IQRO JURNALI / 2023
GUVOHNOMA № 060680
E-ISSN : 2181-4341

VOL–2 ISSUE–1
https://wordlyknowledge.uz/

EFFECTIVE METHODS FOR THE FORMATION OF COMMUNICATIVE CULTURE IN PRIMARY SCHOOL STUDENTS BASED ON AN INTEGRATIVE APPROACH

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Annotation: This article covers effective methods of forming attitudes in the communication of Primary School students with people, that is, through communication, complementing the knowledge of the sciences.

Keywords: communication, attitude, communication, communication, exchange of ideas, positive relations, integration, interdisciplinary connection, formation.

In reforms aimed at improving the educational system in our country, the integration of Education, Science and production is often mentioned. One of the important ideas is the need for the development of modern science and technology in close cooperation with the market economy and production. That is why the effective use of integration in the development of education is becoming an urgent task. On September 23, 2020, 2022-2026, the tasks of reforming the system of continuing education in the"development strategy "of the Republic of Uzbekistan and other regulatory documents on the formation of the communicative culture of Primary School students are defined, which is the basis for the successful implementation of work with students in the educational process, their formation as a In particular, Article 9 of the law on education specifically states that the beginning training is aimed at the formation of the foundations of literacy, knowledge, qualifications and skills necessary for the continuation of the general secondary education in students.

The application of integration in education helps today's students as leaders to find their own solution to such difficult situations as the difficulties of Science, the elimination of excessive incomprehensible situations of topics, the absorption of topics into the consciousness-u-consciousness of students.

At a time when times are changing more and more, only changes and innovations are being introduced into our education system. Including the integration of subjects is required for primary school teachers in general secondary schools and many specialized schools[3]. In order to contribute to the elimination of the above problematic situations and many other contradictions and shortcomings, we decided to write an article entitled" The formation of a communicative culture in primary school teachers on the basis of the following integrative approach".

We will give a brief explanation of such concepts as: primary education, primary class, integration, integrative education, communication, communicativeness, communicative culture, speech culture, culture of communication, communicative formation, scientific worldview, development.

Primary education is the initial stage of general secondary education. Primary education in the Republic of Uzbekistan is the period of the first education of children in grades 1-4, the beginning of their spiritual development. It includes grades 1-4, and study begins at the age of 6-7 years. In this case, it is important to establish the content of Education.

Integration, which comes directly from the Latin word “integratization, filling”, “integrationit is the integration of individual fragments or elements into each other, turning into a single whole, rounding. Integration is not a mechanical fusion of Sciences, this synthesis is the origin of something new, discovery. The connection of individual systems and the creation of a single new thing.

Integrative Learning makes it possible for students to have a more complete and comprehensive vision of the world that surrounds us in their minds. Children will be able to achieve a clear and concise, eloquent expression of their knowledge in practice, since in this approach the possibility of broad disclosure of the fundamental essence of knowledge includes such concepts as imagining the universe in a single whole, interconnected.

Communicativeness can have a culture of interpersonal communication, the ability to listen and hear the interlocutor, to be able to enter into circulation and establish communication, collect information, establish various social relations, and the appearance of nonverbal behavior.

The culture of communication implies the presence of certain character traits, such as respect for people, goodwill, sincerity, tolerance, etc

refers to. The culture of communication also involves the development of such specific features as politeness.

Politeness is a characteristic feature, the main content of which is the habit of observing certain rules of behavior in various situations of human communication, compliance with the rules of etiquette.

Even if a differentiated situation prevails in the development of the theory of interdisciplinary communication,integration in practice, interaction will further increase the social significance of science. Scientific research devoted to solving the problems of interdisciplinary communication, carried out in recent years, is a requirement of social life.

Through the scientific terms that we have considered above and the appropriate definitions given to them, we can understand that even classes are passed on to elementary school teachers, who are representatives of the younger generation of today, by integrating classes into each other, will be interesting, and students will form the necessary knowledge and skills.

The process of integrating subjects into each other into elementary school teachers allows you to be honest with many prominent situations between teachers and students, such as incomprehensible, contradictory, difficult and boring, uninteresting and many others, which seem a little difficult to solve and have become one of the pressing issues of today.

While teachers explain topics in the process of teaching primary school students, in these processes the teacher achieves his goal even in this case, if he finds in these processes his connection with other subjects, the sides of the connection, and explains these places of attachment to students in a simple and fluent language. In addition, readers will understand the topic without getting bored without too much difficulty. To do this, it is easy and effective to achieve the educational requirements, the work plan and the result it aims at, if it explains these sentences on the basis of an interdisciplinary integrative approach, reading and analyzing the topic that will pass on this day from teachers, defining for itself those sentences that are incomprehensible and somewhat confusing, a little more complex for.

As teachers form the formation of communicative culture in primary school teachers on the basis of an integrative approach in their classes, first of all, it is desirable that he himself mastered the skills

of a communicatively formed, integrative lesson.

Today, in the process of teaching primary school students, we need to apply interdisciplinary integration on the topic of all ongoing textbooks.What an integrative approach is should be explained to elementary school students in a very interesting and memorable way and instilled in their minds.

