, exchange ideas, analyze the problem on the subject. Knowing a person by a person is a general assessment of a person as a person. It is usually summed up as a result of the impressions received at one glance, assessing certain aspects of his personality, motives, and future plans; assessing the relationship between appearance and a person's inner feelings; reading gestures, gestures, facial expressions and pantomimes is manifested in knowledge. Self-knowledge of a person is an assessment of his knowledge, his abilities, his character and the characteristics of another person; it is the ability to know how a person is perceived from the outside and how he

appears in the eyes of other people. The manifestation of a special aspect of pedagogical communication is the use of the method of encouragement and punishment by the teacher. If encouragement or punishment is fair and just, they support the achievements of students ¹. The criteria for assessing communicative competence are that the communicative competence of students is assessed on the basis of the following indicators : correct use of words and phrases; the ability to start, continue and end a conversation; be able to express one's thoughts simply and clearly; active participation in dialogue; follow the rules of speech culture; logical thinking and drawing conclusions. Developing communicative competence in primary school students is an important factor in their success in future educational stages. Methods such as interactive methods, role-playing games, group work, problem situations and digital tools enhance students' speech activity, encourage free thinking and form a culture of communication. The teacher's methodological skills, properly organized lesson process and a comfortable communicative environment contribute to the effective development of this competence.

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