The mother tongue of Primary School students, topics in reading lessons should also be integrated with examples of folk oral creativity, since the child must be bokhabar from the spiritual and educational heritage of the nation in which he lives.

Primary school students should explain the content of textbooks by adding more of our ogzaki heritage, such as Uzbek folk Proverbs, Uzbek folk riddles, quick sayings, instructive stories, parables, matal. Because representatives of the younger growing generation should take very good thoughts from such instructive words to themselves.

It is the beginning of the classroom where the leaks tell a story that is given to the house in the textbook as a task. It is usually difficult to give full coverage for the reasons, the fact that the topic is not well flowing, the ability to tell a story, the ability to shy away from classmates, and the lack of additional knowledge and independent thoughts on this topic. We will show the student an explanatory methodology by integrating the topics corresponding to each other in the following leaks and Natural Sciences, as well as the content in educational textbooks.Linking the story "Ant's courage"in the 2nd grade textbook of Mother Tongue and reading literacy with the theme "conservation" given in Chapter 7 of the 3rd grade textbook of Natural Sciences on the 23rd topic, that is, the story in the textbook of mother tongue and reading literacy is told with a broader explanation and Correction with spiritual, the topic will turn out to be more meaningful and interesting.

The courage of the Ant.(Story.) It turned out that in ancient times there was a wide meadow, covered with various flowers and grass. There, with sheep and lambs, partridges, hedgehogs, turtles, various insects also live peacefully. One year the summer came very hot. It almost didn't rain. In the heat of the sun, the plants dried up. On one such day, Grass went to the pasture. An unexpected fire terrified the creatures. Everyone started running around. Not a single ant escaped.

He began to purkay from a spring near the meadow into the fire, bringing water in the mouths of dwarves. The other creatures who saw this state said: "O Ant, eat your mind?! Would the fire be extinguished with a particle of water brought by you? And put thy work, thy soul, Then the ant, not stopping at his deed, replied: –You will say correctly, not a single particle of water will extinguish the fire. But I want to try. Because this meadow is my homeland. I use this opportunity if I have the opportunity as a particle to preserve it. This statement of the Ant strongly affected the people of the meadow. The creatures running to all sides suddenly stopped and followed the Ant. In the Bee bucket, in the beak of The Partridge, sheep and lambs hurried to bring water in their mouths and extinguish the fire. So when all creatures took a head out of a collar and sprinkled water on the fire, it was as if it had rained down from the sky. Thus the fire was extinguished.

Through the above story, we will be able to understand that love for the motherland ,loyalty, affection, dedication, the struggle for the Motherland is the preservation of the motherland, and its slightest soil is also a great blessing. How dear and holy The Motherland is, as we shape such concepts as preserving it, leaning on the motherland, protecting the motherland in elementary school students,

this story will serve as a real strength of support for us, of course. Only, in the process of explaining this to elementary school students with fluent speech in a slightly simpler language, when explained by the example of the Mother Nature that surrounds us, such sincere feelings and qualities in students become more fully formed because elementary school students react to the above-mentioned concepts as complex homogeneous words or an incomprehensible phrase. Therefore, we would not be mistaken if we say that the use of our integrative approaches to such processes will be an excellent light on the light, that is, one of the most expedient methods. As we explain this story to elementary school students by integrating it with the theme of"Conservation", in this process we are required ,first of all, to explain that nature is also a part of the motherland ,that we preserve the motherland by preserving nature. Because in elementary school teachers who have just stepped into the so-called great place, such complex concepts as halinl have not had time to fully develop, or even if they understand, the ability to explain to their interlocutor the essence of these concepts has not been formed, that is, the communicative culture will not develop. The hero of the above-mentioned story, through the image of an ant, is a small one of the cuss of elementary school students .the insect must also understand how much it can love its homeland, do everything it can for its homeland, make the opportunity, even if it is possible ,on the path of its loyalty to its homeland, how many ants,bees, sheep and lambs, partridges, turtles and other creatures a small meadow is a great omen. Knowing that the slightest water brought in the Ant's mouth is not capable of extinguishing a whole one-headed fire, the Ant, due to his love for his homeland, loyalty, uses all the opportunities that he can, and explains this process to his compatriots in such an uncomplicated and instructive way that as a result, the remaining Meadow creatures will also. We can explain this process by connecting not only with natural sciences, but also with proverbs such as "Power in unity", "United order, unincorporated Swarm", "if Oltovlon ola he will shave his mouth, if the quadruple is complete he will lower his crest"which is an example of Uzbek folk oral creativity, and these methods are among the very effective methods in shaping the communicative culture of Primary School students. As hands on these and similar pedagogical methods, we have made a great contribution to the fact that both our teachers ' pedagogical potential will increase, and our students who are teaching and educating will become mature people who will be able to deliver and explain their thoughts in a worthy way in the future through beautiful and figurative speech in all respects.

In one lesson, students will realize such concepts as the motherland, the motherland, and at the same time will also use independent thoughts when telling the story as a task to the house. And such independent thoughts give a beautiful speech in connection with the knowledge received by them from other sciences, that is, from the Natural Sciences of the subject. This is one of the most effective ways to form a communicative culture in primary school teachers.

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